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**Minutes of
The Lehman College Senate Meeting
Wednesday, October 8, 2014
Senate Meeting**

7 **Senators Present:** Akan, A.; Alvarez, J.; Báez, A.; Baez, R.; Bamshad, M.; Barber, E.; Budescu, M.;
8 Calvet, L.; Carey, R.; Cheng, H.; Cintrón, N.; Clark, V.; Conner, P.; DeJesús, M.; Dellapina, M.;
9 Diallo, T.; Fayne, H.; Fera, J.; Fernández, R.; Garcia, S.; Hill, W.; Holloway, J.; Hurley, D.; Jordan,
10 S.; Kremenitzer, J.; Larimer, A.; Latimer, W.; Machado, E.; Magdaleno, J.; Marianetti, M.; Markens,
11 S.; Maybee, J.; Medina, D.; Merkulyev-Arias, V.; Morrobel-Sosa, A.; Munoz, M.; O'Connor, N.;
12 Pérez, M.; Petkov, R.; Philipp, M.; Prince, P.; Prohaska, V.; Rahman, M.; Rivera, A.; Rodríguez, D.;
13 Rodríguez, V.; Rupp, S.; Saccomano, S.; Samuel, L.; Schlesinger, K.; Sen, G.; Spence, N.; Stuckart,
14 D.; Tananbaum, D.; Tidjani, M.; Tomey, S.; Valentine, R.; Varughese, N.; Waring, E.; Yang, L.;
15 Yates, S.; Zucchetto, V.

16 **Senators Absent:** Alonso, O.; Amend, A.; Angeli, A.; Ansari, W.; Bayne, G.; Bergmann, R.;
17 Christian, M.; Cordero, A.; Deas, M.; DiRaimo, S.; Esteves, C.; Feinerman, R.; Georges, A.; Gerry,
18 C.; Jafari, M.; Jervis, J.; Juárez, R.; Kowaleff, M.; Martín, O.; Mibenge, C.; Nadeem, S.; Pettipiece,
19 D.; Rachlin, J.; Reyes, J.; Ricourt, M.; Rivera McCutchen, R.; Sailor, K.; Saldana, E.; Silverman, H.;
20 Tolone, M.; Yavuz, D.; Yissi-Nintcheu, M.

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23 The meeting was called to order President Ricardo R. Fernández at 3:40 p.m.

24 **Approval of the Minutes**

25 The minutes of the September 10, 2014 meeting were amended to include Astrid Cordero as
26 present and the minutes were approved, as amended, by unanimous voice vote.

27
28 **Announcements and Communications—**

29
30 **Report of the President**

31 President Fernández noted that the semester is off to a good start. He attended a Board
32 Meeting of the Association of American Colleges and Universities (AAC&U) in Washington,
33 D.C. AAC&U, an organization that is very active in addressing higher education issues.
34 AAC&U is celebrating its centennial in January 2015 and there will be an opportunity for
35 faculty and staff from Lehman to participate. He noted these meetings provide a forum for
36 faculty to address matters related to curriculum.

37
38 Next week, President Fernández, Provost Morrobel-Sosa, VP Magdaleno and VP Bergman
39 participate in a second meeting of the American Council on Education (ACE) Change and
40 Innovation Lab. The team will present an initiative to create a program for students to
41 complete a bachelor's degree in four years, based on specific criteria. After it is vetted, the
42 proposal will be shared with the College Senate and other campus groups. The initiative will
43 address some of the challenges of non-traditional students, such as being able to attend school
44 on a full-time basis.

45
46 President Fernández will also attend the American Association of State Colleges and
47 Universities (AASC&U) annual meeting in two weeks. Mr. Ivan Seidenberg, the former chair
48 and DEO of Verizon Communications, received an award from AASC&U last year. A video
49 of Mr. Seidenberg was shown during Convocation this year. The annual AASC&U meeting is
50 an opportunity to connect with higher education leaders across the country and to become
51 better educated about current issues.

52
53 **a. Student Legislative Assembly—**

54 Mr. Marcus Pérez announced that special elections were held on October 7, 2014, where eleven
55 new student Senators were elected to fill vacancies, and he will submit the list to Prof.
56 Tananbaum. The SLA will begin surveying the student body regarding adjustments to the bell
57 schedule.

58
59 The next Student Legislative Assembly meeting will be November 12th at 4:30p.m. in the Student
60 Life Building, Room 101.

61
62
63 **REPORTS OF STANDING COMMITTEES—**

64
65 **1. Graduate Studies-**

66 Prof. Janet DeSimone presented proposals from the following departments: Mathematics and
67 Computer Science; the School of Education; and the Office of Graduate Studies.

68

69 The proposals were approved by unanimous voice vote.

70 See Attachment I.

71

72 Prof. DeSimone announced that the templates for proposed curriculum changes have been revised
73 and are on the Senate website.

74

75 The next meeting is October 15th 11:00a.m. in CA 33A.

76

77 **2. Governance Committee-**

78 Prof. Duane Tananbaum presented the report.

79 See attachment II.

80 The Governance Committee nominated Profs. Mark Christian and Robert Farrell to fill the
81 vacancies on the Campus Life and Facilities Committee. They were elected by unanimous voice
82 vote.

83

84 Prof. Tom O'Hanlon was nominated to serve on the Committee on Admissions, Evaluation, and
85 Academic Standards. He was elected by unanimous voice vote.

86

87 Prof. John Ongley was nominated to serve on the Committee on Library, Technology, and
88 Telecommunication. He was elected by unanimous voice vote.

89 The Governance Committee proposed the following resolution:

90 "The Lehman College Senate asks the Academic Task Force of the Prioritization Planning process to
91 study the feasibility of re-establishing a Physical Education program at Lehman College."

92 Provost Morrobel-Sosa noted that the resolution proposed is not a part of the charge to either of
93 the task forces. Instead, the task forces have been charged with receiving assessments of current
94 administrative and academic programs. It is not their charge to develop new programs.

95 Identifying and developing new programs is, instead, the responsibility of the faculty through
96 discussions in the departmental or school curriculum committees.

97 As a result of a motion, the proposed resolution was tabled.

98
99 Prof. Tananbaum asked Interim Associate Provost Stefan Becker to clarify how the Lehman
100 College representatives to the CUNY Pathways Common Core Course Review Committees
101 would be chosen in accordance with the governance process. IAP Becker explained that
102 nominations will be vetted through the governance process.

103

104 The next meeting is November 10th at 3:45 p.m. in CA 201.

105

106 **3. Committee on Admissions, Evaluations and Academic Standards—**

107 There was no Committee report.

108 Prof. Penny Prince announced the next meeting will be in the next two weeks.

109

110 **4. Undergraduate Curriculum--**

111

112 Prof. Prohaska presented the report.

113 The proposals were approved by unanimous voice vote.

114 See attachment III.

115

116 **5. Academic Freedom--**

117 Prof. Robert Valentine reported that the Faculty Survey was circulated last week at the General
118 Faculty meeting. All survey data will be collected and presented to the Senate on December 10th.

119

120 The next meeting will be on Wednesday, October 29th at 3:30p.m. in CA201.

121

122 **6. Library, Technology, and Telecommunication—**

123 Prof. Kenneth Schlesinger presented the report.

124 See Attachment IV.

125

126

127 **7. Campus Life and Facilities —**

128 There was no Committee report.

129 The next meeting will be on November 19th at 1:00p.m. Shuster B-018.

130

131 **8. Budget and Long Range Planning —**

132 There was no Committee report.

133 The next meeting will be on Wednesday, October 22nd at 3:30p.m. in S-336.

134

135 **9. University Faculty Senate Report—**

136 Prof. Philipp presented the report.

137 See Attachment V.

138

139 Old Business----None.

140

141 New Business----None.

142

143

144 **ADJOURNMENT**

145

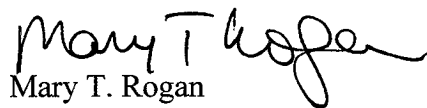
146 President Fernández adjourned the meeting at 4:26 p.m.

147

148 Respectfully submitted:

149

150


Mary T. Rogan

151

Governance Committee Report for Senate Meeting, 10/8

1. The Governance Committee nominates the following people to fill faculty vacancies on Senate committees:

Committee on Campus Life and Facilities:

Mark Christian	AAAS	6/15
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Robert Farrell	Library	6/16
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Committee on Admissions, Evaluation, and Academic Standards:

Tom O'Hanlon	JCT	6/15
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Committee on the Library, Technology, and Telecommunication:

John Ongley	PHIL	6/15
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2. The Governance Committee proposes the following resolution:

The Lehman College Senate asks the Academic Task Force of the Prioritization Planning process to study the feasibility of re-establishing a Physical Education program at Lehman College.

Senate Meeting – October 8, 2014
Graduate Studies Report

On behalf of the Grad Studies Committee, I'd like to put forth items from the following departments or offices:

Department of Mathematics and Computer Science

- Discontinuation of MA Program, Mathematics Teacher 7-12

School of Education

- Change to teacher education requirements for NYS testing requirements in graduate bulletin

Office of Graduate Studies

- Changes to teacher education requirements for non-matric applicants in graduate bulletin (grade point average increased to B)

Does anyone have any questions and/or comments?

All those in favor of approving these proposals, please say I. Anyone opposed. Any abstentions?

Please note that CUNY has changed all of the proposal formats again, and Sophia has been kind enough to post the new templates on the senate site, in Word format. The templates are the same for undergraduate and graduate proposals.

Our next meeting will be on **October 15, 2014 at 11 a.m. in Carman B33A.**

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

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

CURRICULUM CHANGE

1. Type of Change:

Discontinuation of the M.A. Program entitled Mathematics Teacher (7-12).

2. Description:

The following program, Mathematics Teacher (7-12), should be discontinued effective October 2014. The program's Hegis code is 1701.01 and its Program Code is 02652. The program leads to an M.A. degree.

3. Rationale:

The Mathematics Teacher (7-12) M.A. Program leads to a now obsolete license called Permanent Certification for 7-12 mathematics teachers. In order for the department to register a new graduate program with the state that will lead to the more current license called Professional Certification, the department must officially close its old program.

4. Date of departmental approval:

September 9, 2014

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

OFFICE OF GRADUATE STUDIES

CURRICULUM CHANGE

Name of Program and Degree Award: All Graduate Programs at Lehman College

Hegis Number: NA

Program Code: NA

Effective Term: **Spring 2015**

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

2. **From:**

Admission Requirements for Nonmatriculants

To register for courses as a nonmatriculant, an applicant must:

1. Possess a bachelor's degree from an accredited college or university. Submit a transcript showing the award of an undergraduate degree.
2. Have a minimum undergraduate average of B-.
3. To take graduate courses in Accounting, submit an acceptable score on the Graduate Management Aptitude Test (GMAT).
4. Obtain the approval of the department's graduate adviser.
5. If submitting academic records from a non-English speaking country, demonstrate competency in English through TOEFL scores of at least 500 (higher for most programs).

3. **To:**

Admission Requirements for Nonmatriculants

To register for courses as a nonmatriculant, an applicant must:

1. Possess a bachelor's degree from an accredited college or university. Submit a transcript showing the award of an undergraduate degree.
2. Have a minimum undergraduate average of B-. (School of Education program applicants must have a minimum undergraduate average of B.)
3. To take graduate courses in Accounting, submit an acceptable score on the Graduate Management Aptitude Test (GMAT).
4. Obtain the approval of the department's graduate adviser. Please note that not all programs accept non-degree seeking students.

5. If submitting academic records from a non-English speaking country, demonstrate competency in English through TOEFL scores of at least 500 (higher for most programs).

4. **Rationale:**

The change is needed to comply with the admission requirement for a B average by the School of Education's accreditation agency.

5. **Date of departmental approval:**

September 17, 2014

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

SCHOOL OF EDUCATION

Name of Program and Degree Award: Graduate Bulletin (2013-2015) All Education programs

Hegis Number: NA

Program Code: NA

Effective Term: **Fall 2014**

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

2. **From:**

**Teacher Certification Requirements For Education Matriculants
Initial Teacher Certification**

Matriculants who successfully complete graduate educator preparation programs at Lehman are eligible to apply for New York State initial certification. Matriculants must file an application for initial teacher or school building leader certification at the start of their final semester of graduate study. Filing instructions and related information may be obtained from the Certification Officer, Room B33 of Carman Hall.

The certification process is as follows:

- The Certification Officer reviews the transcript to ensure that the candidate has met the New York State liberal arts and science requirements.
- The candidate may need to take additional courses if there is deficiency in the coursework.
- The candidate completes the graduate education program and obtains the degree.

• The candidate files for certification using his or her NYSED

Teach account with a program code provided by the Certification Officer.

• The candidate contacts the Certification Officer when his or her status of graduation is completed on his or her CUNYfirst account.

• The Certification Officer enters an institutional recommendation for NYS certification.

• The State Education Department issues electronic certificates on TEACH online services at www.highered.nysed.gov/tcert

Candidates for initial teacher certification must meet the State requirements for certification as follows:

- A bachelor's degree in liberal arts or science;
- Completion of NYS registered educator preparation program (master's degree) in the field that a certificate is sought;

- Successful completion of internship, student teaching, or practicum;
- Passing the New York State Certification Examinations: (a) the Academic Literacy Skills Test (ALST), (b) Teacher Performance Assessments (edTPA), (c) Educating All Students test (EAS), and (d) Revised Content Specialty Test (CST); and
- Completion of the workshops on school violence prevention, child abuse identification, and the Dignity for All Students Act (DASA).

Note: Candidates who complete their degrees and apply for an initial certificate on or before April 30, 2014 may choose to take the current teacher certification examinations: (a) the Liberal Arts and Sciences Test (LAST), (b) the Assessment of Teaching Skills—Written (ATS-W), and (c) the Content Specialty Test (CST).

3. To:

Graduate Catalog 2013-2015

Teacher Certification Requirements For Education Matriculants Initial Teacher Certification

Matriculants who successfully complete graduate educator preparation programs at Lehman are eligible to apply for New York State initial certification. Matriculants must file an application for initial teacher or school building leader certification at the start of their final semester of graduate study. Filing instructions and related information may be obtained from the Certification Officer, Room B33 of Carman Hall.

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- The Certification Officer reviews the transcript to ensure that the candidate has met the New York State liberal arts and science requirements.
- The candidate may need to take additional courses if there is deficiency in the coursework.
- The candidate completes the graduate education program and obtains the degree.
- The candidate files for certification using his or her NYSED

Teach account with a program code provided by the Certification Officer.

- The candidate contacts the Certification Officer when his or her status of graduation is completed on his or her CUNYfirst account.
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Candidates for initial teacher certification must meet the State requirements for certification as follows:

- A bachelor's degree in liberal arts or science;
- Completion of NYS registered educator preparation program (master's degree) in the field that a certificate is sought;
- Successful completion of internship, student teaching, or practicum;

- Passing the New York State Certification Examinations: (a) the Academic Literacy Skills Test (ALST), (b) Teacher Performance Assessments (edTPA), (c) Educating All Students test (EAS), and (d) Revised Content Specialty Test (CST); and
- Completion of the workshops on school violence prevention, child abuse identification, and the Dignity for All Students Act (DASA).

4. **Rationale:**

Due to recent New York State Education Department certification testing requirement changes, the catalogue note is obsolete.

5. **Date of departmental approval:**

September 17, 2014

Senate Meeting – October 8, 2014
Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved by the UCC, with a quorum present:

Department of Art

- Change in program requirements
- Change in co-requisite

Department of Health Sciences

- Change in program requirements

Department of Languages & Literatures

- Change in program requirements

Department of Political Sciences

- Change in program requirements
- New courses

School of Education

- Change in program requirements

Department of Health Sciences

- Change in program requirements

A draft of revised guidelines for Writing-Intensive courses will be distributed shortly for comment.

The next UCC meeting will be on **October 29, 2014 at 1 p.m. in Carman 263.**

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

DEPARTMENT OF ART

CURRICULUM CHANGE

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

Hegis Number: 1002.00

Program Code: 08345

Effective Term: Spring 2015

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

2. **From**: Art, B.F.A. (60 Credit Major)

The B.F.A. program is open to students who indicate real promise for doing creative work and wish to pursue a more intensive program in studio art. Candidates for the B.F.A. program ~~should~~ file an application with the Art Department ~~before the second semester of their junior year~~. The application, which includes an essay, faculty recommendations, a listing of ART and ARH courses taken (with grades), and examples of the candidate's work, must be reviewed and approved by a faculty committee before acceptance into the program.

Credits (60):

- 18 Foundation requirement consisting of: ART 100, 101, 102, 108, 112, and ARH 167.
- 9 General Art History requirement consisting of three Art History courses, at least one of which must be at the 100 level. ARH 167 cannot be counted toward this requirement.
- 12 General Studio work to be selected from 100-, 200-, or 300-level ART courses.
- 15 Art Specialization, a sequence of 200-, 300-, and 400-level courses (ART 486 may be counted in this category) in one of the following disciplines: ceramics, computer imaging, design, drawing, painting, photography, printmaking, or sculpture. Students should consult the Department for specific courses that constitute a sequence.
- 6 Advanced Elective, which may include: ART (CGI) 451, ART (CGI) 480, ART (CGI) 481, ART 486, ART 487, ART 494, ART 496.

~~NO MINOR REQUIRED~~

3. **To**: Art, B.F.A. (60 Credit Major)

The B.F.A. program is open to students who indicate real promise for doing creative work and wish to pursue a more intensive program in studio art. Candidates for the

B.F.A. program must file an application with the Art Department. The application, which includes an essay, faculty recommendations, a listing of ART and ARH courses taken (with grades), and examples of the candidate's work, must be reviewed and approved by a faculty committee before acceptance into the program. Applicants must consult the Department for specific guidelines.

Credits (60):

- 18 Foundation requirement consisting of: ART 100, 101, 102, 108, 112, and ARH 167.
- 9 General Art History requirement consisting of three Art History courses, at least one of which must be at the 100 level. ARH 167 cannot be counted toward this requirement.
- 12 General Studio work to be selected from 100-, 200-, or 300-level ART courses.
- 15 Art Specialization, a sequence of 200-, 300-, and 400-level courses (ART 486 may be counted in this category) in one of the following disciplines: ceramics, computer imaging, design, drawing, painting, photography, printmaking, or sculpture. Students should consult the Department for specific courses that constitute a sequence.
- 6 Advanced Elective, which may include: ART (CGI) 451, ART (CGI) 480, ART (CGI) 481, ART 486, ART 487, ART 494, ART 496.

4. **Rationale:**

Students planning to pursue a BFA need to do substantial coursework well in advance of the second semester of their junior year, since the BFA is a 60-credit program that involves year-long thesis work in its final two semesters. Unfortunately, the old degree requirements led students to think that they could hold off thinking seriously about BFA requirements until the second semester of the junior year, making it difficult to complete the BFA and therefore discouraging Majors. By eliminating the junior-year recommendation, the Department hopes to encourage students to start planning their degree program much earlier in their academic career. By replacing a specific time-frame with a requirement to file an application in consultation with the Department, The Department expects that students will succeed in planning, progressing through, and finishing the BFA program in Art.

5. **Date of departmental approval:** March 26, 2014

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

DEPARTMENT OF ART

CURRICULUM CHANGE

1. **Type of Change:** Corequisite

2. **From:**

Department(s)	Art
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Art, Computer Graphics and Imaging
Course Prefix & Number	ART 112
Course Title	Introduction to Digital Imaging
Description	(Students need no previous computer experience.) Introduction to the creation of art and imagery using computers and digital media. Production of a portfolio of images for presentation.
Pre/ Co Requisites	COREQ: ART 108
Credits	3
Hours	4 hours (2 lecture; 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes <input 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)	Art
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Art, Computer Graphics and Imaging
Course Prefix & Number	ART 112
Course Title	Introduction to Digital Imaging
Description	(Students need no previous computer experience.) Introduction to the creation of art and imagery using computers and digital media. Production of a portfolio of images for presentation.
Pre/ Co Requisites	NA
Credits	3
Hours	4 hours (2 lecture; 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes <input 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:

ART 112 (Introduction to Digital Imaging) is part of the foundation requirement for the B.F.A. in Art and the B.A. in Art; it is an Art requirement for the B.S. in Computer Graphics and Imaging. When the B.S. specialization in Computer Imaging was developed over ten years ago, students were expected to learn digital imaging programs using their own imagery made in ART 108 (Introduction to Photography). The

nature of technology has changed, however, making this coupling of courses obsolete. Students acquiring skills in digital imaging, including Photoshop and Illustrator, do not necessarily want or need knowledge of analog or digital photography, particularly if they major in Computer Graphics and Imaging.

The removal of the corequisite detaches ART 112 from ART 108: students are no longer required to take the two courses simultaneously. As a consequence:

- Both courses remain required for all students in the **Art B.F.A.**
- Students in the **Art B.A.** are required to take ART 112; they may take ART 108 as an elective to fulfill their requirement for general studio work.
- Students in the **Computer Graphics and Imaging B.S.** are required to take ART 112 and may take either ART 108 or ART 106 (Introduction to Sculpture) as part of the Art requirement for the Major.

By removing ART 108 as a corequisite for ART 112, the Department does two things. **First**, it enables students to take ART 108 and ART 112 independently of each other, easing student schedules. **Second**, it enables students in the Computer Graphics and Imaging B.S. to take ART 106 without exceeding the stated 18 credits of Art courses required for the Major. (Previously, because ART 108 was a corequisite for ART 112, a required course, CGI Students had no choice but to take ART 108 and therefore could not take ART 106 without exceeding the 18-credit limit for the Major. The proposed change remedies this situation.

5. **Date of departmental approval:** March 26, 2014

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Dietetics, Foods, and Nutrition, B.S.

Hegis Number: 1306.00

Program Code: 82141

Effective Term: Spring 2015

1. **Type of Change:** Change in major program requirements

2. **From:**

Dietetics, Foods, and Nutrition, B.S. (54-61.5 Credit Major)

The program in Dietetics, Foods, and Nutrition is designed to prepare students for entry-level positions as dietitians or nutritionists in healthcare facilities, community agencies, cooperative extension, food service operations, and/or the food industry. Students are also prepared for graduate study in dietetics and nutrition. The curriculum for the Dietetics, Foods, and Nutrition major Option I complies with the requirements for a Didactic Program in Dietetics (DPD) and is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Students successfully graduating from a ACEND-accredited D.P.D. with a GPA of {2.5} or better are eligible to take the examination to become a Registered Dietetic Technician (DTR), or apply for an ACEND-accredited dietetic internship (DI), which enables the student to become eligible to take the examination in dietetics to become a registered dietitian (RD). Fieldwork and laboratory experiences are important components of the curriculum and are planned to integrate didactic instruction with supervised practice.

3. **To:**

Dietetics, Foods, and Nutrition, B.S. (54-61.5 Credit Major)

The program in Dietetics, Foods, and Nutrition is designed to prepare students for entry-level positions as dietitians or nutritionists in healthcare facilities, community agencies, cooperative extension, food service operations, and/or the food industry. Students are also prepared for graduate study in dietetics and nutrition. The curriculum for the Dietetics, Foods, and Nutrition major Option I complies with the requirements for a Didactic Program in Dietetics (DPD) and is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Students successfully graduating from a ACEND-accredited D.P.D. with a GPA of 3.0 or better are eligible to take the examination to become a Registered Dietetic Technician (DTR), or apply for an

ACEND-accredited dietetic internship (DI), which enables the student to become eligible to take the examination in dietetics to become a registered dietitian (RD) or RDN (Registered Dietitian/Nutritionist). Fieldwork and laboratory experiences are important components of the curriculum and are planned to integrate didactic instruction with supervised practice.

An application to declare the Didactic Program in Dietetics (Didactic Program in Dietetics, DFN major Option I) is required. The application can be downloaded here and must be submitted to the DPD director by the semester prior to acceptance and entry into the major: December 1st for entry in the Spring semester and April 1st for entry in the Fall semester. A minimum GPA of 3.0 is required for admittance into the DPD. Students applying for acceptance into the DPD may be required to take a pre-entry examination to assess aptitude for the program. For further information, please see the DPD Handbook. Students who are not accepted into Option I may elect to major in DFN Option II.

4. **Rationale:**

ACEND, the accrediting organization for the DPD, is requiring the declaration and maintenance of a maximum enrollment limit for the program. In order to comply with this new requirement, the DPD must select students from a large pool of applicants. Current majors number 275, our maximum enrollment is planned at 150. Students who do not make the cut into Option I are allowed into Option II. Thus there is not going to be a change in enrollment in DFN, just a shift of option from I to II.

5. **Date of departmental approval:** 3/26/2014

**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 checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	French
Course Prefix & Number	FRE 3180
Course Title	French Dialectology and Sociolinguistics
Description	Major theoretical and practical foundations of sociolinguistic variation (dialectal, social, dialect/language contact) in primarily French-speaking communities and principal methods of sociolinguistic research and discourse analysis. Implications for teaching French.
Pre/ Co Requisites	FRE 202
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input 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:**

As described in the “Program Standards for the Preparation of Foreign Language Teachers” developed by the American Council of the Teaching of Foreign Languages (ACTFL), students attempting to be teachers need to develop an “Understanding of Linguistics” (Standard 1.b). This includes becoming familiar with the different geographical varieties spoken in the speaking communities of the target language taught (in this case, French). Additionally, students need to understand issues associated with language such as high/low prestige or standard/non-standard varieties, and the role that those factors play in the second-language classroom. For that reason, the Department has developed a French Dialectology and Sociolinguistics class (FRE 3180) that is required for students at the undergraduate level who are minoring in foreign language education in the Department of Middle and High School Education.

4. **Learning Outcomes:**

- Identify sociolinguistic features (phonological, morphosyntactic, discursive) of target language discourse.
- Identify and provide examples of key features of varieties of the target language in terms of gender and dialectal differences.
- Speak and write knowledgeably about target language varieties learned through interaction with native speakers outside of class and by accessing authentic target language samples through a variety of means such as technology.
- Demonstrate knowledge of sociolinguistic variations of the target language in order to expose students to authentic language from a variety of regions where the language is spoken.

5. **Date of L&L and FLEP Committee Approval:** April 2, 2014

Date of Departmental Approval: April 10, 2014

**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 checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	French
Course Prefix & Number	FRE 3190
Course Title	Francophone Culture
Description	The interdisciplinary study of a variety of practices and products (film, popular festivals, literary texts, music, art) of the Francophone World.
Pre/ Co Requisites	FRE 202
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input 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:**

As described in the “Program Standards for the Preparation of Foreign Language Teachers” developed by the American Council of the Teaching of Foreign Languages (ACTFL), students attempting to be teachers need to develop “Cultural Understandings” (Standard 2.a.) and an “Understanding of Cultural Texts and Traditions” (2.b.). This includes the ability to identify and to interpret the contributions of major artists, thinkers, writers, film makers and other cultural icons in order to analyze how they represent the target culture traditions through time and space. For that reason, the Department has developed a Francophone Culture class (FRE 3190) that is required for students at the undergraduate level who are minoring in foreign language education in the Department of Middle and High School Education.

4. **Learning Outcomes:**

- Demonstrate the connections among the various perspectives of a culture and its practices and products.
- Integrate acquired information into students’ pedagogical practices.
- Recognize the value and role of cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.

5. **Date of L&L and FLEP Committee Approval:** April 7, 2014
Date of Departmental Approval: April 10, 2014

**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 checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Italian
Course Prefix & Number	ITA 3180
Course Title	Italian Dialectology and Sociolinguistics
Description	Major theoretical and practical foundations of sociolinguistic variation (dialectal, social, dialect/language contact) in primarily Italian-speaking communities and principal methods of sociolinguistic research and discourse analysis. Implications for teaching Italian.
Pre/ Co Requisites	ITA 202
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input 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:

As described in the “Program Standards for the Preparation of Foreign Language Teachers” developed by the American Council of the Teaching of Foreign Languages (ACTFL), students attempting to be teachers need to develop an “Understanding of Linguistics” (Standard 1.b). This includes becoming familiar with the different geographical varieties spoken in the speaking communities of the target language taught (in this case, Italian). Additionally, students need to understand issues associated with language such as high/low prestige or standard/non-standard varieties, and the role that those factors play in the second-language classroom. For that reason, the Department has developed an Italian Dialectology and Sociolinguistics class (ITA 3180) that is required for students at the undergraduate level who are minoring in foreign language education in the Department of Middle and High School Education.

4. Learning Outcomes:

- Identify sociolinguistic features (phonological, morphosyntactic, discursive) of target language discourse.
- Identify and provide examples of key features of varieties of the target language in terms of gender and dialectal differences.
- Speak and write knowledgeably about target language varieties learned through interaction with native speakers outside of class and by accessing authentic target language samples through a variety of means such as technology.
- Demonstrate knowledge of sociolinguistic variations of the target language in order to expose students to authentic language from a variety of regions where the language is spoken.

5. Date of L&L and FLEP Committee Approval: April 2, 2014

Date of Departmental Approval: April 10, 2014

**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 checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Italian
Course Prefix & Number	ITA 3190
Course Title	Italian Culture
Description	The interdisciplinary study of a variety of practices and products (film, popular festivals, literary texts, music, art) of the of the Italian-Speaking World.
Pre/ Co Requisites	ITA 202
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input 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:

As described in the “Program Standards for the Preparation of Foreign Language Teachers” developed by the American Council of the Teaching of Foreign Languages (ACTFL), students attempting to be teachers need to develop “Cultural Understandings” (Standard 2.a.) and an “Understanding of Cultural Texts and Traditions” (2.b.). This includes the ability to identify and to interpret the contributions of major artists, thinkers, writers, film makers and other cultural icons in order to analyze how they represent the target culture traditions through time and space. For that reason, the Department has developed an Italian Culture class (ITA 3190) that is required for students at the undergraduate level who are minoring in foreign language education in the Department of Middle and High School Education.

4. Learning Outcomes:

- Demonstrate the connections among the various perspectives of a culture and its practices and products.
- Integrate acquired information into students’ pedagogical practices.
- Recognize the value and role of cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.

5. Date of L&L and FLEP Committee Approval: April 7, 2014

Date of Departmental Approval: April 10, 2014

**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 checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 3180
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	SPA 202 or SPA 204
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input 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:

As described in the “Program Standards for the Preparation of Foreign Language Teachers” developed by the American Council of the Teaching of Foreign Languages (ACTFL), students attempting to be teachers need to develop an “Understanding of Linguistics” (Standard 1.b). This includes becoming familiar with the different geographical varieties spoken in the speaking communities of the target language taught (in this case, Spanish). Additionally, students need to understand issues associated with language such as high/low prestige or standard/non-standard varieties, and the role that those factors play in the second-language classroom. For that reason, the Department has developed a Spanish Dialectology and Sociolinguistics class (SPA 3180) that is required for students at the undergraduate level who are minoring in foreign language education in the Department of Middle and High School Education.

4. Learning Outcomes:

- Identify sociolinguistic features (phonological, morphosyntactic, discursive) of target language discourse.
- Identify and provide examples of key features of varieties of the target language in terms of gender and dialectal differences.
- Speak and write knowledgeably about target language varieties learned through interaction with native speakers outside of class and by accessing authentic target language samples through a variety of means such as technology.
- Demonstrate knowledge of sociolinguistic variations of the target language in order to expose students to authentic language from a variety of regions where the language is spoken.

5. **Date of L&L and FLEP Committee Approval:** April 2, 2014

Date of Departmental Approval: April 10, 2014

**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 checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 3190
Course Title	Hispanic Culture
Description	The interdisciplinary study of a variety of practices and products (film, popular festivals, literary texts, music, art) of the of the Hispanic World.
Pre/ Co Requisites	SPA 202 or SPA 204
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input 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:

As described in the “Program Standards for the Preparation of Foreign Language Teachers” developed by the American Council of the Teaching of Foreign Languages (ACTFL), students attempting to be teachers need to develop “Cultural Understandings” (Standard 2.a.) and an “Understanding of Cultural Texts and Traditions” (2.b.). This includes the ability to identify and to interpret the contributions of major artists, thinkers, writers, film makers and other cultural icons in order to analyze how they represent the target culture traditions through time and space. For that reason, the Department has developed an Hispanic Culture class (SPA 3190) that is required for students at the undergraduate level who are minoring in foreign language education in the Department of Middle and High School Education.

4. Learning Outcomes:

- Demonstrate the connections among the various perspectives of a culture and its practices and products.
- Integrate acquired information into students’ pedagogical practices.
- Recognize the value and role of cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.

5. Date of L&L and FLEP Committee Approval: April 7, 2014

Date of Departmental Approval: April 10, 2014

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

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

Name of Program and Degree: Minor in Global Studies, B.A.

Hegis Number: 2207.00

Program Code: 45.1001

Effective Term: Spring 2015

1. **Type of Change**: Change in Global Studies Minor Requirements

2. **From**: **REQUIREMENTS FOR THE MINOR IN GLOBAL STUDIES**

15-CREDIT MINOR IN GLOBAL STUDIES, B.A.

The distribution of credits is as follows:

Credits (15):

- 6 Two required courses for all minors:
 - POL 240: International Politics
 - POL 241: Globalization

- 9 Three elective POL courses selected from the following:
 - POL 339: Human Rights
 - POL 343: International and Regional Organization
 - POL 344: International Law
 - POL 345: Integration of the Americas
 - POL 347: The Law of Diplomacy, Treaties, and War
 - POL 348: International Conflict and Conflict Resolution
 - POL 364: Capitalism and Its Critics
 - POL 366: Global Political Economy
 - POL 367: Political Economy of Development
 - POL 368: Global Environmental Politics
 - POL 369: Global Justice

3. **To**: **REQUIREMENTS FOR THE MINOR IN GLOBAL STUDIES**

15-CREDIT MINOR IN GLOBAL STUDIES, B.A.

The distribution of credits is as follows:

Credits (15):

- 6 Two required courses for all minors:

POL 240: International Politics
POL 241: Globalization

- 9 Three elective POL courses selected from the following:
- POL 328: Politics, Gender and Society in the Middle East and North Africa
 - POL 339: Human Rights
 - POL 343: International and Regional Organization
 - POL 344: International Law
 - POL 345: Integration of the Americas
 - POL 347: The Law of Diplomacy, Treaties, and War
 - POL 348: International Conflict and Conflict Resolution
 - POL 3520: Special Topics in Human Rights and Peace Studies
 - POL 3600: Political Demography
 - POL 364: Capitalism and Its Critics
 - POL 366: Global Political Economy
 - POL 367: Political Economy of Development
 - POL 368: Global Environmental Politics
 - POL 369: Global Justice
 - POL 4720: Model United Nations
 - POL 4730: Internship in Human Rights and Peace Studies

4. **Rationale:**

Five newly approved electives (POL 328, 3520, 3600, 4720, and 4730) for Global Studies Minor give an increased level of flexibility and variety to students minoring in Global Studies.

5. **Date of departmental approval:** February 5, 2014

**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 <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 3520
Course Title	Special Topics in Human Rights and Peace Studies
Description	Various topics in human rights and security protections.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input 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:

The Political Science Department has been offering courses in established subfields of international politics. POL 3520 (Special Topics in Human Rights and Peace Studies) provides a way for faculty to offer human rights and human security topics not covered by the established such courses. This facilitates the development of faculty's interests in a variety of inter-disciplinary topics, while enabling students to study such topics or issues in depth. Although POL 3520 was originally designed as a crosslisted course with the Center for Human Rights and Peace Studies, the recent shift in the Undergraduate Curriculum Committee policy made the Center not crosslist this course. We, therefore, decided to propose the establishment of this course independently.

4. Learning Outcomes:

- Understand historical or contemporary developments in human rights and human security protections with special emphasis on a specific topic.
- Demonstrate critical thinking skills by reading, analyzing, and writing about a special topic or issue in human rights and human security.
- Analyze a particular human rights or human security topic in terms of fundamental concepts from a variety of social science disciplines.

5. Date of Departmental Approval: February 5, 2014

**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 <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Political Science
Course Prefix & Number	POL 4730
Course Title	Internship in Human Rights and Peace Studies
Description	A supervised internship enabling students to acquire professional experience in areas related to human rights and security protections.
Pre/ Co Requisites	Permission from the Instructor. Note: Students are responsible for locating and arranging the internship but are encouraged to first consult with the mentoring faculty on suitable organizations.
Credits	3 (minimum of 8 field hours per week and one-hour bi-weekly meeting with a faculty member).
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input 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

	_____ Creative Expression _____ Individual and Society _____ Scientific World
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3. **Rationale:**

The Political Science Department has been offering courses in international politics. POL 4730 (Internship in Human Rights and Peace Studies) provides students with the opportunity to earn academic credit for real-world experience through internships with various inter-governmental, governmental, and non-governmental agencies (such as the United Nations Development Program and the United Nations Association of the United States) active in human rights and security protections. Although POL 4730 was originally designed as a crosslisted course with the Center for Human Rights and Peace Studies, the recent shift in the Undergraduate Curriculum Committee policy made the Center not crosslist this course. We, therefore, decided to propose the establishment of this course independently.

4. **Learning Outcomes:**

- Gain hands-on experience and disciplinary/historical skills and perspectives by collaborating with real-world practitioners of human rights and human security.
- Develop critical skills by participating in observations, report-writing, and data analysis with practitioners of human rights and human security.
- Demonstrate an ability to work productively on local, national, international, or global projects of the agency whose operations have human rights and human security impacts.
- Demonstrate a critical understanding of the national-international or local-global nexus through working with practitioners of human rights and human security.

5. **Date of Departmental Approval:** February 5, 2014

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

SCHOOL OF EDUCATION

Name of Program and Degree Award: All Undergraduate Programs Leading to Teacher Certification

Hegis Number: NA

Program Code: NA

Effective Term: Spring 2015

1. **Type of Change:** *Admission Requirements; Change certification requirements in the Undergraduate Bulletin*

2. **From:**

Teacher Education Services

- The Office of Certification (Carman Hall, Room B33) supports Lehman College students in approved education programs in applying for New York State certification.
- The Certification Officer assists in completing teacher, school leader, and school counselor certification online applications when qualified candidates complete one of the College's registered education programs.
- The Certification Officer also maintains files of candidates who apply for New York State certification and provides information on New York State certification requirements and the New York State Teacher Certification Examinations (NYSTCE).

Applying for Student Teaching

Undergraduate students who seek New York State initial certification must successfully meet the student teaching requirement. The Director of Field Experiences and the Professional Development Network (Carman Hall, Room B-33) is responsible for school site placements and providing information and support for prospective student teachers. Student teachers must be prepared to student-teach every day for the duration of one college semester. Prospective student teachers are urged to plan their course of study so they can devote a semester exclusively to their student teaching. Student teachers should have fulfilled their other education course requirements, including content area methods courses, before applying for student teaching. Further requirements for student teachers are detailed in the respective program's course of study.

Applications must be filed the semester prior to student teaching and requires permission from the program coordinator. Application due dates are April 1 for the fall semester and November 1 for the spring semester. Any candidate found to be in violation of any of the conduct guidelines detailed in the Lehman College Student Handbook and/or the candidate's discipline-specific code of ethics, may not be recommended for the student teaching. The Lehman College Student Handbook can be found on the College website at <http://www.lehman.cuny.edu/campus-life/>. Information

about student teaching is posted on the School of Education's website at [lehman.edu/academics/education/](http://www.lehman.edu/academics/education/) <http://www.lehman.edu/academics/education/>.

Teacher Certification

Teacher certification is obtained through the New York State Education Department. All certification requirements are subject to change without notice. It is the responsibility of the student or graduate to consult with the Certification Officer in Carman Hall, Room B-33 to stay informed about the latest certification requirements. In addition, the New York State Education Department maintains a website of current regulations at www.highered.nysed.gov/tcert.

Examination Requirements for Initial Certification

Undergraduate candidates who seek an initial teacher certification are required to pass four tests: (a) the Academic Literacy Skills Test (ALST), (b) Teacher Performance Assessments (TPA), (c) Educating All Students test (EAS), (d) Revised Content Specialty Test (CST). Candidates must also attend ~~two~~ workshops on School Violence Prevention and Child Abuse Identification. These tests and workshops are offered by the New York State Teacher Certification Examination (NYSTCE) program.

~~Note: Candidates who complete their degrees and apply for an initial certificate on or before April 30, 2014 may choose to take the current teacher certification examinations: (a) the Liberal Arts and Sciences Test (LAST), (b) the Assessment of Teaching Skills—Written (ATS-W), and (c) the Content Specialty Test (CST).~~

Note: All initial certificates require completion of New York State workshops. To learn more about these workshops, visit <http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do> ~~<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>~~. Preparation workshops are offered at Lehman College through the School of Continuing and Professional Studies (SCPS). Check in the SCPS Office located in Room 128 of Carman Hall (718-960-8666) for the dates and times of these sessions.

3. To:

Teacher Education Services

- The Office of Certification (Carman Hall, Room B33) supports Lehman College students in approved education programs in applying for New York State certification.
- The Certification Officer assists in completing teacher, school leader, and school counselor certification online applications when qualified candidates complete one of the College's registered education programs.
- The Certification Officer also maintains files of candidates who apply for New York State certification and provides information on New York State certification requirements and the New York State Teacher Certification Examinations (NYSTCE).

Applying for Student Teaching

Undergraduate students who seek New York State initial certification must successfully meet the student teaching requirement. The Director of Field Experiences and the Professional Development Network (Carman Hall, Room B-33) is responsible for school site placements and providing information and support for prospective student teachers. Student teachers must be prepared to student-teach every day for the duration of one college semester. Prospective student teachers are urged to plan their course of study so they can devote a semester exclusively to their student teaching. Student teachers should have fulfilled their other education course requirements, including content area methods courses, before applying for student teaching. Further requirements for student teachers are detailed in the respective program's course of study.

Applications must be filed the semester prior to student teaching and requires permission from the program coordinator. Application due dates are April 1 for the fall semester and November 1 for the spring semester. Any candidate found to be in violation of any of the conduct guidelines detailed in the Lehman College Student Handbook and/or the candidate's discipline-specific code of ethics, may not be recommended for the student teaching. The Lehman College Student Handbook can be found on the College website at <http://www.lehman.cuny.edu/campus-life/>. Information about student teaching is posted on the School of Education's website at [lehman.edu/academics/education/](http://www.lehman.edu/academics/education/) <http://www.lehman.edu/academics/education/>.

Teacher Certification

Teacher certification is obtained through the New York State Education Department. All certification requirements are subject to change without notice. It is the responsibility of the student or graduate to consult with the Certification Officer in Carman Hall, Room B-33 to stay informed about the latest certification requirements. In addition, the New York State Education Department maintains a website of current regulations at www.highered.nysed.gov/tcert.

Examination Requirements for Initial Certification

Undergraduate candidates who seek an initial teacher certification are required to pass four tests: (a) the Academic Literacy Skills Test (ALST), (b) Teacher Performance Assessments (TPA), (c) Educating All Students test (EAS), (d) Revised Content Specialty Test (CST). Candidates must also attend three workshops on School Violence Prevention, Child Abuse Identification, and the Dignity for All Students Act (DASA). These tests and workshops are offered by the New York State Teacher Certification Examination (NYSTCE) program.

Note: All initial certificates require completion of New York State workshops. To learn more about these workshops, visit

<http://eservices.nysed.gov/teach/cerhelp/CertRequirementHelp.do>

Preparation workshops are offered at Lehman College through the School of Continuing and Professional Studies (SCPS). Check in the SCPS Office located in Room 128 of Carman Hall (718-960-8666) for the dates and times of these sessions.

4. **Rationale:**

Changes are needed to comply with new NYS teacher certification requirements.

- Candidates are required to complete three instead of two workshops for teaching certification.
- The note is obsolete.
- The duplicate website link is deleted.

5. **Date of departmental approval:**

September 11, 2014.

Library, Technology, and Telecommunications Committee
Minutes
8 October 2014
Library Conference Room

Attendees: Stephen Castellano, Raymond Diaz, Mine Doyran, John Varant Figueroa, Sharon Jordan, Scott Saccomano, Vincent Sandella, Kenneth Schlesinger [Administrator], John Schriener
Excused: Ronald Bergmann, John Dono, Susan Markens
Guest: Michael Ferraro

Chair Election

Individual expressed interest in serving as Chair. We should have new Chair in place by November Senate meeting.

Library Report – Schlesinger

Chief Librarian reported on following new developments in Library:

- *OneSearch* – Google-style Search Box on Library Homepage – consisting of Library Catalog, eBooks, and 80-90% of electronic databases. Encourage undergraduate students to use it. Beta form: welcome feedback and recommendations.
- *Textbook Initiative Funds* – Library received \$109K Compact Funds to support purchase of textbook and related materials. New York City Council very concerned about high cost of textbooks for students. Funds can be utilized to support faculty initiatives in developing Open Textbook resources.
- STEM Proposal – Council of Chief Librarians developed ambitious consortial Proposal for licensing six major STEM-related databases for CUNY Libraries. Vice Chancellor for Research pledged \$1M to underwrite initiative. Presented at Academic Council [Provosts] – greeted with receptivity. Proposal would entail additional financial commitment from individual college administration. Proposal currently under review by Provost Morrobel-Sosa.
- Institutional Repository – Executive Vice Chancellor approved \$350K to facilitate construction of new Portal featuring faculty research, scholarship, and creative work at CUNY campuses. Under development.

Information Technology Report – Sandella

Vincent Sandella updated group on following initiatives:

- Active Directory – In process of being implemented campus-wide. Already in place in Library.
- SSPM – Self-Service Password Management system. 80% of HelpDesk problems involve expired or forgotten Passwords.
- Lehman One – Single sign-on system for Students should go live end of October

- Spamming – Recent disturbing events at College. Took much time to remedy. Please carefully review – and never respond to – potential Phishing requests. Under no circumstances ever reveal your UserName-Password information to third-party.
- Encryption – Look for upcoming announcement about data encryption for user devices and personal-research data
- Windows 7 – Huge campus project migrating from XP to Windows 7 nearing completion
- Virtual Desktop Initiative – Will facilitate remote and global updating of machines – ultimately include classrooms and labs. Pilot in place at Library.

CUNY 2020 – Digital Media Grant – Ferraro

Art Department's Michael Ferraro joined us to discuss this new \$5M Grant awarded to partnership of Hostos, Macaulay Honors College, and Lehman. This will develop Digital Media curriculum, student cohort for job creation, as well as Incubation Lab for project development. Student entrepreneurs will participate in Apprenticeship Program, which will foster scholarship and research in gaming, computer animation, and virtual reality.

Next Meeting

Wednesday, November 12th, 11:00 AM, Library Treehouse Conference Room 317

Respectfully submitted,

Kenneth Schlesinger

UFS Report for the Lehman College Senate Meeting, October 8, 2014, submitted by M. Philipp

1. The UFS Executive Committee will propose changes in the UFS Charter. In order to encourage new members to take their place on the Executive Committee, the Executive Committee will be expanded from 7 to 8 members in each alternate year, thus mandating the addition of a new member in that year. The offices of treasurer and secretary with their two-year terms are to be eliminated and replaced with two at-large members with one year terms.
2. Baruch and BMCC governance bodies, which had a moratorium on cooperation with Pathways, have decided to take part in the election of new members of university-wide Pathways Steering Committees. Brooklyn has maintained that moratorium.
3. The UFS Executive Committee is cooperating with CUNY CIO Brian Cohen in a plan to reduce the cost of textbooks in situations where there are TIPPS-equivalent courses on every campus. The test case is freshman chemistry for premed students. This would, if implemented, not affect the right of CUNY academic departments to choose the textbooks that they wish to use.
4. The UFS is in discussion with university management about access to on-line library-related databases for retired and especially emeritus faculty who remain active scholars. Continued access to university email is also an issue under discussion. At Queensborough, retirees get a retiree email account and incoming messages that arrive at the old employee email account are returned with a response saying that "the new email account is "
5. The UFS has created a new Committee on Academic Affairs which is to meet regularly with interim Vice Chancellor Julia Wrigley and her staff.
6. In response to recent calls for a boycott of Israeli academic institutions, the UFS Executive Committee has reposted its prior resolution that opposes such academic boycotts.

The UFS Calendar:

1. The UFS Executive Committee is scheduled to meet with Chancellor Milliken on October 14.
2. The UFS Budget Advisory Committee meets with Vice Chancellor Matthew Sapienza on October 17.
3. The UFS Fall Conference will be on Friday October 21. The topic will be on-line education. Speakers include George Otte, University Director of Academic Technology, and Anthony Picciano, executive officer in the Ph.D. Program in Urban Education at the Graduate Center.
4. The next UFS Plenary (and the meetings of UFS Standing Committees) is on October 28.
GC President Chase Robinson will address the plenary.
5. The Council of Faculty Governance Leaders meets with Chancellor Milliken on November 14.

Upcoming CUNY Academy Events include:

The Perils of Moviegoing in America, The Eisenstadt Lecture by Dr. Gary Rhodes of the Film Studies Department in the Queen's University of Belfast, CUNY Graduate Center Room 9205, 7 PM, Thursday, October 9, 2014. This event is hosted by Prof. Enid Stubin.
<http://cunyufs.org/academy/PerilsMoviegoingAmerica.html>

Greek Tragic Heroines in Shakespeare's Comedies, A talk by Tanya Pollard, English Programs at Brooklyn College and the Graduate Center, Cosponsored by the Society for the Study of Women in the Renaissance, 6 PM, Thursday, October 16, 2014. Graduate Center Room 9206. This event is hosted by Prof. Susan O'Malley.

The European Extreme Right and Populist Politics: The Seminar on Modern Greece, featuring Onassis Visiting Scholar Prof. Othon Anastasakis, Director of South Eastern European Studies at the University of Oxford, Graduate Center Room C198 at 7 PM on Thursday, November 6, 2014. This event is hosted by Prof. Christos Ioannides. <http://cunyufs.org/academy/GreekSeminar-2014.html>

Libertinism and Misogyny in Early Modern Venice, a talk by Paolo Fasoli, Romance Languages, Hunter College and Andrea Fedi, Italian, SUNY-Stony Brook. Cosponsored by the Society for the Study of Women in the Renaissance, 6 pm, Thursday, November 13, 2014, Graduate Center Room C201. This event is hosted by Prof. Susan O'Malley.