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**Minutes of
The Lehman College Senate Meeting
Wednesday, May 1, 2019
Senate Meeting**

7 **Senators Present:** Abdul, H.; Alborn, T.; Ali, S.; Ali, T.; Amend, A.; Austin, L.; Baba, N.; Balde,
8 G.; Bergmann, R.; Boston, N.; Britt, K.; Burton-Pye, B.; Campeanu, S.; Cheng, H.; Cruz, D.; Daley,
9 K.; Deckman, S.; Deprince, A.; Dominguez, V.; Farrell, R.; Finger, R.; Forde, A.; Fortunato-
10 Tavares, T.; Garcia-Otero, N.; Hernandez, F.; Hernandez, T.; Hyman, D.; Jagmohan, A.; Jervis, J.;
11 Johnson, M.; Luerssen, A.; Machado, E.; Magdaleno, J.; Mahon, J.; Mak, W.; Marianetti, M.;
12 Markens, S.; Martín, Ó.;Mazza, C.; McKenna, C.; Nwosu, P.; O’Dowd, M.; Oh, H.; Olewuike, J.;
13 Paniagua, S.; Prince, P.; Punu, K.; Qian, G.; Rice, A.; Rivera, R.; Rivera-McCutchen, R.; Rodriguez-
14 Allie, A.; Rosario, Y.; Rotolo, R.; Saforo, E.; Sailor, K.; Schlesinger, K.; Sekyere, R.; Scott, K.;
15 Sisselman, A.; Trimarchi, Y.; Valentine, R.; Wangerin, R.; Waring, E.; Wynne, B.Yates, S.; Yubi
16 Gomez, J.

19 **Senators Absent:** Allison, A.; Alto, A.; Badillo, D.; Bazile, S.; Blachman, S.; Budescu, M.; Cabrera,
20 J.; Clever, R.; Collett, J.; Cruz, J.; DeJaynes, T.; Di Bello, M.; Doyran, M.; Eisenberg, M.; Fera,
21 J.; Graulau, J.; Greaves, T.; Guzman, M.; Kolade, B.; MacKillop, J.; McCabe, J.; Mills, P.; Moreno,
22 Q.; Munch, J.; Musah, S.; Navarro, V.; Ohmer, S.; Olumuyide, E.; Portalatin, S.; Reyes, D.; Reyes,
23 N.; Rivera, J.; Sarmiento, R.; Sauane, M.; Schwittek, D.; Yavuz, D.

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26
27 The meeting was called to order at 3:39 p.m. by Ms. Nadia Baba, who presided over the Senate in
28 the absence of the President and the Chair of the Senate.

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

31 The minutes of the April 17, 2019 Senate meeting were approved by unanimous voice vote.

32
33 **2. Announcements and Communications**

34 **a. Report of the President—**

35 Ms. Baba called the Provost, Dr. Peter Nwosu, to the floor for announcements and
36 communications. The Provost greeted all and brought attention to the President’s campus-
37 wide announcement, which revealed that Dr. Cruz would be making a leadership transition.
38 The Provost confirmed that Dr. Cruz would be stepping down as President of Lehman
39 College to become the Executive Vice Chancellor and University Provost of The City
40 University of New York. Dr. Nwosu congratulated the President on his appointment and
41 urged all to view the transition not simply as recognition of Dr. Cruz’s exemplary leadership,

42 but also as recognition of the important work the College had accomplished and would
43 continue to accomplish in the future. The Provost also reassured that Lehman would not be
44 without presidential leadership for long as the Board of Trustees would select an interim
45 president before the departure of Dr. Cruz in July.

46
47 The Provost provided an update on the Middle States process. He briefed that the College
48 had received the feedback report from the site visit team and that the College would be
49 working to correct factual errors and submit an official institutional response to Middle
50 States, which would be due on the 2nd of May. Dr. Nwosu reminded all that additional work
51 was needed in the area of assessment; he informed that a national expert would be brought
52 in to help the College through the process. The Provost also announced that there would be
53 a campus-wide composition on assessment the following week. He urged all to participate.

54
55 **b. Student Legislative Assembly—**

56 Ms. Nadia Baba congratulated Dr. Cruz on his appointment as the Executive Vice Chancellor
57 and University Provost of The City University of New York and wished him all the best
58 moving forward. Ms. Baba went on to announce that the Student Government Association
59 (SGA) would be hosting a senior ball in support of the graduating class, which would be held
60 on May 23rd from 7 p.m. to 12 a.m. She announced that the SGA would be hosting a Ramadan
61 Iftar celebration as well, which would be held after the Senate on the Lehman College Quad.

62
63 Ms. Baba presented the open educational resource resolution. It was approved by unanimous
64 voice vote.

65
66 See Attachment I

67
68 The Chief Librarian, Prof. Kenneth Schlesinger, commended the student government for
69 their well written proposal and added that the proposal strengthened the decision that students
70 support textbooks. Prof. Schlesinger informed that the Library Department would put out a
71 call for proposals for the upcoming academic year in educational resources, the deadline for
72 which would be June 30th. He announced that the Library would pledge to attach a copy of

73 the SGA resolution to the Library proposal—not only to strengthen the advocacy of such,
74 but to hopefully receive rewarding funds from the Office of CUNY Library Services.

75
76 **REPORTS OF STANDING COMMITTEES–**

77
78 **1. Graduate Studies**

79 Professor Janet DeSimone presented proposals for curriculum changes in the following departments:
80 Biological Sciences; Counseling, Leadership, Literacy and Special Education; Earth,
81 Environmental, and Geospatial Sciences; Middle and High School Education; Nursing; and Speech-
82 Language-Hearing Sciences. The proposals were approved by unanimous voice vote.

83
84 Prof. DeSimone also presented one informational item for an experimental course in the Department
85 of Speech.

86
87 See Attachment II

88
89 **2. Governance Committee**

90 Professor Susan Markens presented a resolution to transform the Academic Assessment Council to
91 an Ad Hoc Committee of the Lehman College Senate. She opened the floor for discussion. There
92 were no comments. Prof. Markens moved to approve the resolution and it was seconded. The
93 resolution was approved by unanimous voice vote.

94
95 See Attachment III

96 **3. Committee on Admissions, Evaluations and Academic Standards**

97 Prof. Penny Prince presented the list of graduate and undergraduate degree candidates for approval,
98 which was contingent upon each candidate’s completion of the requirements for graduation. All
99 degree candidates were approved for graduation by unanimous voice vote.

100
101 Prof. Prince provided an update on the committee’s subcommittee, which was established in order
102 to revisit the College’s policies on admissions. She informed that the subcommittee was in the
103 process of writing a summary and recommendations.

104

105 **4. Undergraduate Curriculum**

106 Professor Lynn Rosenberg presented proposals for curriculum changes in the following departments:
107 Health Sciences, Mathematics, and Middle and High School Education. The proposals were
108 approved by unanimous voice vote.

109

110 See Attachment IV

111

112 The next meeting was scheduled for Wednesday, May 8, 2019 at 1:00 p.m. in SC 1407.

113

114 **5. Academic Freedom:**

115 Professor David Manier reported on tenure and academic freedom. He informed that the national
116 trend from 1993 to 2012 conveyed a decrease in full-time faculty with tenure; when compared to
117 this trend, Prof. Manier explained, the College's decrease from 2012 to 2017 was significantly lower.
118 Prof. Manier provided a breakdown and informed that 60 percent of faculty at Lehman consisted of
119 part-time adjuncts; 40 percent consisted of full-time faculty members; and of the 40 percent, 13
120 percent consisted of tenure track faculty while the other 27 percent consisted of tenured faculty. Prof.
121 Manier went on to explain that not only had Lehman an above average use of part-time faculty, but
122 that such—or the lack of tenure and protections therein—would affect academic freedom. Prof.
123 Manier moved to open the floor for discussion and for the Senate to approve, among other items, the
124 following: that in light of the data, the College should reconsider the 90x30 initiative.

125

126 A senator objected that the recommendation was out of order and that the Senate would first have to
127 review a prepared resolution ahead of time as opposed to verbally the day of. The Parliamentarian,
128 Dean Daniel Lemons, concurred and he added that according to the documents of governance, the
129 resolution would have to be presented 8 calendar days in advance of the meeting.

130

131 See Attachment V

132

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

134 Mr. Stephen Castellano presented the report and brought announcements from the Library, Division
135 of Information Technology, Online Education, and concerning Blackboard.

136

137 See Attachment VI

138

139 **7. Campus Life and Facilities**

140 There was no report.

141

142 **8. Budget and Long-Range Planning**

143 Professor Haiping Cheng reported on the meeting of the Joint Committee of Senate and FP&B
144 Budget and Long-Range Planning. He provided a third quarter update on the budget for fiscal year
145 2019 as well as a breakdown on the financial reports of the Lehman College Auxiliary Enterprise
146 and the Office of Grants and Contracts.

147

148 See Attachment VII

149

150 **9. University Faculty Senate Report**

151 There was no report.

152

153 **Old Business**----None.

154

155 **New Business**----Professor Alan Kluger reported on his activities as ombudsman for the 2018-2019
156 academic year as well as the prior academic year.

157

158 See Attachment VIII

159

160 **ADJOURNMENT**

161 Ms. Baba adjourned the meeting at 5:08 p.m.

162

163 Respectfully submitted:

164

165 Esdras Tulier



Executive Board

Student Life Building, Room 203
250 Bedford Park Blvd West
Bronx, NY 10468

Phone: 718-960-2589
www.lehman.edu/sga

Lehman College Senate RESOLUTION

Open Educational Resources for Lehman College & CUNY

TO College Senate, Lehman College

FROM Nadia Baba, Vice President of Lehman SLA

DATE May 1, 2019

WHEREAS, it is the prerogative of faculty to select the course materials that are most appropriate for class; and

WHEREAS, textbook publishers have not responded adequately to the concerns of student faculty, and other stakeholders; and

WHEREAS, the price of textbooks has risen at four times the rate of inflation in the past two decades; and

WHEREAS, research conducted by the College Board has found that an average student spends \$600 to \$1200 per year on textbooks; and

WHEREAS, the cost of college textbooks is often a major affordability issue for students, who take on additional loan debt to pay for textbooks, or undercut their own learning by forgoing the purchase of textbooks; and

WHEREAS, on May 16, 2018 Governor Andrew M. Cuomo¹ allocated \$4 million for Open Educational Resources Initiative² at CUNY, hoping to cut the high cost of textbooks for students; and

WHEREAS, an 'open textbook' is defined as an: online, or free to access, easy to share, and affordable print textbook written by education professionals under an open license; and

WHEREAS, open textbooks offer an affordable, comparable and flexible alternative to expensive, commercial textbook; and

¹<https://trends.collegeboard.org/college-pricing/figures-tables/average-estimated-undergraduate-budgets-2018-19>

²<https://www.governor.ny.gov/news/governor-cuomo-announces-8-million-open-educational-resources-initiative-su-ny-and-cuny-cut-high>



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WHEREAS, it is appropriate to seek and consider low-and-no-cost options, including open textbooks, as long as there is no reduction in quality; and

WHEREAS, faculty and students both share a concern about textbook affordability and its impact on student success; and now, therefore, be it

RESOLVED, that the Lehman College SGA encourages the universal use of open textbook; and, be it

RESOLVED, that the Lehman College SGA encourages faculty to adopt open textbooks and other low-cost course materials when selecting textbooks; and, be it

FINALLY RESOLVED, that the Lehman College SGA encourages Lehman College, and the City University of New York to offer the support needed to faculty in order to adopt open textbooks

**Academic Assessment Council
Background Information
Lehman College Senate, May 1st 2019**

Shortly, a resolution will be brought to the floor asking that the Academic Assessment Council (AAC), with its current membership, become an ad-hoc committee of the Lehman College Senate. The resolution also makes it clear that as an ad-hoc Senate committee, the AAC would need to report to the Senate at least one time in the Fall and at least one time in the Spring semester.

Before making this motion, here is some background on the council.

- In Fall 2018, it was announced that Lehman would create the AAC.
- The AAC's main objective is to support a culture of assessment and evidence-based decision making by developing, implementing and evaluating an overall assessment plan for academic programs.
- Nominations for faculty to serve on the committee were solicited from the College Deans & Department Chairs (email dated 11/20/2018) and from the faculty at-large (email dated 11/30/2018).
- President Cruz consulted with the Governance Committee about the AAC's place in the Lehman College Governance structure in the Fall 2018 term.
- Ultimately, all parties agreed that the AAC should be given time and the flexibility to make its own recommendations on its place in the governance structure.
- The Senate Governance Committee was asked by President Cruz to participate in the nomination and recommendation process, as well. Its list of names was sent to the President at the beginning of the Spring 2019 term.

Action Items

- I now move to bring this resolution to the floor. It requires a second because the Governance Committee has not yet had time to officially meet.
- Is there a second?
- Discussion & Vote

Lehman College Senate

RESOLUTION TO ESTABLISH THE ACADEMIC ASSESSMENT COUNCIL AS AN AD HOC COMMITTEE OF THE LEHMAN COLLEGE SENATE

WHEREAS, the Lehman College Senate has the authority to create ad hoc committees for specific purposes and in accordance with Article IV, Section 3 of the Lehman College Senate Bylaws; and

WHEREAS, the Lehman College Senate may form ad hoc committees by appointment also in accordance with Article IV, Section 3 of the Lehman College Senate Bylaws; and

WHEREAS, the Lehman College Senate is committed to organized, systematic, and sustainable assessments of Lehman College's Institutional Learning Goals; and

WHEREAS, the Lehman College Senate views faculty, students, and administrators as equal stakeholders in effective, sustainable, and strategic assessment of student learning and achievement;

NOW, THEREFORE BE IT RESOLVED that the Lehman College Senate establishes the Academic Assessment Council (AAC), with its current membership, as an ad hoc committee of the Lehman College Senate;

BE IT FURTHER RESOLVED that the AAC shall:

- Develop and implement assessments of the College's Institutional Learning Goals (Characteristics of a Lehman Graduate)
- Develop, coordinate and serve as a resource for assessments of General Education
- Serve as a resource for departmental program assessments
- Implement standards for assessment of educational programs
- Evaluate academic assessments to ensure continuous improvement
- Provide professional development in assessment for members and faculty
- Identify, develop and communicate best practices in assessment

BE IT FURTHER RESOLVED that the AAC shall report to the Lehman College Senate at least one time in the Fall semester and at least one time in the Spring semester;

BE IT FURTHER RESOLVED that the AAC shall recommend to the Senate its position within the Lehman College Governance structure, including whether it should become a standing committee of the Senate.

Senate Meeting – May 1, 2019
Proposed Graduate Studies Report

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

Department of Biological Sciences

- New course: BIO 632

Department of Counseling, Leadership, Literacy and Special Education

- Degree and graduation requirements/ MEd/School Building Leader, Educational Leadership
- Degree and graduation requirements; admission timeline: Advanced Certificate/School District Leader Extension Program – Educational Leadership
- Course changes: EDL 710, 711, 712, 716, 717, 721
- Bulletin corrections: EDS 708

Department of Middle and High School Education

- New Advanced Certificate Program: Bilingual Extension—Intensive Teacher Institute/ Clinically Rich Program
- Change in departments, requirements and program name: Advanced Certificate: Bilingual Extension B-12 (change to grades 5-12) – will remain housed in Department of Middle and High School Education
- Change in departments, requirements and program name: Advanced Certificate: Bilingual Extension B-12 (change to B-6) – will now be housed in the Department of Early Childhood and Childhood Education
- Course changes: ESC 761, 763, 766

Department of Nursing

- Admission requirements: MS, Family Nurse Practitioner Program and MS, Pediatric Nurse Practitioner Program

Earth, Environmental, and Geospatial Sciences

- Course hours: GEP 670

Informational Item:

Also, I'd like to notify the senate and Lehman community of one Information Item – and experimental course from the Department of Speech-Language-Hearing Sciences

- Experimental course: SPE 758 (course was approved in February - SPE 733 - but the number needed to be changed)

Our next grad studies meeting will be in fall 2019. Have a wonderful summer!

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Biological Sciences
Career	<input 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	Biology
Course Prefix & Number	BIO 632
Course Title	Biological Data Analysis and Interpretation
Description	Applications of statistics, data interpretation and data presentation in biology focused on genetics, molecular biology, biochemistry, ecology and evolution. Topics include: the presentation of biological data, summary statistics, probabilities, probability distributions and various methods of hypothesis testing.
Pre/ Co Requisites	NA
Credits	2 (lecture)
Hours	2
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: BIO 632 has been successfully offered and is being taught. We are now requesting that the course become a permanent addition to the biology courses offered at Lehman College. The department intends to offer the course on a regular basis.

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

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

5. Date of Departmental Approval: 2/06/2019

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

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

CURRICULUM CHANGE

1. Type of change: *Correction to Graduate Bulletin and CUNYfirst*

2. From:

Department(s)	Counseling, Leadership, Literacy and Special 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	Special Education
Course Prefix & Number	EDS 708
Course Title	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities
Description	Focusing on the use of formal and informal behavior assessment practices with culturally and linguistically diverse childhood students with disabilities in inclusive classrooms; the development of appropriate I.E.P. goals in relation to behavioral assessment; the application of behavioral principles of classroom management to inclusive classrooms; and specific steps and data
Pre/ Co Requisites	PREREQ: EDS 707 COREQ: EDS 743
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)	Counseling, Leadership, Literacy and Special 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	Special Education
Course Prefix & Number	EDS 708
Course Title	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities
Description	Focusing on the use of formal and informal behavior assessment practices with culturally and linguistically diverse childhood students with disabilities in inclusive classrooms; the development of appropriate I.E.P. goals in relation to behavioral assessment; the application of behavioral principles of classroom management to inclusive classrooms; and specific steps and data <u>collection procedures to implement a behavior change process with childhood students with disabilities. (45 hours Supervised Practicum Teaching required)</u>
Pre/ Co Requisites	PREREQ: EDS 707 COREQ: EDS 743
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: A section of the description for EDS 708 is missing from the graduate bulletin and CUNYfirst and must be corrected. This proposal simply fixes a publishing error and does not change content, requirements, etc.

5. Date of Departmental Approval: March 12, 2019

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

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

Name of Program and Degree Award: M.S.Ed., Educational Leadership - School Building Leader

Hegis Number: 0828.00

Program Code: 31470

Effective Term: Spring 2020

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

2. **From:**

Educational Leadership, Master of Science in Education (M.S.Ed.) Program (30 Credits)

M.S.Ed. Program in Educational Leadership (School Building Leader) Overview

The purpose of the M.S.Ed. Program in Educational Leadership is to prepare candidates for positions as School Building Leaders (SBL), with an emphasis on urban leadership, and to fulfill the New York State licensure requirements for SBL. The program unites both the development of schools and the development of educational leaders by preparing individuals who can be catalysts for school change and improved student performance.

The program prepares students for positions of leadership (e.g., principals, assistant principals, department chairs, etc.) in urban schools with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SBL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school and community agencies, are a central component throughout this program. Candidates develop their skills and capacities as leaders through both on-campus and school-based experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The M.S.Ed. Program in Educational Leadership is committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators.

The following is a listing, by semester, of the courses that comprise the M.S.Ed. Program in Educational Leadership. The M.S.Ed. program can be completed in approximately 5 semesters.

Semester I (fall): (6 credits)

	Credits
EDL 701 The Principal as a School Building Leader	3
EDL 702 Ethics in School Leadership	3

Semester II (spring): (6 credits)

	Credits
EDL 703 Collaborative and Community-Based Leadership	3
EDL 704 Instructional and Curriculum Leadership	3

Semester III (summer): (6 credits)

	Credits
EDL 706 Legal and Economic Issues and the Administration of Schools	3
EDL 708 Research, Assessment, and Data-Driven Decision Making	3

Semester IV (fall): (6 credits)

	Credits
EDL 707 Creating Effective and Supportive Learning Environments for All Students	3
EDL 711 The Leadership Experience II-Building Level	3

Semester V (spring): (6 credits)

	Credits
EDL 709 Case Studies in School Building Leadership	3
EDL 710 The Leadership Experience I-Building Level	3

Notes:

- ~~Registration for all courses requires Departmental approval.~~
- Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to the internship courses.

M.S.Ed. Program in Educational Leadership Admission Requirements

Note: Students admitted every fall semester.

1. A baccalaureate degree in a related field (e.g., teaching, school counseling, etc.) from an accredited college or university;
2. A minimum 3.0 (B) Grade Point Average from a completed undergraduate degree program;
3. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
4. A minimum of three years of successful P-12 teaching and/or school counseling, school psychology, speech-language pathology or school social work experience;
5. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a P-12 principal, and at least one must be from a faculty member from prior studies who can best evaluate the candidate's potential for success as a graduate student;
6. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
7. A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree and certification as a school building leader; b) candidate's philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.
8. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.
9. *Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.*

M.S.Ed. Program in Educational Leadership Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;
2. 24 credits in Educational Leadership courses with a minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the P-12 Internship Site Supervisor, and permission of the Program Coordinator are required prior to placement in EDL 710 (The Leadership Experience I) and EDL 711 (The Leadership Experience II); and
3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based projects.

M.S.Ed. Program in Educational Leadership Graduation Requirements

1. Completion of 30 approved graduate credits of study in educational leadership;

2. A minimum Grade Point Average of 3.0 (B);
3. Successful completion of 400 internship hours; ~~and~~
4. ~~Submission of the culminating electronic program portfolio.~~

Notes:

- In order to receive institutional recommendation by Lehman College for New York State certification in SBL, students must ~~earn a passing score on the New York State Educational Leadership Assessments in SBL.~~
- Candidates who apply for initial certification in School Building Leader on or after May 1, 2014, will be required to take the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Candidates who applied for certification on or before April 30, 2014, but did not meet all the requirements for an initial certificate on or before April 30, 2014, will also be required to pass the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Please visit the New York State Teacher Certification Examinations website for most updated information about the new tests at <https://www.nystce.nesinc.com/>.

3. To:

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Semester I (fall): (6 credits)

	Credits
EDL 701 The Principal as a School Building Leader	3
<u>EDL 703 Collaborative and Community-Based Leadership</u>	3

Semester II (spring): (6 credits)

	Credits
<u>EDL 702 Ethics in School Leadership</u>	3
EDL 704 Instructional and Curriculum Leadership	3

Semester III (summer): (6 credits)

	Credits
EDL 706 Legal and Economic Issues and the Administration of Schools	3
EDL 708 Research, Assessment, and Data-Driven Decision Making	3

Semester IV (fall): (6 credits)

	Credits
EDL 707 Creating Effective and Supportive Learning Environments for All Students	3
EDL 711 The Leadership Experience II-Building Level	3

Semester V (spring): (6 credits)

	Credits
EDL 709 Case Studies in School Building Leadership	3
EDL 710 The Leadership Experience I-Building Level	3

Notes:

- Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to the internship courses.

M.S.Ed. Program in Educational Leadership Admission Requirements

Note: Students admitted every fall semester.

1. A baccalaureate degree in a related field (e.g., teaching, school counseling, etc.) from an accredited college or university;
2. A minimum 3.0 (B) Grade Point Average from a completed undergraduate degree program;
3. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
4. A minimum of three years of successful P-12 teaching and/or school counseling, school psychology, speech-language pathology or school social work experience;
5. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a P-12 principal, and at least one must be from a faculty member from prior studies who can best evaluate the candidate's potential for success as a graduate student;
6. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
7. A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree and certification as a school building leader; b) candidate's philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.
8. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.
9. *Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.*

M.S.Ed. Program in Educational Leadership Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;
2. 24 credits in Educational Leadership courses with a minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the P-12 Internship Site Supervisor, and permission of the Program Coordinator are required prior to placement in EDL 710 (The Leadership Experience I) and EDL 711 (The Leadership Experience II); and
3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based projects.

M.S.Ed. Program in Educational Leadership Graduation Requirements

1. Completion of 30 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B); and
3. Successful completion of 400 internship hours.

Notes:

- In order to receive institutional recommendation by Lehman College for New York State certification in SBL, students must complete all program requirements and submit proof that all New York State Education Department-mandated workshops have been completed.
- Candidates who apply for initial certification in School Building Leader on or after May 1, 2014, will be required to take the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Candidates who applied for certification on or before April 30, 2014, but did not meet all the requirements for an initial certificate on or before April 30, 2014, will also be required to pass the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Please visit the New York State Teacher Certification Examinations website for most updated information about the new tests at <https://www.nystce.nesinc.com/>.

4. Rationale:

- After examining data from multiple levels (course, program, graduate), the ePortfolio is being removed as a graduation requirement. Candidates' knowledge, skills and dispositions being measured by the ePortfolio assessment already are embedded in other assessments used by the program.
- The course sequence has been revised, switching the semesters for EDL 702 and EDL 703. Recently, we have revised the major assessments used to satisfy our EDL accrediting body and have embedded them in different courses. The change in course sequence is to ensure that classes with major assessments are structured throughout the program.
- Although we already have removed "departmental and/or program coordinator permission" for registration throughout most courses, we need to remove it from the actual curriculum map. EDL candidates move through the program as a cohort, and their schedules are highly structured. They do not need permission to register, since only the classes they need during a specific semester are offered.
- The note regarding institutional recommendation is being updated to accurately reflect current policy.

5. Date of departmental approval: March 12, 2019

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

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

Curriculum Change

Name of Program and Degree Award: Advanced Educational Leadership/District Leader Extension Program

Hegis Number: 0827.00

Program Code: 33268, 33269

Effective Term: Spring 2020

1. **Type of Change:** Graduation/Degree Requirements; Admission Timeline

2. **FROM:**

Advanced Educational Leadership/District Leader Extension Program (12-15 credits)

Advanced Educational Leadership/District Leader Extension Program Overview

The purpose of the Advanced Educational Leadership/District Leader Extension Program is to prepare candidates for positions as School District Leaders (SDL), with an emphasis on urban leadership, and to fulfill the New York State licensure requirements for SDL. The programs unite both the development of schools/districts and the development of educational leaders by preparing individuals who can be catalysts for school/district change and improved student performance.

The program prepares students for positions of leadership (e.g., superintendents, assistant superintendents, directors, etc.) in urban districts with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SDL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school, district and community agencies, are a central component throughout this program. Candidates develop their skills and capacities as leaders through both on-campus and school/district-based experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The Advanced Educational Leadership/District Leader Extension Program is committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in part, on the School of Education's Lehman Urban Transformative Education conceptual

2. A minimum of 48 graduate credits (applicants may be required to take additional credits to meet minimum credit requirement);
3. A minimum 3.0 (B) grade point average from a completed graduate degree program;
4. New York State initial or professional certification as a School Building Leader or the equivalent;
5. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, or school social work or the equivalent;
6. A minimum of three years of successful N-12 experience as a leader, teacher, counselor, psychologist, speech-language pathologist or social worker;
7. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a district leader, and at least one must be from a faculty member from prior studies who can best evaluate the candidate's potential for success as a graduate student;
8. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
9. A 1000-word essay that discusses the following: a) reasons for wanting to pursue a certification as a school district leader; b) candidate's philosophy on outstanding urban educational leadership, including the specific characteristics that contribute to effective leadership; c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges; and d) brief analysis of a current educational policy, discussing its pros/cons and its impact on urban districts.
10. *Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.*

Advanced Educational Leadership/District Leader Extension Program Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 6 credits;
2. A minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the region/district internship site supervisor, and permission of the Program Coordinator are required prior to placement in EDL 721 (The Leadership Experience/District Extension); and
3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based and region/district-based projects.

Advanced Educational Leadership/District Leader Extension Program Graduation Requirements

1. Completion of *12-15 approved graduate credits of study in educational leadership;

2. A minimum Grade Point Average of 3.0 (B);
3. Successful completion of *200-400 internship hours; and
4. ~~Submission of the culminating electronic program portfolio in EDL 721 (The Leadership Experience/District Extension).~~

Note:

(Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to graduate with 15 credits and 400 internship hours.)

The New York State Education Department has made passing the New York State Education Leadership Assessment in SDL a condition of program completion (for SDL programs only as per State regulations). A student enrolled in the Advanced Educational Leadership/District Leader Extension Program leading to SDL certification who does not pass the SDL assessment can enter what the State has termed a "companion program," whereby the student can still receive the Advanced Certificate but will not be eligible for SDL certification at that time. The companion program has the same admission requirements, curriculum, and graduation requirements; however, students who do not pass the SDL assessment will not receive New York State SDL certification.

3. To:

Advanced Educational Leadership/District Leader Extension Program (12-15 credits)

Advanced Educational Leadership/District Leader Extension Program Overview

The purpose of the Advanced Educational Leadership/District Leader Extension Program is to prepare candidates for positions as School District Leaders (SDL), with an emphasis on urban leadership, and to fulfill the New York State licensure requirements for SDL. The programs unite both the development of schools/districts and the development of educational leaders by preparing individuals who can be catalysts for school/district change and improved student performance.

The program prepares students for positions of leadership (e.g., superintendents, assistant superintendents, directors, etc.) in urban districts with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SDL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school, district and community agencies, are a central component throughout this program. Candidates develop their skills and capacities as leaders through both on-campus and school/district-based experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The Advanced Educational Leadership/District Leader Extension Program is committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators.

The following is a listing, by semester, of the courses that comprise the Advanced Educational Leadership/District Leader Extension Program. The Advanced Certificate can be completed in approximately 2-3 semesters.

Semester I (fall): (6 credits)

EDL 712 Leading an Effective School District 3
 EDL 716 Educational Governance, Policy, and Law 3

Semester II (spring): (6 credits)

EDL 717 Finance, Operations, and Human Resource Management 3
 EDL 721 The Leadership Experience-District Extension 3 (May be repeated for a maximum of 6 credits).

Notes:

- Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to EDL 721.
- Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to register for EDL 721, again, in Summer I.

Admission Requirements for the Advanced Educational Leadership/District Leader Extension Program (leading to SDL certification):

Admission Requirements for the Advanced Educational Leadership/District Leader Extension Program (leading to SDL certification):

1. A master's degree in educational leadership from an accredited college or university (applicants may be required to take additional leadership courses pending transcript evaluation). (Applicants who possess a master's degree in a related field (e.g., teaching, school counseling, etc.) may be considered, depending on their current or prior leadership experience, as well as their career

- objectives. Such individuals may be required to take additional leadership courses pending transcript evaluation.)
2. A minimum of 48 graduate credits (applicants may be required to take additional credits to meet minimum credit requirement);
 3. A minimum 3.0 (B) grade point average from a completed graduate degree program;
 4. New York State initial or professional certification as a School Building Leader or the equivalent;
 5. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, or school social work or the equivalent;
 6. A minimum of three years of successful N-12 experience as a leader, teacher, counselor, psychologist, speech-language pathologist or social worker;
 7. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a district leader, and at least one must be from a faculty member from prior studies who can best evaluate the candidate's potential for success as a graduate student;
 8. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
 9. A 1000-word essay that discusses the following: a) reasons for wanting to pursue a certification as a school district leader; b) candidate's philosophy on outstanding urban educational leadership, including the specific characteristics that contribute to effective leadership; c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges; and d) brief analysis of a current educational policy, discussing its pros/cons and its impact on urban districts.
 10. *Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.*

Advanced Educational Leadership/District Leader Extension Program Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 6 credits;
2. A minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the region/district internship site supervisor, and permission of the Program Coordinator are required prior to placement in EDL 721 (The Leadership Experience/District Extension); and
3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based and region/district-based projects.

Advanced Educational Leadership/District Leader Extension Program Graduation Requirements

1. Completion of *12-15 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B); and
3. Successful completion of *200-400 internship hours.

Note:

(Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to graduate with 15 credits and 400 internship hours.)

The New York State Education Department has made passing the New York State Education Leadership Assessment in SDL a condition of program completion (for SDL programs only as per State regulations). A student enrolled in the Advanced Educational Leadership/District Leader Extension Program leading to SDL certification who does not pass the SDL assessment can enter what the State has termed a "companion program," whereby the student can still receive the Advanced Certificate but will not be eligible for SDL certification at that time. The companion program has the same admission requirements, curriculum, and graduation requirements; however, students who do not pass the SDL assessment will not receive New York State SDL certification.

4. Rationale:

- After examining data from multiple levels (course, program, graduate), the ePortfolio is being removed as a graduation requirement. Candidates' knowledge, skills and dispositions being measured by the ePortfolio assessment already are embedded in other assessments used by the program.
- Although we already have removed "departmental and/or program coordinator permission" for registration throughout most courses, we need to remove it from the actual curriculum map. EDL candidates move through the program as a cohort, and their schedules are highly structured. They do not need permission to register, since only the classes they need during a specific semester are offered.
- By removing the note referencing when students are admitted, the program has greater flexibility to admit students in other semesters.

5. Date of departmental approval: March 12, 2019

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

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

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special 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	Educational Leadership
Course Prefix & Number	EDL 712
Course Title	Leading an Effective School District
Description	Examination of concepts, practices, and empirical research related to urban district leadership. Emphasis on basic administrative theories of change, supervision, organizational structure, decision making, motivation, communication, and culture as applied to urban district improvement and leadership. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Pre/ Co Requisites	PREREQ: School leadership experience and/or permission of the Program Coordinator.
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)	Counseling, Leadership, Literacy and Special 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	Educational Leadership
Course Prefix & Number	EDL 712
Course Title	Leading an Effective School District
Description	Examination of concepts, practices, and empirical research related to urban district leadership. Emphasis on basic administrative theories of change, supervision, organizational structure, decision making, motivation, communication, and culture as applied to urban district improvement and leadership. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

Since the EDL/School District course sequence is very specific, with no electives, registration permission is not needed. Students will continue to be advised on courses

and other program issues but do not need registration permission in CUNYfirst from the program coordinator. Further, students do not need prior school experience to enroll in the course so this prerequisite is no longer required.

5. **Date of departmental approval:** March 12, 2019

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

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

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special 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	Educational Leadership
Course Prefix & Number	EDL 716
Course Title	Educational Governance, Policy, and Law
Description	Analysis of the ways in which political and legal powers and authority impact the structure and function of individual schools and districts. Examines the role of school district leaders in setting policy. Topics include, but are not limited to, high-stakes testing and accountability issues; pressure groups; and local school policies. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Pre/ Co Requisites	PREREQ: EDL 714 and EDL 715 and/or permission of the Program Coordinator.
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)	Counseling, Leadership, Literacy and Special 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	Educational Leadership
Course Prefix & Number	EDL 716
Course Title	Educational Governance, Policy, and Law
Description	Analysis of the ways in which political and legal powers and authority impact the structure and function of individual schools and districts. Examines the role of school district leaders in setting policy. Topics include, but are not limited to, high-stakes testing and accountability issues; pressure groups; and local school policies. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

When the EDL/School District program was revised into an extension program, the course sequence was revised. The prerequisites are no longer relevant or required. Also, since the EDL/School District course sequence is very specific, with no electives, registration permission is not needed. Students will continue to be advised on courses and other program issues but do not need registration permission in CUNYfirst from the program coordinator.

5. Date of departmental approval: March 12, 2019

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

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

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special 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	Educational Leadership
Course Prefix & Number	EDL 717
Course Title	Finance, Operations, and Human Resource Management
Description	Examines the role of the school district leader in long-range financial planning, facility development, and human resource management. Topics include, but are not limited to, financial, human, and general resource allocation; budgeting and accounting procedures and legal requirements; the recruitment, training, retention, assignment, evaluation, and mentoring of personnel; purchasing procedures; building and grounds management; and benefits analysis and cost controls. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Pre/ Co Requisites	PREREQ: EDL 714 and EDL 715 and/or permission of the Program Coordinator.
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)	Counseling, Leadership, Literacy and Special 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	Educational Leadership
Course Prefix & Number	EDL 717
Course Title	Finance, Operations, and Human Resource Management
Description	Examines the role of the school district leader in long-range financial planning, facility development, and human resource management. Topics include, but are not limited to, financial, human, and general resource allocation; budgeting and accounting procedures and legal requirements; the recruitment, training, retention, assignment, evaluation, and mentoring of personnel; purchasing procedures; building and grounds management; and benefits analysis and cost controls. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	<p>_____ Individual and Society _____ Scientific World</p>
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4. Rationale:

When the EDL/School District program was revised into an extension program, the course sequence was revised. The prerequisites are no longer relevant or required. Also, since the EDL/School District course sequence is very specific, with no electives, registration permission is not needed. Students will continue to be advised on courses and other program issues but do not need registration permission in CUNYfirst from the program coordinator.

5. Date of departmental approval: March 12, 2019

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

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

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites; credit/hour clarification

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special 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	Educational Leadership
Course Prefix & Number	EDL 721
Course Title	The Leadership Experience-District Extension
Description	This is a required supervised internship for all students pursuing the Advanced Educational Leadership/District Leader Extension Program, leading to School District Leader certification. Interns are required to complete 200 hours of district-based leadership experiences at approved internship sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.
Pre/ Co Requisites	PREREQ: Satisfactory completion of 21 credits in Educational Leadership and permission of the Program Coordinator.
Credits	3 (May be repeated for a maximum of 6 credits)
Hours	200
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

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3. To:

Department(s)	Counseling, Leadership, Literacy and Special 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	Educational Leadership
Course Prefix & Number	EDL 721
Course Title	The Leadership Experience-District Extension
Description	This is a required supervised internship for all students pursuing the Advanced Educational Leadership/District Leader Extension Program, leading to School District Leader certification. Interns are required to complete 200 hours of district-based leadership experiences at approved internship sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.
Pre/ Co Requisites	NA
Credits	3 (May be repeated for a maximum of 6 credits)
Hours	<u>3</u>
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:

When the EDL/School District program was revised into an extension program, the course sequence was revised, which eliminated the specific credit requirement for the internship experience. The prerequisites are no longer relevant or required. Also, since

the EDL/School District course sequence is very specific, with no electives, registration permission is not needed. Students will continue to be advised on courses and other program issues but do not need registration permission in CUNYfirst from the program coordinator. The total number of credits or student internship hours for EDL 721 have not changed. However, due to CUNYfirst issues, we are trying to clarify the credit information.

5. **Date of departmental approval:** March 12, 2019

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

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

CURRICULUM CHANGE

1. **Type of Change:** Credit/hour clarification

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special 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	Educational Leadership
Course Prefix & Number	EDL 710
Course Title	The Leadership Experience I-Building Level
Description	One of two required supervised internships for School Building Leader certification. Interns are required to complete 200 hours of school-based leadership experiences at approved school sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.
Pre/ Co Requisites	NA
Credits	3
Hours	12 field, 1 lecture
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)	Counseling, Leadership, Literacy and Special 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	Educational Leadership
Course Prefix & Number	EDL 710
Course Title	The Leadership Experience I-Building Level
Description	One of two required supervised internships for School Building Leader certification. Interns are required to complete 200 hours of school-based leadership experiences at approved school sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.
Pre/ Co Requisites	NA
Credits	3
Hours	<u>3</u>
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:

The total number of credits or student internship hours for EDL 710 have not changed. However, due to CUNYfirst issues, we are trying to clarify the credit information.

5. Date of departmental approval: March 12, 2019

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

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

CURRICULUM CHANGE

1. **Type of Change:** Credit/hour clarification

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special 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	Educational Leadership
Course Prefix & Number	EDL 711
Course Title	The Leadership Experience II-Building Level
Description	One of two required supervised internships for School Building Leader certification. Interns are required to complete 200 hours of school-based leadership experiences at approved school sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.
Pre/ Co Requisites	NA
Credits	3
Hours	12 field, 1 lecture
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

	____ Scientific World
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3. To:

Department(s)	Counseling, Leadership, Literacy and Special 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	Educational Leadership
Course Prefix & Number	EDL 711
Course Title	The Leadership Experience II-Building Level
Description	One of two required supervised internships for School Building Leader certification. Interns are required to complete 200 hours of school-based leadership experiences at approved school sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input 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:

The total number of credits or student internship hours for EDL 711 have not changed. However, due to CUNYfirst issues, we are trying to clarify the credit information.

5. Date of departmental approval: March 12, 2019

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

**DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL
SCIENCES**

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Earth, Environmental, and Geospatial Sciences
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	Physical Geography
Course Prefix & Number	GEP 670
Course Title	Seminar and Internship Program in Geography
Description	Current issues in Geographic Information Science (GISc), with weekly work as an intern in one of various governmental, non-profit, academic, or consulting organizations. Minimum 150 hours of GISc-related project work. This course may be repeated for a total of 8 credits.
Pre/ Co Requisites	GEP 505 or instructor's permission.
Credits	4
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)	Earth, Environmental, and Geospatial Sciences
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	Physical Geography
Course Prefix & Number	GEP 670
Course Title	Seminar and internship program in Geography
Description	Current issues in Geographic Information Science (GISc), with weekly work as an intern in one of various governmental, non-profit, academic, or consulting organizations. Minimum 150 hours of GISc-related project work. This course may be repeated for a total of 8 credits.
Pre/ Co Requisites	GEP 505 or instructor's permission.
Credits	4
Hours	<u>4</u>
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:

This course was approved by the department as 4 credits, 4 hours, but appears in CUNY first and the graduate catalog as 4 credits and 3 hours. This change will not impact the learning outcomes of the department and/or its major programs.

5. Date of departmental approval: March 12, 2019

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Certificate Program: Bilingual Extension—Intensive Teacher Institute/ Clinically Rich Program

Hegis Number: 0899.70

Program Code: TBD

Effective Term: Spring 2020

1. **Type of Change:** *New Advanced Certificate Program leading to the New York State Bilingual Extension for classroom teachers*

2. **Description:**

Advanced Certificate Program: Bilingual Extension—Intensive Teacher Institute--Clinically Rich Program (15 credits)

This program will be offered to New York State-certified teachers Birth-grade 12 who are bilingual in English and in a Home Language other than English and who seek a bilingual extension to their certification(s). This program requires 12 credits in Bilingual Education content courses and 3 credits in supervised teaching of content, literacy, and language arts in both languages.

Admission Requirements:

- A bachelor's degree (or its equivalent) from an accredited college or university.
- An undergraduate or master's degree index of at least 3.0.
- New York State teacher certification grades Birth-grade 12 (other than in World Languages or ESOL).
- Candidate is bilingual in English and a Home Language other than English.
- One (1) letter of recommendation and two 500-word essays, one in English and one in the Home Language.
- Meet additional Department, College, and New York State requirements, if any.
- If conditionally admitted, make up *requirements* in the first semester.

Certificate Requirements:

In order to receive tuition assistance from the Intensive Teacher Institute (ITI), candidates for the Advanced Certificate: Bilingual Extension—ITI--Clinically Rich Program must successfully complete the program of study in one calendar year (summer, fall, spring), receive field supervision during the program and for one year following graduation, earn an overall index of 3.0 or higher, and fulfill additional program requirements (see adviser for details). In order to be recommended for the Bilingual

Extension after graduation, candidates must pass the Bilingual Education Assessment (BEA). We recommend taking the BEA starting in the third semester.

Program of Study:

Sequence 1 (Birth-grade 6)

Content Courses (12 crs)

ESC 759: Foundations of Bilingual/ Bicultural Education 3 credits

ESC 769: Latinos in U.S. Schools 3 credits

EDC 727: Teaching English as a Second Language (Birth-grade 2)
OR 3 credits

EDE 727: Teaching English as a Second Language (Prek-grade 6)

EDC 738: Literacy in Bilingual/Bicultural Early Childhood
Settings, Birth-grade 2
OR 3 credits

EDE 738: Learning and Teaching Literacy in Bilingual/ Bicultural
Childhood Settings, grades 1-6

Supervised Bilingual Teaching (3 crs)

ESC 790: Workshop in Curriculum Materials Development
in Specialized Areas: Teaching Bilingual Literacy and Language
Arts, Birth-grade 6. 2 credits

ESC 790: Workshop in Curriculum Materials Development
in Specialized Areas: Teaching Bilingual Content Literacy, Birth-grade 6. 1 credit

Sequence 2 (grades 5-12)

Content Courses (12 crs)

ESC 759: Foundations of Bilingual/ Bicultural Education 3 credits

ESC 769: Latinos in U.S. Schools 3 credits

ESC 761: Teaching English as a New Language, grades 5-12 3 credits

ESC 763: Teaching Secondary Bilingual Language Arts
and Content Literacy 3 credits

Supervised Bilingual Teaching (3 crs)

ESC 790: Workshop in Curriculum Materials Development
in Specialized Areas: Teaching Bilingual Literacy and
Language Arts, grades 5-12. 2 credits

ESC 790: Workshop in Curriculum Materials Development
in Specialized Areas: Teaching Bilingual Content Literacy, grades 5-12. 1 credit

TOTAL CREDITS FOR CERTIFICATE: 15

3. Rationale:

The **Bilingual Extension—Intensive Teacher Institute-Clinically Rich Program** is a New York State Department of Education grant providing tuition assistance to prospective bilingual teachers. Our 12-month program will help meet the high demand

for bilingual teachers in New York City by providing financial assistance for qualified candidates. We are proposing this program to meet the grant requirements.

4. Date of departmental approval: 3/21/19

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

DEPARTMENT OF MIDDLE / HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Certificate: Bilingual Extension B-12
(change to grades 5-12)

Hegis Number: 0899

Program Code: 25928

Effective Term: Spring 2020

1. **Type of Change:** Change in Departments of Programs; Name of Registered Certificate Program; Degree 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
ESC 759 (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
ESC 759 (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, 5-12

This program is designed for grades 5-12 teachers who already possess New York State certification in the areas listed in Sequences 1-2 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 two sequences:

Sequence 1 (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 2 (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 middle childhood education, adolescence education, or literacy grades 5-12 at the middle childhood or adolescence education level.
3. For Sequence 2, possess New York State certification in teaching children with disabilities at the middle childhood or adolescence education level.
4. Demonstrate the ability to pursue graduate study successfully by having an undergraduate index of B or a master's degree.
5. Demonstrate the study of a language and culture other than English (12 credits) or an equivalent experience.
6. Submit one (1) letter of recommendation.
7. 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.
8. Participate in an interview which requires producing a writing sample in English and in the home language.
9. Satisfy appropriate voice, speech, and hearing standards.
10. Meet additional departmental admission requirements, if any.
11. 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) or 2 (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: Middle and High School General Education

ESC 757 (3), ESC 759 (3), ESC 761 (3), ESC 766 (3)

TOTAL: 12 crs.

Sequence 2: Bilingual Extension: Middle and High School General Education

ESC 757 (3), ESC 759 (3), ESC 761 (3), ESC 766 (3), EBS 741 (3)

TOTAL: 15 crs.

4. Rationale:

Currently, the Bilingual Extension B-12 is housed in the Department of Middle and High School Education. We propose moving the two Bilingual Extension sequences serving teachers of Birth-grade 6 to the Department of Early Childhood and Childhood Education, while retaining the two sequences serving teachers grades 5-12 in the Department of Middle and High School Education.

This move will help us to align course and program outcomes better with state and national standards.

5. Date of departmental approval:

Department of Middle and High School Education: March 21, 2017

Department of Early Childhood and Childhood Education: March 27, 2019

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

DEPARTMENT OF EARLY CHILDHOOD / CHILDHOOD EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Certificate: Bilingual Extension B-12
(change to B-6)

Hegis Number: 0899

Program Code: 25928

Effective Term: Fall 2019

1. **Type of Change:** Change in Departments of Programs; Name of Registered Certificate Program; Degree 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
~~ESC 759 (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
~~ESC 759 (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, B-6

This program is designed for Birth-grade 6 teachers who already possess New York State certification in the areas listed in Sequences 1-2 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 two 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.

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. Demonstrate the ability to pursue graduate study successfully by having an undergraduate index of B or a master's degree.
5. Submit one (1) letter of recommendation.
6. Participate in an interview which requires producing a writing sample in English and in the home language.
7. Satisfy appropriate voice, speech, and hearing standards.
8. Meet additional departmental admission requirements, if any.
9. 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) or 2 (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
EDC/ EDE 709 (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
EDC/ EDE 709 (3), EDE/EDC 727 (3), EDE/EDC 738 (3), EDE/EDC 739 (3), EBS 741
(3)

TOTAL: 15 crs.

4. Rationale:

Currently, the Bilingual Extension B-12 is housed in the Department of Middle and High School Education. We propose moving the two Bilingual Extension sequences serving teachers of Birth-grade 6 to the Department of Early Childhood and Childhood Education while retaining the two sequences serving teachers grades 5-12 in the Department of Middle and High School Education.

This move will help us to align course and program outcomes better with state and national standards.

EDC/ EDE 709 will now be required as the bilingual foundations course for the BE B-6 and also will satisfy the cultural perspectives requirement.

5. Date of departmental approval:

Department of Middle and High School Education: March 21, 2017

Department of Early Childhood and Childhood Education: March 27, 2019

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course Title; Description; Prerequisite

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 763
Course Title	Teaching Literacy Through the Content Areas in the Secondary Bilingual Classroom.
Description	Methods, materials, and evaluation for teaching literacy through middle and high school level content areas, such as business education, mathematics, science, and social studies in the native language and in English. Curriculum development; use of relevant technology; current standards; lesson planning; instructional strategies; inclusion of special populations; and assessment. Includes field experience.
Pre/ Co Requisites	ESC 759 (or an equivalent), a methods course in subject area, and permission of the adviser.
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 763
Course Title	Teaching Secondary Bilingual <u>Language Arts and Content Literacy</u>
Description	<u>Methods, materials, and assessment for teaching language arts and content literacy (e.g., mathematics, science, and social studies) to middle/ high school bilingual learners in the home language and in English. Application of second language acquisition principles; curriculum development; relevant technology; current standards; instructional strategies; inclusion of students with disabilities. Includes field experience.</u>
Pre/ Co Requisites	ESC 759 (or an equivalent).
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:

The course title and description are being updated and brought into alignment with current Department offerings, State standards, and State regulatory language. The prerequisites deleted were no longer needed.

5. **Date of departmental approval:** March 21, 2019

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** *Course Title; Description*

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 761
Course Title	Teaching English as a Second Language to Adolescents and Adults
Description	Methods, materials, and evaluation for developing the literacy skills of speaking, listening, reading, and writing in English for middle childhood, adolescent, and adult English language learners, including reading enrichment and remediation. Curriculum development; use of relevant technology and software; current standards; instructional strategies; inclusion of students from diverse language backgrounds and students with disabilities. Includes field experience.
Pre/ Co Requisites	
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 761
Course Title	Teaching English as a <u>New Language, grades 5-12</u>
Description	<u>Methods, materials, and assessment for teaching English language and literacy to middle/ high school English learners/ bilingual learners. Curriculum development; relevant technology; current standards; lesson planning; instructional strategies; inclusion of students with disabilities. Includes field experience.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The course title and description are being updated and brought into alignment with current Department offerings, State standards, and State regulatory language.

5. Date of departmental approval: March 21, 2019

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** *Course Title; Description; Prerequisite*

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 766
Course Title	Teaching English as a Second Language Through the Content Areas
Description	Methods, materials, and evaluation for developing the literacy skills of speaking, listening, reading, and writing in English to speakers of other languages through the content areas, including mathematics, science, and social studies. Curriculum development; use of relevant technology and software; current standards; instructional strategies; inclusion of students from diverse language backgrounds and students with disabilities; and assessment. Includes field experience.
Pre/ Co Requisites	ESC 761 (or an equivalent) and permission of adviser.
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 766
Course Title	Teaching English as a <u>New Language Through the Content Areas</u>
Description	<u>Methods, materials, and assessment for teaching content literacy (e.g., language arts, mathematics, science, social studies) to English learners/ bilingual learners. Application of second language acquisition principles; curriculum development; relevant technology; current standards; instructional strategies; inclusion of students with disabilities. Includes field experience.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

The course title and description are being updated and brought into alignment with current Department offerings, State standards, and State regulatory language. The prerequisite deleted is no longer required.

5. **Date of departmental approval:** March 21, 2019

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

Name of Program and Degree Award: Master of Science in Family Nurse Practitioner Program

Hegis Number: 1203.10

Program Code: 33473

Effective Term: Spring 2020

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

2. **From:**

M.S. in Family Nurse Practitioner Program

Admission Requirements

- Baccalaureate degree in nursing from ACEN or Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) accredited nursing program.
- Demonstrate the ability to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in Nursing and also a minimum grade average of B in the undergraduate record as a whole.
- An unencumbered nursing license as a registered professional nurse and currently registered in New York State.
- At least *one year* working experience as a Registered Nurse.
- Names and addresses of two persons who can attest to the applicant's scholastic and/or professional performance. (*it is preferred that one reference must be from a former instructor or academic adviser and the second from a recent employer or supervisor.*)
- Interview with a member of the graduate curriculum committee.
- ~~Successful completion of the Department's Graduate Nursing Admission Test (GNAT).~~
- Submission of a one-page essay outlining career goals, intellectual and academic interests, and accomplishments related to the Master of Science degree in Nursing.
- All students must complete a graduate level statistics course and earn a grade of B (3.0) or better prior to matriculation.

Curriculum for M.S. in Family Nurse Practitioner Program (45 credits)

Effective: Spring 2019. Students who entered this program beginning in the Spring of 2019 or thereafter must follow these requirements. Students who entered this program prior to Spring of 2019 follow the requirements that were in effect at the time they began the program. See link below for the most recent Family Nurse Practitioner M.S. and Post Masters Certificate Program requirements prior to Spring 2019. Please refer to DegreeWorks or consult an advisor to review your requirements and track your progress.

Basic Core Courses in Graduate Nursing Programs (15)

Required for all the master's degree programs in nursing.

	Credits
NUR 720 Concepts and Theories for Advanced Nursing Practice	3
NUR 721 Essentials of Clinical Research	3
NUR 723 Strategies for Advanced Nursing Practice	3
NUR 726 Health Planning and Policy Making: Leadership Issues	3
NUR 787 Advanced Professional Seminar	3

Graduate courses required for the M.S. in FNP (30)

(In addition to the 15 credits of core courses).

	Credits
NUR 767 Advanced Pharmacology	3
NUR 766 Advanced Pathophysiology	3
NUR 769 Family Developmental Theory	3
NUR 773 Advanced Health Assessment	3
NUR 774 Advanced Family Nursing Practice I - Using a Nursing Science Framework	6
NUR 775 Advanced Family Nursing Practice II - Using a Nursing Science Framework	6
NUR 776 Advanced Family Nursing Practice III - Using a Nursing Science Framework	6

Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification exam in Family Nurse Practitioner to graduate with a master of science degree or post-masters certificate in Family Nurse Practitioner.

Curriculum

M.S./FNP Curriculum for Full-Time Study:

Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification exam in Family Nurse Practitioner to graduate with a master of science degree or post-masters certificate in Family Nurse Practitioner.

Fall Semester (12 credits):

	Credits
NUR 720 Concepts and Theories for Advanced Nursing Practice	3
NUR 721 Essentials of Clinical Research	3
NUR 766 Advanced Pathophysiology	3
NUR 773 Advanced Health Assessment	3

Spring Semester (12 credits):

	Credits
NUR 723 Strategies for Advanced Nursing Practice	3
NUR 767 Advanced Pharmacology	3
NUR 774 Advanced Family Nursing Practice I - Using a Nursing Science Framework	6

Fall Semester II (12 credits):

	Credits
NUR 726 Health Planning and Policy Making: Leadership Issues	3
NUR 769 Family Developmental Theory	3
NUR 775 Advanced Family Nursing Practice II - Using a Nursing Science Framework	6

Spring Semester II (9 credits):

	Credits
NUR 776 Advanced Family Nursing Practice III - Using a Nursing Science Framework	6
NUR 787 Advanced Professional Seminar	3

M.S./FNP Curriculum for Part-Time Study:

Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification exam in Family Nurse Practitioner to graduate with a master of science degree or post-masters certificate in Family Nurse Practitioner.

Fall Semester (6 credits):

	Credits
NUR 720 Concepts and Theories for Advanced Nursing Practice	3
NUR 721 Essentials of Clinical Research	3

Spring Semester (6 credits):

	Credits
NUR 766 Advanced Pathophysiology	3
NUR 767 Advanced Pharmacology	3

Fall Semester II (6 credits):

	Credits
NUR 769 Family Developmental Theory	3
NUR 773 Advanced Health Assessment	3

Spring Semester II (9 credits):

	Credits
NUR 723 Strategies for Advanced Nursing Practice	3
NUR 774 Advanced Family Nursing Practice I - Using a Nursing Science Framework	6

Fall Semester III (9 credits):

	Credits
NUR 726 Health Planning and Policy Making: Leadership Issues	3
NUR 775 Advanced Family Nursing Practice II - Using a Nursing Science Framework	6

Spring Semester III (9 credits):

	Credits
NUR 776 Advanced Family Nursing Practice III - Using a Nursing Science Framework	6

NUR
787 Advanced Professional Seminar

3

Additional clinical hours as needed to meet regulatory requirements.

3. **To:**

M.S. in Family Nurse Practitioner Program

Admission Requirements

- Baccalaureate degree in nursing from ACEN or Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) accredited nursing program.
- Demonstrate the ability to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in Nursing and also a minimum grade average of B in the undergraduate record as a whole.
- An unencumbered nursing license as a registered professional nurse and currently registered in New York State.
- At least *one year* working experience as a Registered Nurse.
- Names and addresses of two persons who can attest to the applicant's scholastic and/or professional performance. (*it is preferred that one reference must be from a former instructor or academic adviser and the second from a recent employer or supervisor.*)
- Interview with a member of the graduate curriculum committee.
- Submission of scores on the Graduate Record Examination (GRE) General Test.
- Submission of a one-page essay outlining career goals, intellectual and academic interests, and accomplishments related to the Master of Science degree in Nursing.
- All students must complete a graduate level statistics course and earn a grade of B (3.0) or better prior to matriculation.

Curriculum for M.S. in Family Nurse Practitioner Program (45 credits)

Effective: Spring 2019. Students who entered this program beginning in the Spring of 2019 or thereafter must follow these requirements. Students who entered this program prior to Spring of 2019 follow the requirements that were in effect at the time they began the program. See link below for the most recent Family Nurse Practitioner M.S. and Post Masters Certificate Program requirements prior to Spring 2019. Please refer to DegreeWorks or consult an advisor to review your requirements and track your progress.

Basic Core Courses in Graduate Nursing Programs (15)

Required for all the master's degree programs in nursing.

Credits

NUR 720 Concepts and Theories for Advanced Nursing Practice	3
NUR 721 Essentials of Clinical Research	3
NUR 723 Strategies for Advanced Nursing Practice	3
NUR 726 Health Planning and Policy Making: Leadership Issues	3
NUR 787 Advanced Professional Seminar	3

Graduate courses required for the M.S. in FNP (30)
(In addition to the 15 credits of core courses).

	Credits
NUR 767 Advanced Pharmacology	3
NUR 766 Advanced Pathophysiology	3
NUR 769 Family Developmental Theory	3
NUR 773 Advanced Health Assessment	3
NUR 774 Advanced Family Nursing Practice I - Using a Nursing Science Framework	6
NUR 775 Advanced Family Nursing Practice II - Using a Nursing Science Framework	6
NUR 776 Advanced Family Nursing Practice III - Using a Nursing Science Framework	6

Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification exam in Family Nurse Practitioner to graduate with a master of science degree or post-masters certificate in Family Nurse Practitioner.

M.S./FNP Curriculum for Full-Time Study:

Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification exam in Family Nurse Practitioner to graduate with a master of science degree or post-masters certificate in Family Nurse Practitioner.

Fall Semester (12 credits):

	Credits
NUR 720 Concepts and Theories for Advanced Nursing Practice	3
NUR 721 Essentials of Clinical Research	3
NUR 766 Advanced Pathophysiology	3
NUR 773 Advanced Health Assessment	3

Spring Semester (12 credits):

Credits

NUR 723	Strategies for Advanced Nursing Practice	3
NUR 767	Advanced Pharmacology	3
NUR 774	Advanced Family Nursing Practice I - Using a Nursing Science Framework	6

Fall Semester II (12 credits):

		Credits
NUR 726	Health Planning and Policy Making: Leadership Issues	3
NUR 769	Family Developmental Theory	3
NUR 775	Advanced Family Nursing Practice II - Using a Nursing Science Framework	6

Spring Semester II (9 credits):

		Credits
NUR 776	Advanced Family Nursing Practice III - Using a Nursing Science Framework	6
NUR 787	Advanced Professional Seminar	3

M.S./FNP Curriculum for Part-Time Study:

Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification exam in Family Nurse Practitioner to graduate with a master of science degree or post-masters certificate in Family Nurse Practitioner.

Fall Semester (6 credits):

	Credits
NUR 720 Concepts and Theories for Advanced Nursing Practice	3
NUR 721 Essentials of Clinical Research	3

Spring Semester (6 credits):

	Credits
NUR 766 Advanced Pathophysiology	3
NUR 767 Advanced Pharmacology	3

Fall Semester II (6 credits):

	Credits
NUR 769 Family Developmental Theory	3
NUR 773 Advanced Health Assessment	3

Spring Semester II (9 credits):

	Credits
NUR 723 Strategies for Advanced Nursing Practice	3
NUR 774 Advanced Family Nursing Practice I - Using a Nursing Science Framework	6

Fall Semester III (9 credits):

	Credits
NUR 726 Health Planning and Policy Making: Leadership Issues	3
NUR 775 Advanced Family Nursing Practice II - Using a Nursing Science Framework	6

Spring Semester III (9 credits):

	Credits
NUR 776 Advanced Family Nursing Practice III - Using a Nursing Science Framework	6
NUR 787 Advanced Professional Seminar	3

Additional clinical hours as needed to meet regulatory requirements.

4. **Rationale:** The former admission test (G-NAT) has poor inter-rater reliability. There is weak correlation of the test results with student's critical thinking and writing ability in the Master's degree program courses. The GRE has greater statistical validity and reliability. The GRE measures the abilities that our faculty expects of students enrolled in our graduate programs such as quantitative reasoning, verbal reasoning, and analytical writing. The GRE will be used along with other criteria that is appropriate to the role of the advanced practice nurses that we are preparing in our Family Nurse Practitioner and Pediatric Nurse Practitioner programs

5. **Date of departmental approval:** March 18, 2019

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

Name of Program and Degree Award: Master of Science in Pediatric Nurse Practitioner Program

Hegis Number: 1203.10

Program Code: 19752

Effective Term: Spring 2020

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

2. **From:**

Master of Science in Pediatric Nurse Practitioner Program

Admission Requirements

- Baccalaureate degree in nursing from ACEN or Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) accredited nursing program.
- Demonstrate the ability to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in Nursing and also a minimum grade average of B in the undergraduate record as a whole.
- An unencumbered nursing license as a registered professional nurse and currently registered in New York State.
- At least *one year* working experience as a Registered Nurse.
- Names and addresses of two persons who can attest to the applicant's scholastic and/or professional performance. (*it is preferred that one reference must be from a former instructor or academic adviser and the second from a recent employer or supervisor.*)
- Interview with a member of the graduate curriculum committee.
- ~~Successful completion of the Department's Graduate Nursing Admission Test (GNAT).~~
- Submission of a one-page essay outlining career goals, intellectual and academic interests, and accomplishments related to the Master of Science degree in Nursing.
- All students must complete a graduate level statistics course and earn a grade of B (3.0) or better prior to matriculation.

Master of Science in Pediatric Nurse Practitioner Curriculum

	Credits
NUR 720 Concepts and Theories for Advanced Nursing Practice	3
NUR 721 Essentials of Clinical Research	3
NUR 723 Strategies for Advanced Nursing Practice	3
NUR 726 Health Planning and Policy Making: Leadership Issues	3
NUR 766 Advanced Pathophysiology	3
NUR 767 Advanced Pharmacology	3
NUR 769 Family Developmental Theory	3
NUR 773 Advanced Health Assessment	3
NUR 770 Advanced Practice I	6
NUR 771 Advanced Nursing Practice II	6
NUR 772 Advanced Nursing Practice III	6
NUR 787 Advanced Professional Seminar	3

Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification exam in Pediatric Nurse Practitioner to graduate with a master of science degree or post-masters certificate in Pediatric Nurse Practitioner.

3. To:**Master of Science in Pediatric Nurse Practitioner Program****Admission Requirements**

- Baccalaureate degree in nursing from ACEN or Commission on Collegiate Nursing Education (<http://www.cneaccreditation.org>) accredited nursing program.
- Demonstrate the ability to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in Nursing and also a minimum grade average of B in the undergraduate record as a whole.
- An unencumbered nursing license as a registered professional nurse and currently registered in New York State.
- At least *one year* working experience as a Registered Nurse.
- Names and addresses of two persons who can attest to the applicant's scholastic and/or professional performance. (*it is preferred that one reference must be from a former instructor or academic adviser and the second from a recent employer or supervisor.*)

- Interview with a member of the graduate curriculum committee.
- Submission of scores on the Graduate Record Examination (GRE) General Test.
- Submission of a one-page essay outlining career goals, intellectual and academic interests, and accomplishments related to the Master of Science degree in Nursing.
- All students must complete a graduate level statistics course and earn a grade of B (3.0) or better prior to matriculation.

Master of Science in Pediatric Nurse Practitioner Curriculum

	Credits
NUR 720 Concepts and Theories for Advanced Nursing Practice	3
NUR 721 Essentials of Clinical Research	3
NUR 723 Strategies for Advanced Nursing Practice	3
NUR 726 Health Planning and Policy Making: Leadership Issues	3
NUR 766 Advanced Pathophysiology	3
NUR 767 Advanced Pharmacology	3
NUR 769 Family Developmental Theory	3
NUR 773 Advanced Health Assessment	3
NUR 770 Advanced Practice I	6
NUR 771 Advanced Nursing Practice II	6
NUR 772 Advanced Nursing Practice III	6
NUR 787 Advanced Professional Seminar	3

Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification exam in Pediatric Nurse Practitioner to graduate with a master of science degree or post-masters certificate in Pediatric Nurse Practitioner.

4. **Rationale:** The former admission test (G-NAT) has poor inter-rater reliability. There is weak correlation of the test results with student's critical thinking and writing ability in the Master's degree program courses. The GRE has greater statistical validity and reliability. The GRE measures the abilities that our faculty expects of students enrolled in our graduate programs such as quantitative reasoning, verbal reasoning, and analytical writing. The GRE will be used along with other criteria that is appropriate to the role of the advanced practice nurses that we are preparing in our Family Nurse Practitioner and Pediatric Nurse Practitioner programs

5. **Date of departmental approval:** March 18, 2019

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Speech-Language-Hearing Sciences
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	Speech-Language Pathology
Course Prefix & Number	SPE 758
Course Title	Global Initiatives in Speech-Language Pathology
Description	In this experiential course students will complete a study-abroad clinical experience in speech-language pathology. The opportunity to collaborate and work with the speech and language pathology students at the university abroad provides an overview of the role of speech-language pathologists in the country and specific knowledge about the application of speech-language pathology at the clinical site. Course content includes preparation for the study abroad experience with orientation to the culture, language, and clinical setting prior to and on site. Focus will be on the assessment and treatment of a variety of clinical disorders in individuals across the life span.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:**

This course offers students an international academic and clinical experience to collaborate with student clinicians at the study-abroad site in the application of speech-language pathology to clients with communication difficulties. Currently the SLHS graduate program has an affiliation with Universidade de Sao Paulo and the Hospital das Clinicas in Sao Paulo, Brazil. Affiliation agreements with additional countries are being explored. Students have the opportunity to gain cultural competence as it relates to the field of speech-language pathology.

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

- Demonstrate understanding of evidence-based practice with individuals across the life span with communication difficulties.
- Apply principles of evidence-based practice in assessing and treating communication difficulties and evaluating the effectiveness of these services at the study-abroad setting.
- Collaborate effectively with speech-language pathologists and speech-language pathology clinicians to provide services to clients.
- Gain knowledge about linguistic and cultural differences and how these interact with the delivery of effective clinical practice in communication disorders.

5. **Date of Departmental Approval:** 12-13-2018

Senate Meeting – May 1, 2019

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on April 10, 2019 (6 of 10 members in attendance):

1. Health Sciences
 - Course withdrawal-HSA 268
2. Mathematics
 - Change in Prerequisite, hours-MAT 126
 - Change in Prerequisite-MAT 175
 - New course MAT 413
3. Middle and High School Education
 - Change minor
 - Change ESC 434
 - Change ESC 433
 - Change ESC 432
 - Change ESC 429
 - Change ESC 424
 - Change ESC 422
 - Change ESC 414
 - Change ESC 419
 - Change ESC 302
 - Change ESC 301

10. Next meeting: May 8, 2019, 1 p.m., SC 1407

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF HEALTH SCIENCES
CURRICULUM CHANGE**

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

2. **Description:**

HSA 268 Managed Health Care - 3 credits; 3 hours

Comprehensive overview of basic concepts of managed health care, including types of managed care organizations, use of data and reports in utilization and quality management, Medicaid and Medicare managed care and other critical issues.

3. **Rationale:**

This course was changed to HSA 312 but was never removed from the undergraduate bulletin and is currently an active course in CUNYFirst.

4. **Date of departmental approval:** 3/13/19

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

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

1. **Type of Change:** Change in Hours, Change in Prerequisites

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

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 126
Course Title	Quantitative Reasoning
Description	Survey of modern quantitative techniques in a variety of disciplines. Critical thinking and mathematical/quantitative literacy are emphasized.
Pre/ Co Requisites	Prerequisite: >60 on the algebra section of the Compass exam or Department permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input checked="" 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:** Underline the changes

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 126
Course Title	Quantitative Reasoning
Description	Survey of modern quantitative techniques in a variety of disciplines. Critical thinking and mathematical/quantitative literacy are emphasized.
Pre/ Co Requisites	NA
Credits	3
Hours	<u>4</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input checked="" 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 additional hour is designed for skills development, as MAT 126 is likely to attract students with the weakest preparation in mathematics and those unlikely to select majors requiring mathematics. The extra hour will allow instructors to focus specifically on these students to ensure that they achieve desired levels of proficiency in mathematics. This change has no effect on Pathways learning objectives.

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

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

CURRICULUM CHANGE

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

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

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 175
Course Title	Calculus I
Description	Differentiation of functions of one variable; applications to motion problems, maximum-minimum problems, curve sketching, and mean-value theorems.
Pre/ Co Requisites	Prerequisite: A grade of C (or better) in MAT 172 or a grade of C (or better) in both MAT 103 and MAT 171 or placement by the Department of Mathematics and Computer Science . Correquisite: MAT 155
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input checked="" type="checkbox"/> Mathematics (variant) <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. **To:** Underline the changes

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 175
Course Title	Calculus I
Description	Differentiation of functions of one variable; applications to motion problems, maximum-minimum problems, curve sketching, and mean-value theorems.
Pre/ Co Requisites	Prerequisite: A grade of C (or better) in MAT 172 or a grade of C (or better) in both <u>MAT 108</u> and MAT 171 or placement by the Department of Mathematics. Co-requisite: MAT 155
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input checked="" type="checkbox"/> <u>Mathematics (variant)</u> <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):**

MAT 103 was renumbered MAT 108 because it was discovered that MAT 103 already existed in the system.

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

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

CURRICULUM CHANGE

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

2.

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 413
Course Title	Advanced Linear Algebra
Description	Vector spaces, linear transformations, bilinear quadratic forms, tensors, forms and wedge products, finite and infinite dimensional linear algebra, eigenvalues, eigenvectors, introduction to Hilbert Spaces and eigenfunctions, all studied from an abstract, proof-oriented approach.
Pre/ Co Requisites	MAT 313
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:** Advanced Linear Algebra has been offered as a special topics course several times over the past few years. The class has always had strong enrollment and generated much interest among our students.

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

1. Work with linear transformations on real and complex vector spaces of finite and infinite dimensions.
2. Solve problems involving matrix exponentials.
3. Employ spectral theorems.
4. Demonstrate understanding of the Singular Value Decomposition and Image Compression.
5. Work with the Jordan Form and Minimal Polynomial.

5. **Date of Departmental Approval:** April 4, 2019

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

Curriculum Change

Hegis # : Art 1002; English 1501; Foreign Language 1105; Health 0837; Mathematics 1701; Biology 0401; Chemistry 1905; Geology 1914; Physics 1902; Social Studies 2205

Program Code: Art 25929; English 25935; Foreign Language 25938; Health 25952; Mathematics 25939; Biology 25940; Chemistry 25941; Geology 32668; Physics 25942; Social Studies 31964

1. **Type of Change:** Requirements

2. **From:**
Middle and High School Education Minor (12-13 Credits)*

The Middle and High School Education Minor is open to all Lehman students. The minor consists of five courses: ESC 301, ESC 302, ESC 429, ~~ESC 476~~ and a fifth ESC course chosen in consultation with the education adviser. A student may graduate with the Minor, or may continue beyond with the Certification Sequence leading to New York State grades 7-12 teacher certification¹.

Students aspiring to the Certification Sequence must declare a specific major in art, English, math, science, history, Spanish, French, or Italian together with a minor in Middle and High School Education.

MHSE Minor (12-13 credits)

The Minor presents an opportunity for all Lehman students to engage with the issues, knowledge and skills of teaching and learning in urban middle and high schools, but does not grant a teaching credential.

ESC 301 (3 credits) Psychological Foundations of Middle and High School

ESC 302 (3 credits) Social Foundations of Education: A Multicultural Perspective

ESC 429 (3 credits) Language and Literacies Acquisition in Secondary Education

~~ESC 476 (1 credit) Fieldwork in Secondary Schools I~~

~~And one additional course from the following areas:~~

~~ESC 463 (3 credits) Special Needs Education~~

~~Art methods: ESC 414 (3 credits)~~

~~English methods: ESC 410 (2 credits) or ESC 422 (3 credits)~~
~~Foreign language methods: ESC 462 (2 credits) or ESC 424 (3 credits)~~
~~Math methods: ESC 4480 (2 credits) or ESC 432 (3 credits)~~
~~Science methods: ESC 467 (2 credits) or ESC 419 (3 credits)~~
~~Social studies methods: ESC 433 (3 credits) or ESC 434 (3 credits)~~

Students who wish to earn New York State 7-12 certification¹ must additionally qualify for, and then complete the Certification Sequence.

*The Health Education program has been discontinued and will not accept future applicants.

3. To: Middle and High School Education Minor (12-13 Credits)*

The Middle and High School Education Minor is open to all Lehman students. The minor consists of four courses: ESC 301, ESC 302, ESC 429, and a 400-level ESC course chosen in consultation with the education adviser. A student may graduate with the Minor, or may continue beyond with the Certification Sequence leading to New York State grades 7-12 teacher certification.

Students aspiring to the Certification Sequence must declare a specific major in art, English, math, science, history, Spanish, French, or Italian together with a minor in Middle and High School Education.

MHSE Minor (12-13 credits)

The Minor presents an opportunity for all Lehman students to engage with the issues, knowledge and skills of teaching and learning in urban middle and high schools, but does not grant a teaching credential.

ESC 301 (3 credits) Psychological Foundations of Middle and High School

ESC 302 (3 credits) Social Foundations of Education: A Multicultural Perspective

ESC 429 (3 credits) Language and Literacies Acquisition in Secondary Education

400-level ESC course (3 - 4 credits)

Students who wish to earn New York State 7-12 certification* must additionally qualify for, and then complete the Certification Sequence.

*The Health Education program has been discontinued and will not accept future applicants.

4. Rationale: We discovered that we needed to take a more gradual approach toward offering our students a more intensive clinical field experience. In short, the teacher candidates struggled to fit 50 field hours into one semester. Therefore, we are aligning only one of two required methods courses with a dedicated, co-requisite field hours course. We

are also restoring the other course credits and sequences to their former configurations as we embark on a more gradual strategy that aligns to the larger School of Education goals and accrediting body requirements.

5. Date of departmental approval: 3/21/2019

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:** Strikethrough the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 414
Course Title	Special Methods in Art
Description	Students enrolled in this course are required to demonstrate proficiency in computer graphics or take a course in computer imaging. Computer graphics programs can be effective design tools, enabling learners to change and enhance images through a variety of techniques, such as drawing, cutting/pasting, duplicating, shrinking, distorting, magnifying, and collaging. The goal is for students to use technology as a medium for art expression in the school art curriculum. The course also introduces students to the computer as a research tool, enabling them to explore the possibilities offered in computer programs, such as exploration and assessment of Internet sites for art and art education information and research, as well as networking, discussion, and critique through Web boards and e-mail.
Pre/ Co Requisites	Departmental permission required.
Credits	3
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
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3. **To:** Underline the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 414
Course Title	Special Methods in Art
Description	Students enrolled in this course are required to demonstrate proficiency in computer graphics or take a course in computer imaging. Computer graphics programs can be effective design tools, enabling learners to change and enhance images through a variety of techniques, such as drawing, cutting/pasting, duplicating, shrinking, distorting, magnifying, and collaging. The goal is for students to use technology as a medium for art expression in the school art curriculum. The course also introduces students to the computer as a research tool, enabling them to explore the possibilities offered in computer programs, such as exploration and assessment of Internet sites for art and art education information and research, as well as networking, discussion, and critique through Web boards and e-mail.
Pre/ Co Requisites	Departmental permission required. <u>Co-Requisite: ESC 476.</u>
Credits	3
Hours	3
Liberal Arts	[] Yes [X] 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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4. **Rationale:** We are adding a co-requisite of ESC 476 to this course. This shift is part of our effort to move toward more clinically-rich programs. The sum of credits in the undergraduate minor and certification sequences remains unchanged because this is a K-12 certification program and the candidates are required to complete additional ESC coursework.

5. **Date of departmental approval: 3/21/2019**

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:** Strikethrough the changes

Department(s)	Middle and High School Education
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	Education
Course Prefix & Number	ESC 434
Course Title	Teaching U.S. History and Government in Middle and High School
Description	Introduction to current theory on curriculum, alternate views on scope and sequence, lesson planning, and national and State standards. Uses of technology and reviews of relevant software, alternative teaching strategies, different types of assessment, inclusion of special student populations, and literacy development in social studies.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Middle and High School Education
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	Education
Course Prefix & Number	ESC 434
Course Title	Teaching U.S. History and Government in Middle and High School
Description	Introduction to current theory on curriculum, alternate views on scope and sequence, lesson planning, and national and <u>New York State</u> standards. Uses of technology and reviews of relevant software, alternative teaching strategies, different types of assessment, inclusion of special student populations, and literacy development in social studies. <u>NOTE: requires 25 hours of supervised fieldwork.</u>
Pre/ Co Requisites	<u>Department Permission</u>
Credits	<u>4</u>
Hours	<u>4</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Methods
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:** For the last year, we conducted a pilot program where MHSE social studies teacher candidates participated in a clinically-rich experience. To accommodate this approach, we reduced this course, ESC 434, from four to three credits and removed the field hours component. After analyzing the results of the pilot program, we concluded that the former system of spreading the field hours across the program was preferable for attaining the educational goals. Therefore, we are restoring the field hours, credits and hours in ESC 434.

5. **Date of departmental approval: 3/21/2019**

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:** Strikethrough the changes

Department(s)	Middle and high School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 433
Course Title	Teaching World History to Middle and High School Students
Description	Methods of teaching world history to urban middle and high school students. Critical examination of the roles of both content and teachers in an urban classroom.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Middle and High School Education
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	Education
Course Prefix & Number	ESC 433
Course Title	Teaching World History to Middle and High School Students
Description	Methods of teaching world history to urban middle and high school students. Critical examination of the roles of both content and teachers in an urban classroom.
Pre/ Co Requisites	<u>Co-Requisite: ESC 476.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Methods
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:** We are adding a co-requisite formally to this course as we shift to clinically-rich field experiences. The sum of credits in the program remains unchanged.

5. **Date of departmental approval: 3/21/2019**

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:** Strikethrough the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 432
Course Title	Teaching Mathematics in Middle and High School
Description	25 hours fieldwork required. Introduction to methods and materials for teaching mathematics in middle and high school, overview of curriculum, current standards, lesson planning; instructional strategies, uses of technology, problem solving; assessment, inclusion of special student populations, and literacy development in mathematics.
Pre/ Co Requisites	This course represents the first course of the certification sequence. A combined index of 3.0 or better in ESC 301, ESC 302, ESC 463, ESC 429; enrollment in the certification sequence; completion of at least 50 percent of the credits in the student's major.
Credits	4
Hours	4
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 432
Course Title	Teaching Mathematics in Middle and High School
Description	Introduction to methods and materials for teaching mathematics in middle and high school, overview of curriculum, current standards, lesson planning; instructional strategies, uses of technology, problem solving; assessment, inclusion of special student populations, and literacy development in mathematics.
Pre/ Co Requisites	<u>Co-Requisite: ESC 476.</u>
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	[] 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:** We are subtracting one credit from ESC 432 and adding a one-credit, stand-alone field hours course: ESC 476 (Field Work 1). This shift is part of our effort to move toward more clinically-rich programs. Further, we are deleting some of the prerequisites to reflect sequence changes because the course may be taken before the certification sequence as part of the Middle and High School Education minor. The sum of credits in the undergraduate minor and certification sequences remains unchanged.

5. **Date of departmental approval: 3/21/2019**

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:** Strikethrough the changes

Department(s)	Middle and High School Education
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	Education
Course Prefix & Number	ESC 429
Course Title	Language and Literacies Acquisition in Secondary Education.
Description	The teaching and acquisition of language and literacies through secondary content areas, including media literacy, with students of diverse language backgrounds and abilities. Curriculum development; current standards; inclusion of students with disabilities; and assessment. Integrated field experience.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To: Underline the changes

Department(s)	Middle and High School Education
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	Education
Course Prefix & Number	ESC 429
Course Title	Language and Literacies Acquisition in Secondary Education.
Description	The teaching and acquisition of language and literacies through secondary content areas, including media literacy, with students of diverse language backgrounds and abilities. Curriculum development; current standards; inclusion of students with disabilities; and assessment. <u>NOTE: requires 10 hours of supervised fieldwork.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale: After analyzing the results of a pilot study with stand-alone field hours courses, we concluded that Lehman students achieved their educational goals better under the previous system of distributing the hours across several of the courses in their programs. Therefore, we are restoring the field hours to this course. The number of credits in the undergraduate sequence remains unchanged.

5. Date of departmental approval: 3/21/2019

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:** Strikethrough the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 424
Course Title	Teaching Foreign Languages in Middle and High School
Description	Field hours required. Methods and materials for teaching foreign languages at middle and high school levels. Developing communicative competence, academic literacy through the four skills, and crosscultural awareness in a language other than English. Curriculum development; use of relevant technology; current standards; lesson planning; instructional strategies; inclusion of special populations; and assessment.
Pre/ Co Requisites	This course represents the first course of the certification sequence. A combined index of 3.0 or better in ESC 301, ESC 302, ESC 463, ESC 429; enrollment in the certification sequence; completion of at least 50 percent of the credits in the student's major.
Credits	4
Hours	4
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **To:** Underline the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 424
Course Title	Teaching Foreign Languages in Middle and High School
Description	Methods and materials for teaching foreign languages at middle and high school levels. Developing communicative competence, academic literacy through the four skills, and crosscultural awareness in a language other than English. Curriculum development; use of relevant technology; current standards; lesson planning; instructional strategies; inclusion of special populations; and assessment.
Pre/ Co Requisites	<u>Co-Requisite: ESC 476.</u>
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	[] Yes [X] 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:** We are subtracting one credit from ESC 424 and adding a one-credit, stand-alone field hours course: ESC 476 (Field Work 1). This shift is part of our effort to move toward more clinically-rich programs. Further, we are deleting some of the prerequisites to

reflect sequence changes because the course may be taken before the certification sequence as part of the Middle and High School Education minor. The sum of credits in the undergraduate minor and certification sequences remains unchanged.

5. **Date of departmental approval: 3/21/2019**

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:** Strikethrough the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 422
Course Title	Teaching English in Middle and High School
Description	25 hours fieldwork required. Introduction to methods and materials for teaching English at the middle and high school levels. Developing communicative competence, academic literacy through the four skills, and crosscultural awareness in a language other than English. Curriculum development; use of relevant technology; current standards; lesson planning; instructional strategies; inclusion of special populations; and assessment.
Pre/ Co Requisites	This course represents the first course of the certification sequence. A combined index of 3.0 or better in ESC 301, ESC 302, ESC 463, ESC 429; enrollment in the certification sequence; completion of at least 50 percent of the credits in the student's major.
Credits	4
Hours	4
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To: Underline the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 422
Course Title	Teaching English in Middle and High School
Description	Introduction to methods and materials for teaching English at the middle and high school levels. Developing communicative competence, academic literacy through the four skills, and crosscultural awareness in a language other than English. Curriculum development; use of relevant technology; current standards; lesson planning; instructional strategies; inclusion of special populations; and assessment.
Pre/ Co Requisites	<u>Co-Requisite: ESC 476.</u>
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	[] Yes [X] 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:

We are subtracting one credit from ESC 422 and adding a one-credit, stand-alone field hours course: ESC 476 (Field Work 1). This shift is part of our effort to move toward more clinically-rich programs. Further, we are deleting some of the prerequisites to reflect sequence

changes because the course may be taken before the certification sequence as part of the Middle and High School Education minor. The sum of credits in the undergraduate minor and certification sequences remains unchanged.

5. **Date of departmental approval: 3/21/2019**

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

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

Department(s)	Middle and High School Education
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	Education
Course Prefix & Number	ESC 419
Course Title	Teaching Science in Middle and High School
Description	25 hours fieldwork required. Research and practice in the teaching of science at the middle and high school levels. Attention to inquiry-driven methods consistent with current standards in science education, uses of technology and relevant software, teaching strategies, assessment, inclusion of special student populations, and literacy development in science. Fieldwork under supervision.
Pre/ Co Requisites	This course represents the first course of the certification sequence. A combined index of 3.0 or better in ESC 301, ESC 302, ESC 463, ESC 429; enrollment in the certification sequence; completion of at least 50 percent of the credits in a State-accredited science major.
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
--	--

3. **To:** Underline the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 419
Course Title	Teaching Science in Middle and High School
Description	Research and practice in the teaching of science at the middle and high school levels. Attention to inquiry-driven methods consistent with current standards in science education, uses of technology and relevant software, teaching strategies, assessment, inclusion of special student populations, and literacy development in science.
Pre/ Co Requisites	<u>Co-Requisite: ESC 476.</u>
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	[] Yes [X] 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:** We are subtracting one credit from ESC 419 and adding a one-credit, stand-alone field hours course: ESC 476 (Field Work 1). This shift is part of our effort to move toward more clinically-rich programs. Further, we are deleting some of the prerequisites to reflect sequence changes because the course may be taken before the certification

sequence as part of the Middle and High School Education minor. The sum of credits in the undergraduate minor and certification sequences remains unchanged.

5. **Date of departmental approval: 3/21/2019**

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:** Strikethrough the changes

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

3. **To:** Underline the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ESC 302
Course Title	Social Foundations of Education: A Multicultural Perspective
Description	Study of the historical development of education and schools within the context of various communities and families. Emphasis on the school as a sociocultural institution: issues of equity and bias, and the contributions of the major racial and ethnic groups, especially in the multicultural schools of New York City. Presentation of relevant technology and software; special student populations included. <u>NOTE: requires 20 hours of supervised fieldwork.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[] 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:** After analyzing the results of a pilot study with stand-alone field hours courses, we concluded that Lehman students achieved their educational goals better under the previous system of distributing the hours across several of the courses in their programs. Therefore, we are restoring the field hours to this course. The number of credits in the undergraduate sequence remains unchanged.

5. **Date of departmental approval: 3/21/2019**

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:** Strikethrough the changes

Department(s)	Middle and High School Education
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	Education
Course Prefix & Number	ESC 301
Course Title	Psychological Foundations of Middle and High School
Description	Development from childhood through adolescence (cognitive, emotional, social and physical), learning theories, measurement and evaluation, inclusion of special student populations, and use of relevant technology and software. Theories and research findings will be discussed in relation to classroom observations.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Middle and High School Education
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	Education
Course Prefix & Number	ESC 301
Course Title	Psychological Foundations of Middle and High School
Description	Development from childhood through adolescence (cognitive, emotional, social and physical), learning theories, measurement and evaluation, inclusion of special student populations, and use of relevant technology and software. Theories and research findings will be discussed in relation to classroom observations. <u>NOTE: requires 20 hours of supervised fieldwork.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

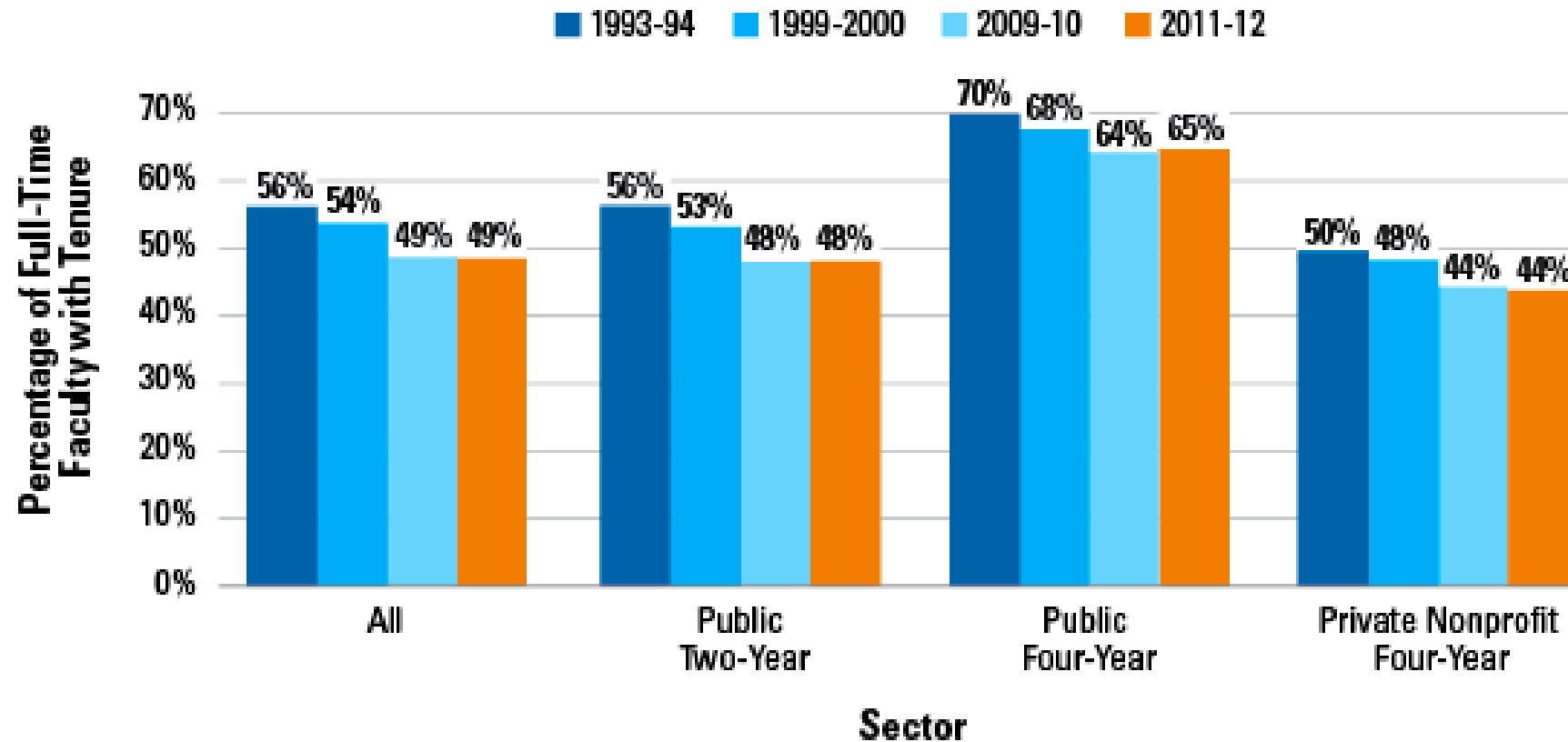
4. **Rationale:** After analyzing the results of a pilot study with stand-alone field hours courses, we concluded that Lehman students achieved their educational goals better under the previous system of distributing the hours across several of the courses in their programs. Therefore, we are restoring the field hours to this course. The number of credits in the undergraduate sequence remains unchanged.

5. **Date of departmental approval:** 3/21/2019

Tenure and Academic Freedom

Report to the Faculty Senate by
David Manier, Chair, Academic Freedom Committee

National trends



Faculty at Lehman College

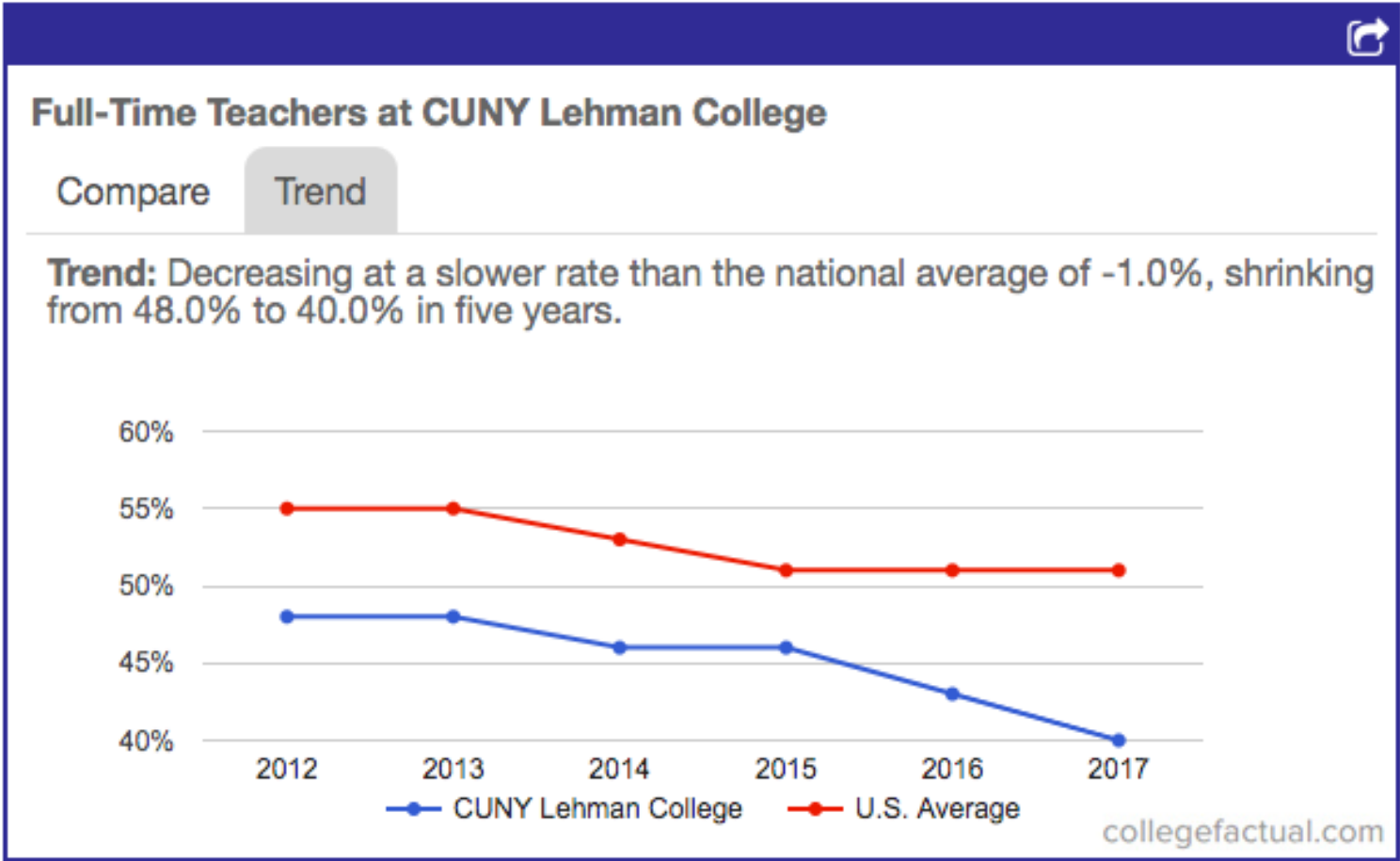
Instructional Staff at the College

The following table shows all the employees the school considers instructional, and therefore, part of the above student-to-faculty ratio. These include both those employees designated as either "primarily instructional" or as "instructional combined with research/public service". It does not include employees that have been identified by CUNY Lehman College as primarily performing research or public service.

	Total	Full Time	Part Time	Percent Full Time
Total of Instructional Employees	938	373	565	39.8%
Total of Those With Faculty Status	938	373	565	39.8%
Tenured Faculty	249	249	0	100.0%
On Tenure Track	107	107	0	100.0%
Not on Tenure Track	582	17	565	2.9%
Without Faculty Status	-	-	-	-
Graduate Assistants	1	-	1	-

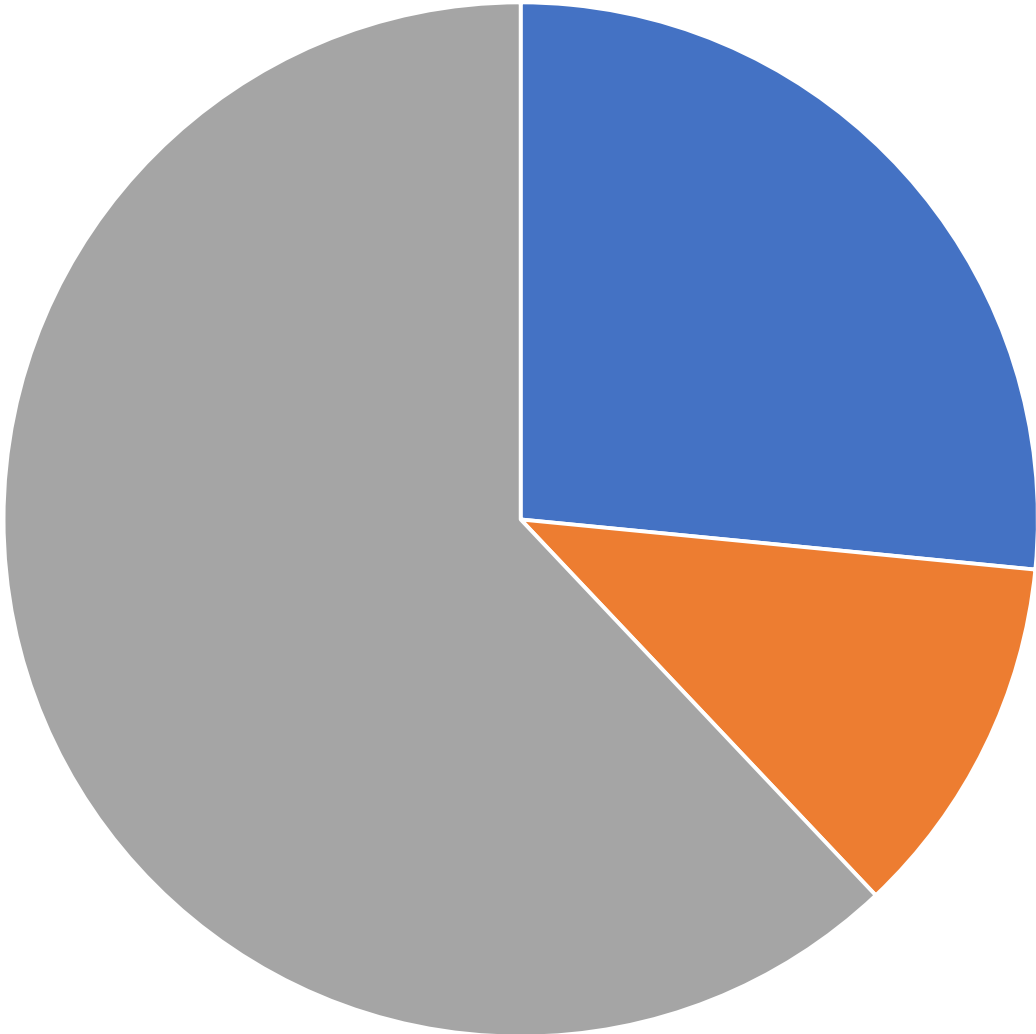
Above Average Use of Part-Time Teachers

40.0% of the teaching staff are full time at CUNY Lehman College, which places this college **below average** in its use of full-time teachers when compared to a nationwide average.



<https://www.collegefactual.com/colleges/cuny-lehman-college/academic-life/faculty-composition/>

Faculty by proportion (2017)



■ Tenured

■ Tenure Track

■ Adjunct

- ‘Tenure is vital to protecting academic freedom in the classroom, both because it provides job security to faculty members (thereby protecting them from pressure to teach or not to teach certain things) and because due-process procedures surrounding the removal of a faculty member with tenure involve the faculty. Unfortunately, most faculty members today do not have tenure. However, the 1970 Interpretive Comments to the 1940 *Statement* recognize that “the protection of academic freedom and the requirements of academic responsibility apply not only to the full-time probationary and the tenured teacher, but also to all others, such as part-time faculty and teaching assistants, who exercise teaching responsibilities.” All faculty members must stand up for and support the academic freedom of their non-tenure-track colleagues, who are much more vulnerable to administrative retaliation.’
- <https://www.aaup.org/article/faculty-rights-classroom#.XLdbjpNKjOQ>

- **‘Academic freedom is weakened when a majority of the faculty lack the protections of tenure.**
- The insecure relationship between faculty members in contingent positions and their institutions can chill the climate for academic freedom, which is essential to the common good of a free society.
- Faculty serving in insecure contingent positions may be less likely to take risks in the classroom or in scholarly and service work.
- **The use of non-tenure-track appointments should be limited to specialized fields and emergency situations.**
- While we recognize that current patterns of faculty appointment depart substantially from the ideal, the AAUP recommends that no more than 15 percent of the total instruction within an institution, and no more than 25 percent of the total instruction within any department, should be provided by faculty with non-tenure-track appointments.’

Conclusion

- Academic freedom, although supported by institutional protections, is threatened by current patterns of employment at Lehman College.
- A pattern of increasing reliance on contingent (adjunct) faculty is leading to steadily increasing threats to academic freedom, as tenured faculty become the exception, not the norm.
- Continuing in the current pattern is likely to “chill the climate for academic freedom, which is essential to the common good of a free society” (AAUP, www.aaup.org).
- The solution to this is to increase the proportion of both tenure-track and (most importantly) tenured professors at Lehman College.



Library Technology and Telecommunications Senate Committee Meeting

Meeting Date: April 10, 2019

Meeting Location: Carman Hall Room 162

Attendance: VP Ronald Bergmann, Stephen Castellano, Sherry Deckman, John DeLooper, Michelle Ehrenpreis, Naliza Sadik, Kenneth Schlesinger.

Excused: Raymond Diaz, Prof. Susan Ko, Prof. Chul-Young Roh, Prof. Jennifer Van Allen, Prof. Jennifer McCabe, Prof. Devrim Yavuz

Student Senator Representatives: Not present

Library Report:

** Library - in partnership with Student Affairs and Public Safety - will offer 24-Hour Study Hall during Spring 2019 Final Exams from May 8-22.

** Library announces Book Amnesty from May 15-31. When you return overdue books Late Fees will be forgiven. For additional information - please contact the Circulation Desk.

** Library announces a gift of 250 Fine Arts books from the family of Joyce Dutka. Ms. Dutka is a 1975 graduate of Lehman College.

** When Barnes and Noble announced that it would close the only bookstore in the Bronx in 2015, Lehman graduate Noelle Santos saw an opportunity. This Saturday, she will open Lit. Bar in Mott Haven. Lit. Bar is now the only independent bookstore in the Bronx. We're proud of this initiative of this distinguished alumna.

** During the upcoming Spring Fest Event on Tuesday, May 14th from 3-8 PM, East Dining Room will be available as an additional Study area if the music from the Athletic Field is too disruptive.

Division of Information Technology

** The Lehman 360 Dashboard for Faculty is now available for use. Faculty will see the dashboard when they log-in to Lehman 360. Features include a listing of pending electronic requests and their status: submitting grades, workload reports and textbook information. There is also easy access to teaching scheduled and class rosters, links to administrative calendars and digital ID cards. Department Chairs may add information

and resources and send reminders. This is the first version of the Faculty Dashboard and the Dashboard will be enhanced in the coming months. Your suggestions are welcome.

** The Draft of Lehman College Listserve recommendations has been revised with committee input and will be presented to The Governance Committee and the Senate next semester. The Library Technology Thanks everyone for their input.

Blackboard Report

** The Bronx Ed Tech Showcase comes to Lehman College on Friday, May 3rd. The Showcase is a collaborative event with Hostos and Bronx Community College. The Showcase is a great opportunity to see what colleagues from Bronx Community College and Hostos are doing with technology in the classroom. The showcase is also a great networking event.

Online Education

** Join Online Education's Lunchtime Webinar: **Innovative Course Design with OER with Helen Chang** from Political Science. The webinar is May 9th from 12-1 PM. Please watch your e-mail for your invitation.

** Faculty are invited to register for a two-week workshop entitled: Enhancing Your Online or Hybrid Course Through the Use of Open Educational Resources, June 3-16. This program can enhance your teaching and student learning. Faculty are eligible for up to a \$550 payment for 10-hours at their NTA rate.

** Join Online Education for a two week Preparation for Teaching Online Workshop from June 17th-30th. Priority will be given to faculty teaching online in the fall. Full-time and Adjunct Faculty are eligible and need your department chair's approval before submitting an application. Faculty need to be scheduled to teach the total of 6 credit hours (online or hybrid) within the academic year following the workshop. Faculty are eligible for up to \$550 payment for 10 hours at their NTA rate.

Respectfully submitted,

Stephen Castellano
Chair, Library Technology and Telecommunications Committee

May 1, 2019

Lehman Senate Budget Committee Report

Based on committee meeting on 4/17/2019

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

Senators

Haiping Cheng

Mia Budescu

Alexander Nunez Terres

Gul Tiryaki-Sonmez

Sheila Blachman

Daniel Kabat

FP&B members

Brian Murphy

Dene Hurley

Ryan Raum

Marie Marianetti

David Badilo

Wesley Pitts

Administration

Rene Rotolo

Bethania Ortega

Christina Chiappa

Andrea Pinnock

*Bold=attended

Students

Sumana Ali

Frederick Hernandez

Jonthan Rivera

Guest

Pamela Mills

The Budget committee meeting was called to order at 1:40 pm on April 17, 2019, in Shuster 336.

Approve minutes of Feb 27, 2019 Budget meeting.

Budget report: Budget Director Bethania Ortega:

- 3rd Quarter update: details on next slide.
- 2020 budget projection

Financial report of Lehman College Auxiliary Enterprise: Andrea Pinnock, Director, Lehman Auxiliary Enterprise

Financial report of the Office of Grants and Contracts: Kelba Sosa, Interim Director, Office of Grants and Contracts.

Discussion

May 1, 2019

Lehman Budget Committee Report

Based on budget reports on April 17, 2019

FY2019 3rd quarter update

Total resource managed by Lehman \$ 114.9 M

↓ NY reduction (\$0.5M)

↑ \$3.2 + 1.4M increase due to exceeding enrollment target

Saving/Year 2018 \$7.4 M



Major Spending

	Q 3 spending	(%total)	Q3/Q2 % change
PS regular	79.0M	72.2%	0.5%
OTPS	7.7M	7.0 %	4.2%
Adjuncts	15.8M	14.4%	0.0%
Temp service	4.7M	4.3%	6.9%
Labor reserve	2.1M	2.0%	0.0%
Over/Under Without saving	1.7M		

Budget Highlights	2015	2016	2017	2018	2019	2020
Strategic Investment				\$1.3M	\$1.6M	\$1.9M
New faculty	11	0	0	2	5	5
Year end saving	\$5.1M	\$6.9M	\$6.0M	\$7.4M	\$5.6M	\$3.784

*Green: increase from prior,
Red: reduction from prior.

No addition Budget committee meeting scheduled

Lehman College Auxiliary
Adopted Budget Fiscal Year 2018-19

	FY 2019 Approved Budget
<u>Revenue:</u>	
Beverage Vending Commission	112,834
Bookstore Commission	185,000
Cafeteria Commission	126,837
Royalty Commission (Logo)	10,500
Lehman Stages (Lovinger Theatre)	267,190
* Parking Fees	383,931
** Rental	125,000
Snack Vending Commission	146,640
Student Housing	210,173
Lehman Studios	25,000
MotorCycle Safety School	115,950
Subtotal Revenues	1,709,054
Fund Balance	165,615
Total Revenues:	1,874,669

*Less Sales Tax

**Includes Commercial/Film Rental (Less B & G)

2019 Spending

	FY 2019 Approved Budget
Expenditures:	
Admissions	7,000
Adult Degee Program/SCPS	10,540
B&G Maintenance (Kitchen)	10,000
B&G Maintenance (Parking)	85,885
Campus Activities:	
Business Office	143,510
Supplies	2,120
Campus Ceremonies:	
Total for Campus Ceremonies	150,000
Campus Information Services (CIS)	168,191
City and Humanities	17,000
Cuny Athletic Conference	12,500
Equipment & Maintenance	12,500
Financial Aid Off.	14,000
Instructional Support Services Program	3,000
Insurance	14,490
Legal Fee	2,400
Lehman Art Gallery	10,000
Lehman College Sustainability Council	24,950
Lehman Scholars Scholarships	25,000
Lehman Stages (Lovinger Theatre)	260,000
Lehman Stages (Std. Life Events)	10,000
Lehman Studios (Multimedia Center)	25,000
Library	40,000
Music Performances	75,000
Office of the Provost - Legal Fees (New)	15,000
Parking	24,880
Parking Lot	70,000
Professional Fees/Audit Fee	12,192
Public Relations	130,000
Public Safety Service	104,598
Rental Services	50,219
Student Art Exhibition	7,000
Student Housing	236,734
Theatre Dept.	50,960
Contingency	50,000
Total Expenditures:	1,874,669
Total Revenue Less Expenditures = Profit/(Loss)	(0)

Lehman Auxiliary Enterprise Spend above \$100,000

Expense	FY2019 budget (\$)
Business office	143,510
Total for campus ceremonies	150,000
Campus Information Service	168,191
Lehman Stages (Lovinger Theatre)	260,000
Public relationship	130,000
Public Safety service	104,598

Highlight: Lehman Auxiliary Enterprise Spending on academic program

Expense	FY2019 budget (\$)
City and Humanity	17,000
Lehman Sustainable council	24,950
Lehman Art Gallery	10,000
Lehman Scholarship	25,000
Music performance	75,000
Library	40,000
Theatre Dept	50,960

May 1, 2019

Research Recovery Activities FY2018

Based on April 17, 2018 report by Kelba Sosa, Interim Director,
Research and Sponsored program at Lehman College

Total Awards: 115 grants

Value of Total Awards: 15.3 M (an \$1.5M increase from FY17)

Total F&A Recovered: 1.7 M (same as FY17)

 Full recovery (63/65% F&A): 41 grants

 Partial recovery (46.7% F&A): 4 grants

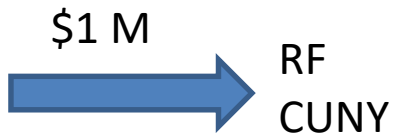
 Partial recovery (26% F&A): 3 grants

 No recovery (<15% F&A): 69 grants

Total release time recovery \$0.53M

Major Spending

Lehman (major spending)



Personnel: \$583, 8680

- Office of Research and Sponsored Programs
- Human Subjects Protections Program (IRB)
- Animal Care Facility
- (other funding: Institute for Literacy Studies)
- (other funding: Online Education)

Other than Personnel (OTPS): \$197,414

- RF Annual Leave Liability=0
- Graduate Research Technology Initiative=0
- Internal Faculty Seed Programs
- Animal Care Facility
- Net Return of F&A to Faculty (9%), Dept. (4%), Library (1%)

Committee discussion

- Enrollment and TAP gap
- Grow graduate enrollment
- E-permit net-income
- Grow Internationally students
- Grow online programs
- Explore scholarship funds for targeted summer courses
- Create a weekend college
- Homecoming alumni events – student idea

Thank you

- Members of the budget committee for support
- Administration for sharing data
- See you next academic year.

Lehman College Ombudsman

Alan Kluger's Report to the Lehman College Senate

May 1, 2019 – 3:30 PM in Carmen B04

As a reminder about the primary mission of the Ombudsman, the Bylaws of the Lehman College Senate indicate that, the Lehman College Ombudsman shall serve as a **confidential investigator** in cases of **alleged unfairness or maladministration**. **The Ombudsman shall be the impartial spokesman for all parties involved** in such cases.

CUNY Guidelines also reference a possible role for the Ombudsman in the **“Student Complaint Procedure”** process in both the Informal and Formal stages of complaint resolution.

As I summarize my activities over the past academic year, I will avoid disclosing information that could violate the confidentiality of the parties involved. Since my previous report to the Senate last year in April, I have continued to monitor several cases that were still active to some degree during this current year and addressed several new cases and issues.

- **Cases that were still active this current year:**

- Last year, I assisted a Substitute Lecturer who paid a substantial amount of money to the TRS in order to earn “Prior Service Credit” with an expectation that this individual could receive retirement benefits such as: (1) a modest pension and (2) health benefits upon retirement. Concerns were raised about whether this faculty member had met all of the criteria required to obtain these retirement benefits. The specific problem was that this individual lacked roughly one additional semester of full-time teaching employment. This academic year, with the significant help of a dean and HR Leadership, the additional teaching time was obtained and this individual has now qualified to receive the benefits they sought last year.

- Last year, I also assisted an academic department with a faculty member undergoing a comprehensive mentoring/guidance program created by the relevant chair of the department. During the past year at the behest of our PSC Local Chapter leadership and College Counsel, I served as a third party “observer” of an annual evaluation conference between the Department Chair and the faculty member (also see the letter from our PSC Chapter Chair and the College Counsel / Labor Designee attached below).

- **New cases and issues addressed this current year:**

- On November 12th during the Fall 2018 semester, an adjunct faculty member teaching for a program at Lehman expressed concern that they were not going to be reappointed in the upcoming Spring 2019 semester because the course this individual anticipated teaching was not listed in CUNYFirst. This adjunct indicated that they spoke to the Director of the program but that this individual was non-committal about this concern. I interacted via email with this adjunct numerous times as well as contacting the program director, a relevant Associate Provost, and leadership of our PSC Chapter. It turned out that the adjunct received the letter of non-reappointment fully 10 days prior to the December 1st deadline.

Following the receipt of the non-reappointment letter, the adjunct wanted the program/college to provide specific information about the reasons for the non-reappointment decision. I told the adjunct faculty member that the leadership at the program had followed the technical guidelines by informing them of the non-reappointment decision. Although I could appreciate the adjunct's interest in seeking information about the decision, I told the adjunct faculty that I understand that it is the prerogative of the program how much, if any, additional information they are required to share, beyond what was disclosed in the non-reappointment letter. With guidance from the College Counsel, I referred the adjunct to contact the Adjunct Advisor at PSC Central to check for other possible options.

- I also was asked by a chair about what they should do about the disposition of records from a former Lemman Ombudsman that covered a 20-year period that ended more than two decades ago. The College Counsel's Office was very helpful in guiding both me and the chair. The outcome was that these records should be destroyed in a secure manner.

- I have been contacted by several deans and chairs about the appropriate procedures for addressing student complaints, particularly disputes about grades.

Comment: I must say that I have been gratified by the excellent assistance I have received from the College Counsel and every college administrator, faculty, and PSC official that I have interacted with over the past two years. It has been a pleasure to work with all of these individuals as we tried to solve problems important to Lehman College.

I also want the Senate to know that I had fewer cases and issues to address this year, compared to my previous year. I believe that this was likely due to the College not having an Ombudsman in place for an extended period of time before my appointment in the Fall Semester of 2017. Thus, there were a number of issues that were a bit backed up that I needed to handle in the initial months of my appointment.



LEHMAN
COLLEGE



250 Bedford Park Blvd West
Bronx, NY 10468
www.lehman.edu

May 30, 2018

Professor Alan Kluger
Department of Psychology
Lehman College

Dear Professor Kluger:


This is to thank you for agreeing to be an observer during a recent annual evaluation conference in the [REDACTED], pursuant to a settlement agreement between the PSC/CUNY and the University. Although the evaluation conference is contractually a meeting between the department or a member of the departmental P&B and the faculty member, there are rare instances where both the PSC and the College believe that the presence of an observer would be beneficial to the evaluation conference process; this was such an instance.

This is a particularly busy time for faculty, so it is especially appreciated by the college and the union that you took time from your busy end-of-semester schedule to lend your presence at the evaluation conference.

cc: Provost Harriet Fayne

Sincerely,


Prof. Robert Farrell, PSC Chapter Chair


Esdras Tulier, Labor Designee



BYLAWS OF THE LEHMAN COLLEGE SENATE

Adopted December 22, 1971 & Last Amended April 1, 2015

- As a reminder about the primary mission of the Ombudsman, the Bylaws of the Lehman College Senate indicate that, the Lehman College Ombudsman shall serve as a **confidential investigator** in cases of **alleged unfairness** or **maladministration**. The Ombudsman shall be the **impartial spokesman** for all parties involved in such cases.
- **CUNY Guidelines** also reference a **possible role** for the Ombudsman in the “**Student Complaint Procedure**” process in both the: Informal and Formal stages of complaint resolution.

Cases from last year that were still active this current year -

1. Last year, I assisted a **Substitute Lecturer** who paid a substantial amount of money to the TRS in order to earn “Prior Service Credit” with an expectation that this individual could **receive retirement benefits** such as: (1) a modest pension and (2) health benefits upon retirement. Concerns were raised about whether this faculty member had met all of the criteria required to obtain these retirement benefits. The specific problem was that this individual lacked roughly one additional semester of full-time teaching employment. This academic year, with the significant help of a **Dean and HR Leadership**, the additional teaching time was obtained and this individual has now **qualified to receive** the benefits they sought last year.
2. Asked to serve as an third party “**observer**” of an **annual evaluation conference** between the Department Chair and a faculty member undergoing a comprehensive mentoring/guidance program created by the relevant chair of the department.

New cases and issues addressed this current year -

1. In November, an **adjunct faculty member** teaching for a program at Lehman expressed concern that they were **not** going to be reappointed in the upcoming Spring 2019 semester. This adjunct indicated that they spoke to the **Director** of the program but that this individual was non-committal about this issue. I interacted via email with this adjunct numerous times as well as contacting the program director, a relevant Associate Provost, and leadership of our PSC Chapter. It turned out that the adjunct received the **letter of non-reappointment** fully 10 days **prior** to the deadline. The adjunct then wanted more feedback from the program/college about why this decision was made.
2. Asked by a chair what they should do disposition of **old records** from a former Ombudsman that spanned a 20-year interval. The College Counsel recommended the destruction of the records in a secure way.
3. Received queries from several Deans and Chairs about the appropriate procedures for addressing **student complaints**, typically grade disputes.

Comments –

I have been gratified by **excellent** assistance I have received from the College Counsel and every college administrator, faculty member, and PSC official that I have interacted with over the past two years

I also want the Senate to know that I had **fewer** cases and issues to address this year, compared to my previous year. I believe that this was likely due to the College **not** having an **Ombudsman in place** for an extended period of time before my appointment in the Fall Semester of 2017. Thus, there were a number of issues that were a bit backed up that I needed to handle in the initial months of my appointment.

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