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4 **Minutes of**
5 **The Lehman College Senate Meeting**
6 **Wednesday, October 5, 2016**
7 **Senate Meeting**
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10 **Senators Present:** Acevedo, J.; Azeem, A.; Banoum, B.; Bayne, G.; Bergmann, R.; Budescu, M.
11 Calderon, P.; Campeanu, S.; Carey, R.; Cheng, H.; Christian, M.; Clark, V.; Conner, P.; Cruz, J.;
12 Diaz, J.; Fayne, H.; Fera, J.; Georges, C. A.; Gerry, C.; Gjickokaj, A.; Gocaj, L.; Holloway, J. Jordan,
13 S.; Kanzie, H.; Kremenitzer, J.; Latimer, W.; Luerssen, A.; Machado, E.; Magdaleno, J.; Mak, W.;
14 Marianetti, M.; Markens, S.; Maybee, J.; Mazza, C.; McCabe, J.; Oh, H.; Ortiz Pena, K.; Paddyfoote,
15 A.; Petkov, R.; Pham, M.; Prince, P.; Prohaska, V.; Rahath, A.; Ramsundar, S.; Rivera, C.; Rivera-
16 McCutchen, R.; Rodricks, B.; Rupp, S.; Sailor, K.; Samuel, L.; Schlesinger, K.; Severe, M.; Shanley,
17 D.; Sinishtaj, M.; Tananbaum, D.; Valentine, R.; Vazquez, F.; Waring, E.; Williams, J.; Yates, S.;
18 Zucchetto, V.

19
20 **Senators Absent:** Alonso, O.; Amend, A.; Badillo, D.; Benitez, J.; Dellapina, M.; Doyran, M.;
21 Edwards, A.; Emeonyi, P.; Fernandes, A.; Finger, R.; Glover, B.; Gorokhovich, Y. Graulau, J.;
22 Hernandez, M.; Jervis, J.; Martín, Ó.; Munoz, M.; Nadeem, S.; O'Connor, N.; Pettipiece, D.;
23 Rodriguez, D.; Rosario, Y.; Roush, K.; Sarmiento, R.; Sauane, M.; Sen, G.; Spence, N.; Spencer, R.;
24 Williams, H.

25
26
27
28 The meeting was called to order by President José L. Cruz at 3:37 p.m.

29
30 **1. Approval of the Minutes**

31 The minutes of the September 14, 2016 Senate meeting was approved by unanimous voice vote.
32

33 **2. Announcements and Communications—**

34 **a. Report of the President**

35 President Cruz announced that Prof. Duane Tananbaum was elected Senate Chair, to
36 preside in the absence of the President, and he thanked Prof. Tananbaum for his willingness
37 to serve.

38
39 The CUNY Board of Trustees met last week and approved the 2016-2020 Master Plan,
40 including some changes from the previously distributed draft plan. The President suggested

41 that everyone review the approved plan. Inline with the Master Plan, CUNY will be
42 proposing a multi-year budget plan to the New York State Legislature.

43
44 Over the last few years, the College has been developing an agreement for an augmented
45 virtual reality and innovation lab at Lehman. The President was pleased to announce that
46 the agreement has been secured with EON Reality, Inc., a company that provides virtual
47 and augmented reality tools to aid experiential learning and train a new generation of
48 technologists. President Cruz thanked V.P. Bergmann for all his efforts to bring this
49 agreement to fruition.

50
51 The Enrollment Management Division is engaged in a collaborative program with Bronx
52 Community College and Hostos Community College to create a frictionless pathway to
53 admission to Lehman. The PTS3 (Pathways to STEM Success) Program is designed to
54 increase the number of Hispanic and low-income students who graduate with STEM
55 degrees.

56
57 The President has been meeting with elected officials and friends of the College and is
58 finding that there is much good will towards Lehman. He noted that his meeting with
59 students at the Student Leadership Retreat last Saturday was one of the best meetings so far
60 and expressed his appreciation to the students for their energy and commitment to the
61 College. The President will be providing an email update on these and other activities.

62
63 **b. Student Legislative Assembly—**

64 Ms. Leonora Gocaj thanked everyone who participated in the voter registration drive. As a
65 result, there are 400 new eligible voters.

66
67 Based on a survey of students, seventy-nine percent (79%) of those who responded agreed
68 that the Library hours should be extended. The Student Legislative Assembly met with
69 Chief Librarian Kenneth Schlesinger to advocate for extended hours.

70
71 Ms. Gocaj noted that the College has official club hours, for example on Wednesdays; she
72 asked that classes not be scheduled or held during that time period.

73 **REPORTS OF STANDING COMMITTEES—**

74

75 **1. Graduate Studies—**

76 Prof. Janet Desimone presented proposals for curriculum changes in the following two
77 departments: Middle and High School Education; and Journalism, Communication and
78 Theatre. The proposals were approved by unanimous voice vote.

79

80 See Attachment I

81

82 Prof. Desimone thanked the student representatives for their participation in the committee and
83 valuable input.

84

85 The next meeting is scheduled for Wednesday, November 9th at 11:00 a.m. in Carman, B33A.

86

87 **2. Governance Committee—**

88 Prof. Duane Tananbaum presented the report.

89 The Governance Committee met and elected Prof. Tananbaum as chair and Prof. Rosalind
90 Carey as secretary. The Committee is also updating the Senate membership list.

91 The issue of Senate and Senate committee attendance when faculty are on a leave was
92 discussed. The Committee plans to draft an amendment to the Governance Documents to
93 address absences due to a leave in the Senate, the Senate committees, and the personnel and
94 budget committees.

95 The CUNY Faculty Governance Leaders met on September 23rd. Chancellor Milliken was in
96 attendance and expressed pride in the fact that the various union agreements with CUNY have
97 been resolved and noted that we now need to move on to implementing the agreements.

98 As reported by Prof. Tananbaum, the Chancellor noted that the 2016 graduating class is the
99 largest in CUNY's history. He also noted that there are new members of the CUNY Board of
100 Trustees and the majority of the Board has now been appointed by Governor Cuomo. Going
101 forward, the Chancellor will be focusing on strengthening the core activities of CUNY, rather

102 then developing new initiatives. He also mentioned that there may be a tuition increase next
103 year.

104 Vice Chancellor Vita C. Rabinowitz discussed remediation with the Faculty Governance
105 Leaders. There is a proposal to eliminate algebra as a requirement, which traps many students
106 in remediation. Students who are not in a STEM major would be able to take a statistics or
107 quantitative reasoning course, instead of the currently required algebra course.

108 The Freedom of Expression Policy drafted by a committee coordinated by Senior Vice
109 Chancellor Schaffer was discussed. It was developed to have a CUNY uniform policy among
110 the CUNY campuses. The question was raised whether this proposed policy is advancing or
111 limiting freedom of expression at CUNY. There will be a public hearing on this issue in
112 October.

113 The CUNY Board of Trustees has adopted an amendment to the Conflicts of Interest Policy
114 which provides that faculty may not financially profit from any work they have produced and
115 assigned to their students.

116 Prof. Tananbaum presented the following item: the nomination of Mr. Joseph McElligot as a
117 faculty representative to replace Prof. Salita Bryant on the Graduate Studies Committee. Prof.
118 Bryant is currently serving in the ECP title of interim associate dean. Mr. McElligot was
119 elected to serve by acclamation.

120 See Attachment II

121
122 The next meeting will be on Tuesday, November 1, 2016 at 3:30 p.m. in Carman 201.

123

124 **3. Committee on Admissions, Evaluations and Academic Standards--**

125 There was no report.

126

127 **4. Undergraduate Curriculum---**

128 Prof. Vincent Prohaska presented proposals for curriculum changes in the following two
129 departments: Music and Sociology. The proposals were approved by unanimous voice vote.

130

131 See Attachment III

132

133 The next meeting is scheduled for Wednesday, October 19, 2016 at 1:00 p.m. in SC 1405A.

134

135 **5. Academic Freedom—**

136 There was no report.

137

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

139 Prof. Stefanie Havelka presented the report and discussed announcements from the Library,
140 Division of Information Technology, and Online Education.

141

142 See Attachment IV

143

144 The next meeting is scheduled for Wednesday, November 2nd at 11:00 a.m. in the Library
145 Treehouse.

146

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

148 There was no report. Prof. Mia Budescu announced that the Committee meets on Wednesdays
149 before Senate in Shuster B018.

150

151 The next meeting is scheduled for Wednesday, November 9th in Shuster B018.

152

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

154 Prof. Haiping Cheng announced that he was reelected as Budget Committee Chair. He reported
155 on the joint Senate and FP&B Budget and Long-Range Planning Committee meeting and
156 provided an overview of the budget.

157

158 See Attachment V

159

160 The next meeting is scheduled for Wednesday, November 2nd at 3:30 in Shuster 336.

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

167 There was no report.

168

169 Old Business----None.

170

171

172 New Business----None.

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174

175 **ADJOURNMENT**

176

177 President Cruz adjourned the meeting at 4:20 p.m.

178

179 Respectfully submitted:

180

181 Mary T. Rogan

Governance Committee Report

The Governance Committee is nominating Joseph McElligott from the English Department to fill the vacancy on the Graduate Studies Committee created by Salita Bryant's appointment as Interim Associate Dean of Arts and Humanities.

Senate Meeting – October 5, 2016
Graduate Studies Proposed Report

On behalf of the Grad Studies Committee, I'd like to put forth a proposal from the following department:

Middle and High School Education

- EDE 797 and ESC 798: change in corequisites
- Advanced Certificate/TESOL: change in credits
- Advanced Certificate/Bilingual Extension: course changes

Does anyone have any questions and/or comments?

Our next meeting will be on November 9 at 11 a.m. in Carman B33a.

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 797
Course Title	Teaching Internship in TESOL
Description	Supervised teaching in ESOL in elementary and secondary education settings or in adult education settings for in-service teachers. Assigned in-class activities required.
Pre/ Co Requisites	Completion of TESOL methods courses with a grade of B or better; an overall index of 3.0 or better; submission of ESOL CST scores; and permission from the Professional Development Coordinator. COREQ: ESC 614 .
Credits	2
Hours	2
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
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3. To:

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 797
Course Title	Teaching Internship in TESOL
Description	Supervised teaching in ESOL in elementary and secondary education settings or in adult education settings for in-service teachers. Assigned in-class activities required.
Pre/ Co Requisites	Completion of TESOL methods courses with a grade of B or better; an overall index of 3.0 or better; submission of ESOL CST scores; and permission from the Professional Development Coordinator. COREQ: <u>ESC 609</u> .
Credits	2
Hours	2
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:

Previously, TESOL candidates (PreK-grade 12) and secondary education candidates (grades 7-12) registered for the same student teaching seminar (ESC 611). We have created a separate TESOL P-12 student teaching seminar (ESC 609) because of the

grade band disparity. ESC 609 was approved as a new course in the June 2016 Chancellor's Report but the change in the corequisite for ESC 797 was inadvertently left out.

5. **Date of departmental approval: September 1, 2016**

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 798
Course Title	Student Teaching in TESOL
Description	Student teaching in ESOL in elementary and secondary education settings or in adult education for pre-service teachers. Assigned in-class activities required.
Pre/ Co Requisites	PREREQ: Completion of TESOL methods courses with a grade of B or better; an overall index of 3.0 or better; submission of ALST, EAS, and ESOL scores (Seq. 2, 4); and permission from the Professional Development Coordinator. COREQ: ESC 612 .
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
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3. To:

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 798
Course Title	Student Teaching in TESOL
Description	Student teaching in ESOL in elementary and secondary education settings or in adult education for pre-service teachers. Assigned in-class activities required.
Pre/ Co Requisites	PREREQ: Completion of TESOL methods courses with a grade of B or better; an overall index of 3.0 or better; submission of ALST, EAS, and ESOL scores (Seq. 2, 4); and permission from the Professional Development Coordinator. COREQ: <u>ESC 610</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:

Previously, TESOL candidates (PreK-grade 12) and secondary education candidates (grades 7-12) registered for the same student teaching seminar (ESC 612). We have created a separate TESOL P-12 student teaching seminar (ESC 610) because

of the grade band disparity. ESC 610 was approved as a new course in the June 2016 Chancellor's Report but the change in the corequisite for ESC 798 was inadvertently left out.

5. **Date of departmental approval: September 1, 2016**

**LEHMAN COLLEGE
OF THE
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DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of the Program and Degree Award: Teaching English to Speakers of Other Languages, Advanced Certificate

Hegis #: 1508.00

Program Code: 27026

Effective Term: Spring 2017

1. **Type of Change:** Change in Degree Requirement; Change in Credits

2. **From:**

Advanced Certificate: Teaching English to Speakers of Other Languages (TESOL)

This program is designed for students who already have a master's degree, who possess New York State teacher certification, and who seek additional New York State certification in teaching English to Speakers of Other Languages (ESOL) Pre-K-grade 12.

TESOL Certificate Admission Requirements

1. Possess a bachelor's degree (or its equivalent) with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits from an accredited college or university. In order to be recommended by Lehman College for ESOL certification, candidates must have successfully completed a liberal arts and sciences core specific to TESOL teachers (see "Additional Requirements for Initial and Professional Certification in ESOL" below).

2. New York State teacher certification.

3. A master's degree appropriate for New York State professional certification.

4. Successful completion of minimum requirements in special education.

5. Demonstrate the study of a language other than English (12 credits) or an equivalent experience.

6. The study of cultural perspectives of one or more ESL populations (at least 3 credits).

7. Two (2) letters of recommendation and a 500-word essay on career goals.

8. Participate in an interview, which requires producing a writing sample in English.

9. Satisfy appropriate voice, speech, and health standards.

10. Meet additional Departmental, divisional, and New York State requirements, if any.

11. Meet any additional requirements for admission in the first three semesters of matriculation.

TESOL Certificate Requirements

Students must consult with an advisor in the TESOL program before starting their certificate program. During their first semester, matriculated students are required to plan their program with a TESOL advisor. All students must complete the 24-credit curriculum below.

In order to be recommended for ESOL certification, candidates must (a) complete the Advanced Certificate: TESOL program with a cumulative index of 3.0 or better, (b) present passing scores on the ESOL Content Specialty Test (CST), (c) demonstrate successful completion of a liberal arts and sciences core specific to TESOL teachers (please see advisor for more information), and (d) meet any additional New York State requirements.

TESOL Certificate Curriculum

The 24-credit certificate curriculum consists of three instructional areas:

- Language Education (12): ESC 757 (3), ESC 759 (3), ESC 760 (3), ESC 725 (3).
- Methods, Materials, and Evaluation (9): ESC 727 (3), ESC 761 (3), and ESC 766 (3).
- Practicum (3): ESC 797 (2) and ESC 609.

3. To:

Advanced Certificate: Teaching English to Speakers of Other Languages (TESOL)

This program is designed for students who already have a master's degree, who possess New York State teacher certification, and who seek additional New York State certification in teaching English to Speakers of Other Languages (ESOL) Pre-K-grade 12.

TESOL Certificate Admission Requirements

1. Possess a bachelor's degree (or its equivalent) with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits from an accredited college or university. In order to be recommended by Lehman College for ESOL certification, candidates must have successfully completed a liberal arts and sciences core specific to TESOL teachers (see "Additional Requirements for Initial and Professional Certification in ESOL" below).

2. New York State teacher certification.
3. A master's degree appropriate for New York State professional certification.
4. Successful completion of minimum requirements in special education.
5. Demonstrate the study of a language other than English (12 credits) or an equivalent experience.

6. The study of cultural perspectives of one or more ESL populations (at least 3 credits).

7. Two (2) letters of recommendation and a 500-word essay on career goals.
8. Participate in an interview, which requires producing a writing sample in English.
9. Satisfy appropriate voice, speech, and health standards.
10. Meet additional Departmental, divisional, and New York State requirements, if any.
11. Meet any additional requirements for admission in the first three semesters of matriculation.

TESOL Certificate Requirements

Students must consult with an advisor in the TESOL program before starting their certificate program. During their first semester, matriculated students are required to plan their program with a TESOL advisor. All students must complete the 21-credit curriculum below.

In order to be recommended for ESOL certification, candidates must (a) complete the Advanced Certificate: TESOL program with a cumulative index of 3.0 or better, (b) present passing scores on the ESOL Content Specialty Test (CST), (c) demonstrate successful completion of a liberal arts and sciences core specific to TESOL teachers (please see advisor for more information), and (d) meet any additional New York State requirements.

TESOL Certificate Curriculum

The 21-credit certificate curriculum consists of three instructional areas:

- Language Education (12): ESC 757 (3), ESC 759 (3), ESC 760 (3), ESC 725 (3).
- Methods, Materials, and Evaluation (6): ESC 727 (3) OR ESC 761 (3), and ESC 766 (3).
- Practicum (3): ESC 797 (2) and ESC 609 (1).

4. Rationale:

Requiring both methods classes (ESC 727 and 761) for Adv. Cert. candidates (who are NYSED-certified, experienced teachers) was found to be redundant. They will now be allowed to select the methods class that best aligns with their current certifications.

The credit requirement for the teaching internship seminar, ESC 609, was inadvertently omitted from the last round of changes.

5. Date of departmental approval: September 1, 2016

**LEHMAN COLLEGE
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DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Certificate: Bilingual Extension

Hegis Number: 0899.00

Program Code: 25928

Effective Term: Spring 2017

1. **Type of Change:** Advanced Certificate requirements

2. **From:**

ADVANCED CERTIFICATE: BILINGUAL EXTENSION

This program is designed for Birth-grade 12 teachers who already possess New York State certification in the areas listed in Sequences 1-4 below, and who seek a bilingual extension to teach that subject in the native language as well as in English.

The Advanced Certificate: Bilingual Extension consists of four sequences:

Sequence 1 (12 crs): For candidates seeking a bilingual extension to New York State certification in early childhood education, childhood education, or Literacy Birth-grade 6 at the early childhood or childhood level.

Sequence 2 (15 crs): For candidates seeking a bilingual extension to New York State certification in teaching children with disabilities at the early childhood or childhood level.

Sequence 3 (12 crs): For candidates seeking a bilingual extension to New York State certification in middle childhood education, adolescence education, or Literacy grades 5-12 at the middle childhood or adolescence education level.

Sequence 4 (15 crs): For candidates seeking a bilingual extension to New York State certification in teaching children with disabilities at the middle childhood or adolescence education level.

Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university.
2. For Sequence 1, possess New York State certification in early childhood education, childhood education, or literacy Birth-grade 6 at the early childhood or childhood level.
3. For Sequence 2, possess New York State certification in teaching children with disabilities at the early childhood or childhood level.
4. For Sequence 3, possess New York State certification in middle childhood education, adolescence education, or literacy grades 5-12 at the middle childhood or adolescence education level.

5. For Sequence 4, possess New York State certification in teaching children with disabilities at the middle childhood or adolescence education level.
6. Demonstrate the ability to pursue graduate study successfully by having an undergraduate index of B or a master's degree.
7. Demonstrate the study of a language and culture other than English (12 credits) or an equivalent experience.
8. Submit one (1) letter of recommendation.
9. Demonstrate the study of cultural perspectives of one or more bilingual populations (at least 3 credits). Candidates may take ESC 769 or another course selected in consultation with the adviser to meet this requirement.
10. Participate in an interview which requires producing a writing sample in English and in the native language.
11. Satisfy appropriate voice, speech, and hearing standards.
12. Meet additional departmental admission requirements, if any.
13. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

Certificate Requirements

Students must consult with an adviser in the Advanced Certificate: Bilingual Extension program before beginning their studies. During their first semester, matriculated students are required to plan their graduate program with the adviser. To successfully complete the program, students must complete the curriculum as outlined below for Sequence 1 (12 credits), 2 (15 credits), 3 (12 credits), or 4 (15 credits).

Candidates for the bilingual extension are expected to pass the Bilingual Education Assessment (BEA) before completing nine (9) program credits or the first two semesters of matriculation.

Curriculum

Sequence 1: Bilingual Extension: Early Childhood/Childhood General Education
~~EBS 701 (3)~~, EDE/EDC 727 (3), EDE/EDC 738 (3), EDE/EDC 739 (3)
 TOTAL: 12 crs.

Sequence 2: Bilingual Extension: Early Childhood/Childhood Special Education
~~EBS 701 (3)~~, EDE/EDC 727 (3), EDE/EDC 738 (3), EDE/EDC 739 (3), EBS 741 (3)
 TOTAL: 15 crs.

Sequence 3: Bilingual Extension: Middle and High School General Education
 ESC 757 (3), ESC 759 (3), ESC 761 (3), ESC 763 (3)
 TOTAL: 12 crs.

Sequence 4: Bilingual Extension: Middle and High School Special Education
 ESC 757 (3), ESC 759 (3), ESC 761 (3), ESC 763 (3), EBS 741 (3)
 TOTAL: 15 crs.

3. To:**ADVANCED CERTIFICATE: BILINGUAL EXTENSION**

This program is designed for Birth-grade 12 teachers who already possess New York State certification in the areas listed in Sequences 1-4 below, and who seek a bilingual extension to teach that subject in the native language as well as in English.

The Advanced Certificate: Bilingual Extension consists of four sequences:

Sequence 1 (12 crs): For candidates seeking a bilingual extension to New York State certification in early childhood education, childhood education, or Literacy Birth-grade 6 at the early childhood or childhood level.

Sequence 2 (15 crs): For candidates seeking a bilingual extension to New York State certification in teaching children with disabilities at the early childhood or childhood level.

Sequence 3 (12 crs): For candidates seeking a bilingual extension to New York State certification in middle childhood education, adolescence education, or Literacy grades 5-12 at the middle childhood or adolescence education level.

Sequence 4 (15 crs): For candidates seeking a bilingual extension to New York State certification in teaching children with disabilities at the middle childhood or adolescence education level.

Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university.
2. For Sequence 1, possess New York State certification in early childhood education, childhood education, or literacy Birth-grade 6 at the early childhood or childhood level.
3. For Sequence 2, possess New York State certification in teaching children with disabilities at the early childhood or childhood level.
4. For Sequence 3, possess New York State certification in middle childhood education, adolescence education, or literacy grades 5-12 at the middle childhood or adolescence education level.
5. For Sequence 4, possess New York State certification in teaching children with disabilities at the middle childhood or adolescence education level.
6. Demonstrate the ability to pursue graduate study successfully by having an undergraduate index of B or a master's degree.
7. Demonstrate the study of a language and culture other than English (12 credits) or an equivalent experience.
8. Submit one (1) letter of recommendation.
9. Demonstrate the study of cultural perspectives of one or more bilingual populations (at least 3 credits). Candidates may take ESC 769 or another course selected in consultation with the adviser to meet this requirement.

10. Participate in an interview which requires producing a writing sample in English and in the native language.
11. Satisfy appropriate voice, speech, and hearing standards.
12. Meet additional departmental admission requirements, if any.
13. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

Certificate Requirements

Students must consult with an adviser in the Advanced Certificate: Bilingual Extension program before beginning their studies. During their first semester, matriculated students are required to plan their graduate program with the adviser. To successfully complete the program, students must complete the curriculum as outlined below for Sequence 1 (12 credits), 2 (15 credits), 3 (12 credits), or 4 (15 credits).

Candidates for the bilingual extension are expected to pass the Bilingual Education Assessment (BEA) before completing nine (9) program credits or the first two semesters of matriculation.

Curriculum

Sequence 1: Bilingual Extension: Early Childhood/Childhood General Education
ESC 759 (3), ESC/EDE/EDC 727 (3), EDE/EDC 738 (3), EDE/EDC 739 (3)
 TOTAL: 12 crs.

Sequence 2: Bilingual Extension: Early Childhood/Childhood Special Education
ESC 759 (3), ESC/EDE/EDC 727 (3), EDE/EDC 738 (3), EDE/EDC 739 (3), EBS 741 (3)
 TOTAL: 15 crs.

Sequence 3: Bilingual Extension: Middle and High School General Education
 ESC 757 (3), ESC 759 (3), ESC 761 (3), ESC 763 (3)
 TOTAL: 12 crs.

Sequence 4: Bilingual Extension: Middle and High School Special Education
 ESC 757 (3), ESC 759 (3), ESC 761 (3), ESC 763 (3), EBS 741 (3)
 TOTAL: 15 crs.

4. **Rationale:**

All bilingual candidates will now take the bilingual foundations course in our department (ESC 759). We have also added the option of doing the equivalent TESOL methods class in our department (ESC 727). These changes will ease administration and allow students to graduate in a timely way.

5. **Date of departmental approval:** September 1, 2016

Senate Meeting - October 5, 2016

Undergraduate Curriculum Committee (UCC) Report

**The following proposals were approved unanimously by the UCC
with a quorum present (9 of 10 members in attendance) on September 21, 2016:**

1. Music
 - Change course MSP 100
 - New course MST 323
2. Sociology
 - Change course SOC 240
 - Change course SOC 220
 - Change course SOC 339
3. Next meeting: October 19, 2016, 1 p.m., SC 1405A

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Music Performance
Course Prefix & Number	MSP 100
Course Title	Chorus
Description	(Open to any student with the ability to participate in group singing.) The study and public performance of selected works. Emphasis on basic choral techniques.
Pre/ Co Requisites	
Credits	1 (maximum 4-credits)
Hours	3
Liberal Arts	[] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Music Performance
Course Prefix & Number	MSP 100
Course Title	Chorus
Description	(Open to any student with the ability to participate in group singing.) The study and public performance of selected works. Emphasis on basic choral techniques.
Pre/ Co Requisites	
Credits	1 (can be repeated to a maximum 8 credits)
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):** The change from 4 to 8 maximum credits for the course will match with the other department performing ensembles and allows students to continue practice throughout their career at Lehman.

5. **Date of departmental approval:** August 22, 2016

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

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

2.

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music Theory
Course Prefix & Number	MST 323
Course Title	Scoring for Media
Description	A hands-on studio course for musicians who wish to learn the basics of writing and producing original musical scores for media projects
Pre/ Co Requisites	Permission of instructor
Credits	3 (can be repeated to a maximum 6 credits).
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course will expand the offerings to Lehman students in the area of music technology and composition, teaching them the craft of film scoring, including compositional and technical issues, recording and production. In addition, students will

learn about the business and legal issues in this increasingly important field of film and media scoring.

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

Compose, produce, synchronize and mix at least one original score for an existing video

Demonstrate proficiency in the operation of digital audio workstations

Write for and produce overdubs of live musicians

Demonstrate understanding of the business of music with an emphasis on employment opportunities in the field.

5. **Date of Departmental Approval:** August 22, 2016

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Change in Course Description

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 240
Course Title	Death, Dying and Bereavement
Description	Sociological, psychological, and health care perspectives and ethical issues surrounding the processes of dying and bereavement. Topics include: the history of attitudes toward death, the new medical technology, the ways individuals confront their own death and that of others, dying in institutions, death and the child, and suicide.
Pre/ Co Requisites	None
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 240
Course Title	Death, Dying and Bereavement
Description	<u>Sociological perspectives surrounding death, dying and bereavement. Topics include: cultural norms and beliefs regarding death and life after death, diversity in death rituals and practices, processes of grief and mourning, the American funeral industry, legal aspects of dying, end-of-life care and decision making, ethical dilemmas surrounding death and dying, and variation in patterns of mortality.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** This change updates the course description to better reflect the current course content.

5. **Date of departmental approval:** September 7, 2016

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 220
Course Title	Social Scientific Perspectives on Health and Disability
Description	Use of quantitative social science methods to understand health and disability. Topics include definitions of health and disability, demographic information on health and disability, library research, development of hypotheses, primary data analysis, and interpretations of research findings on health and disability. Extensive use of computers.
Pre/ Co Requisites	
Credits	3 credits
Hours	4 hours (2, lecture; 2, lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 220
Course Title	Social Scientific Perspectives on Health and Disability
Description	Use of quantitative social science methods to understand health and disability. Topics include definitions of health and disability, demographic information on health and disability, library research, development of hypotheses, primary data analysis, and interpretations of research findings on health and disability. Extensive use of computers.
Pre/ Co Requisites	
Credits	<u>4 credits</u>
Hours	<u>4 hours</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [] 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:** Sociology 220 is a 4-hour active learning course and assigning students four credits for the course more accurately corresponds to the course requirements. Outside work will now be scaled to that of a 4 credit class instead of a 3 credit class. The course was previously listed as being 2 hours lecture and 2 hours lab, but that was incorrect as there is no separate lab.

5. **Date of departmental approval:** September 7, 2016

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 339
Course Title	American Demography
Description	A computer based course organized around using United States census data to examine the causes and consequences of demographic change.
Pre/ Co Requisites	Prerequisite: SOC 301
Credits	3 credits
Hours	4 hours
Liberal Arts	<input checked="" type="checkbox"/> Yes [] 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)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 339
Course Title	American Demography
Description	A computer based course organized around using United States census data to examine the causes and consequences of demographic change.
Pre/ Co Requisites	Prerequisite: SOC 301
Credits	<u>4 credits</u>
Hours	4 hours
Liberal Arts	<input checked="" type="checkbox"/> Yes [] 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:** Sociology 339 is a 4-hour computer based course. The increased credits more accurately reflects the course's requirements. Outside work will now be scaled to that of a 4 credit class instead of a 3 credit class.

5. **Date of departmental approval:** September 7, 2016

Lehman College Senate
Library, Technology, and Telecommunications Committee
September 16, 2016

1. Meeting was held Monday, October 3rd in IT Center Conference Room
2. *Kanopy* presentation of media streaming website conducted by Access Services Coordinator Stephen Walker and Electronic Resources Librarian Sean O’Heir. *Kanopy* features classic films, documentaries, including full Criterion Collection and PBS selections. All film rights cleared for academic viewing. *Kanopy* can be accessed through Library’s Database A-Z list.
3. *Leonard Lief Library eNewsletter* distributed to campus community
4. Upcoming Reading:
 - a. *The Dominican Racial Imaginary* by Milagros Ricourt of Latin American, Latino, and Puerto Rican Studies on Tuesday, October 25th from 3:00-4:00 PM in Treehouse
5. Chief Librarian Schlesinger discussed Student Government proposal for Library to be open 24 hours during Final Exam period
6. Information Technology Assistant Vice President Ediltrudys Ruiz reported on following projects:
 - a. Lehman Dining Dollars – allows members of College community to add funds to Lehman ID to purchase food and beverages at campus cafeterias. Student purchases are tax-free. This was a collaboration between Division of Administration and Finance and IT.
 - b. System Center – software recently acquired by ITR, provides ability to monitor health of computers from technical side, update software and operating systems, and provide organized method for users to report malfunctioning technology
 - c. Online Key Request Forms – College community may now request keys online, eliminating multisheet paper form. This was also a collaboration between Division of Administration and Finance and IT.
7. Online Education announced acquisition of *Turnitin.com*, new software permitting faculty to not only check student work for plagiarism – but also provide students with platform to improve writing skills

Respectfully submitted,

Stefanie Havelka
Stephen Castellano
Co-Chairs

Oct. 5, 2016

Lehman Budget Committee Report

For 9/28/2016 meeting

Joint committee of Senate and FP&B Budget and Long-Range Planning

Senators

Haiping Cheng (Chair)
Amod Choudharv
Thomas Conroy
Gul Sonmez
Joseph Fera

FP&B members

James Mahon
Abigail McNamee
Carl Mazza
Yuri Gorokhovich
Victoria Sanford
Serigne Gningue

Administration

Vincent Clark
Harriet Fayne
Bethania Ortega

Students

Kevin Ortiz Pena
Hywonin Kanzie
Ayanna Paddyfoote

Haiping Cheng was elected as the committee chair for 2016-17 academic year

Lehman College 2016-7 budget, VP Clark

NY mandated 2% reduction, 2016 \$3M collection over target

Provost report:

Develop plans for hiring in different academic areas

Discussion

Other sources income revenue for Lehman College

Ways to help smooth the purchasing process

Keep library open longer during exam time.

Lehman Budget Committee Report

Based on VP Clark's budget report on Sept. 28, 2016

2017 Operating Budget

Initial NY State Funding \$ **90.8M**

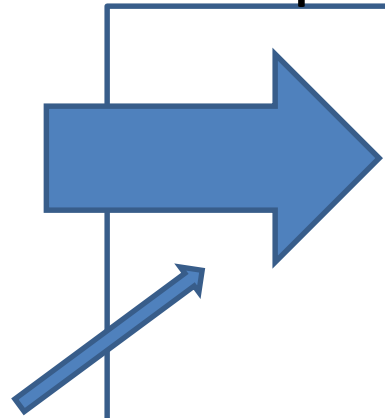
↓ NY reduction 2% (\$**1.7M**)

↑ \$2.37M increase due to exceeding enrollment target

Saving/Year 2016 \$**6.5 M**

2016 CUNY Compact (NY State investment) \$ 2.76 M for salary increases for PS regular.

Lehman Foundation Philanthropy



Spending

	2017	2016*	(%total)
PS regular	71.1M	69.8M	(71.7)
OTPS	7.4M	6.5M	(6.8)
PS Adjunct	9.6M	9.9M	(10.2)
PS Temp service	3.4M	3.2M	(3.3)

2017: 17 faculty to replace retiring faculty

Investments 2017 2016 2015

New Faculty	0	0	11
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	2017	2016	2015
Project saving	\$4.3M	\$6.5M	\$5.1M

*Green: increase from previous year,
Red: reduction from previous year.