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**Minutes of
The Lehman College Senate Meeting
Wednesday, November 19, 2014
Senate Meeting**

Senators Present: Akan, A.; Albab, A.; Alonso, O.; Alvarez, J.; Báez, A.; Báez, R.; Bamshad, M.; Barber, E.; Barker, T.; Bayne, G.; Bediako, D.; Bergmann, R.; Blanco, W.; Budescu, M.; Carey, R.; Cerrone, S.; Cheng, H.; Christian, M.; Cintrón, N.; Clark, V.; Conner, P.; Cordero, A.; Deas, M.; DeJesús, M.; Dellapina, M.; Diallo, T.; Escano, D.; Feinerman, R.; Fera, J.; Fernández, R.; Garcia, S.; Haroon, A.; Holloway, J.; Hurley, D.; Jervis, J.; Jordan, S.; Kremenitzer, J.; Larimer, A.; Machado, E.; Magdaleno, J.; Marianetti, M.; Markens, S.; Martín, O.; Mateo, K.; Maybee, J.; Medina, D.; Mibenge, C.; Morrobel-Sosa, A.; Munoz, M.; Nadeem, S.; Nguyen, R.; O'Connor, N.; Okoro, N.; Pérez, M.; Petkov, R.; Pettipiece, D.; Philipp, M.; Prince, P.; Prohaska, V.; Rachlin, J.; Rahman, M.; Ricourt, M.; Rivera-McCutchen, R.; Rodriguez, V.; Rupp, S.; Saccomano, S.; Sailor, K.; Saldana, E.; Samuel, L.; Schlesinger, K.; Sen, G.; Silverman, H.; Stuckart, D.; Suero, R.; Tananbaum, D.; Tidjani, M.; Tomey, S.; Valentine, R.; Varughese, N.; Waring, E.; Yang, L.; Yates, S.; Yavuz, D.; Zucchetto, V.

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Senators Absent: Aguilar, S.; Amend, A.; Angeli, A.; Ansari, W.; Calvet, L.; DiRaimo, S.; Esteves, C.; Fayne, H.; Georges, A.; Gerry, C.; Hill, W.; Jafari, M.; Juárez, R.; Kowaleff, M.; Latimer, W.; Mensah, A.; Merkulyev-Arias, V.; Rivera, A.; Rodriguez, D.; Spence, N.; Tolone, M.; Yissi-Nintcheu, M.

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The meeting was called to order by President Ricardo R. Fernández at 3:36p.m.

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Approval of the Minutes

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The minutes of the October 8, 2014 meeting were approved by unanimous voice vote.

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Announcements and Communications—

Report of the President

President Fernández attended a breakfast meeting of the Association for a Better New York (ABNY) at the New York Public Library, which featured the CUNY Chancellor, James B. Milliken, as the speaker. The Chancellor presented an overview of CUNY to leaders of the New York City business world. President Fernández noted that not only was it a positive welcome, it was very well received. The Chancellor mentioned a number of CUNY students in the audience who received prestigious awards, including a Lehman College student. The President was especially pleased to hear that the College was one of the institutions highlighted.

39 President Fernández noted the approach of the end of the fall semester and wished all the
40 students success. He wished all the members of the College Senate a happy Thanksgiving
41 holiday.

42

43 **a. Student Legislative Assembly—**

44 There was no report. Marcus Pérez wished all a happy Thanksgiving and a weekend of exercise
45 following the holiday.

46 The next meeting is scheduled for December 3rd at 4:30 p.m. in the Student Life Building, room
47 101.

48

49 **REPORTS OF STANDING COMMITTEES—**

50

51 **1. Graduate Studies—**

52 Prof. Janet DeSimone presented the report which included one informational item.

53 See Attachment I.

54 The next meeting is scheduled for December 10th at 11:00 a.m. in Carman B33A.

55

56 **2. Governance Committee—**

57 Prof. Duane Tananbaum presented the report.

58 See Attachment II.

59 Prof. Tananbaum was very pleased to see the wonderful turnout at the meeting, and reminded
60 everyone where they should sit depending on whether they are senators or observers.

61 The student nominees for the 2014-2015 Senate committees were presented for vote. There were
62 no nominations from the floor, and the student nominees for the Senate committees were elected
63 by unanimous voice vote.

64 The nominees for the Pathways Subcommittees were presented and there were no additional
65 nominations from the floor. Voting by ballot was conducted until the final nominees for each
66 committee were determined.

67

68 Prof. Paula Loscocco was nominated to serve on the English Composition, Creative Expression,
69 and Individual and Society Subcommittee. She was elected by unanimous voice vote.

70 Prof. Renuka Sankaran was nominated to serve on the Mathematical and Quantitative Reasoning,
71 Life and Physical Sciences, and Scientific World Subcommittee. He was elected by unanimous
72 voice vote.

73 Prof. David Badillo was nominated to serve on the World Cultures and Global Issues, U.S.
74 Experience in its Diversity Subcommittee. He was elected by unanimous voice vote.

75 The date and time for the next Governance Committee meeting has not yet been scheduled.

76 **Committee on Admissions, Evaluations and Academic Standards—**

77 Prof. Penny Prince, elected chair of the committee, presented the report.

78 See Attachment III.

79 The next meeting will be determined once January Graduation Lists are available for confirmation.

80

81 **3. Undergraduate Curriculum---**

82 Prof. Vincent Prohaska presented the report.

83 See Attachment IV.

84 All proposals were approved by unanimous voice vote.

85 The next meeting is scheduled for December 10th at 1:00 p.m. in Science 1405.

86

87 **4. Ad Hoc Committee on the Student Evaluation of Teaching—**

88 There was no Committee report.

89

90 **5. Academic Freedom—**

91 Prof. Robert Valentine presented the report.

92 See Attachment V.

93 The next meeting is scheduled for November 24th at 3:30 p.m. in Carman 201.

94

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

96 Prof. Kenneth Schlesinger presented the report.

97 See Attachment VI.

98

99 Prof. Schlesinger announced that Stephen Castellano has been elected to chair the Committee. A
100 Blackboard upgrade is scheduled for December 29th for a period of thirty-six (36) hours. It was
101 noted that December 29th is the day grades are due to the Registrar's Office. It was advised that
102 faculty download the gradebooks beforehand and/or hand in the grades at their earliest
103 convenience.

104
105 The next meeting is scheduled for December 3rd at 11:00 a.m. in the Library Conference Room
106 201.

107

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

109 There was no Committee report.

110 The next meeting is scheduled for December 10th at 1:30 p.m. in Shuster B-18.

111

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

113 Prof. Haiping Cheng presented the report.

114 See Attachment VII.

115 The next meeting is scheduled for December 17th at 3:30 in Shuster 336.

116

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

118 Prof. Manfred Philipp presented the report.

119 See Attachment VIII.

120 The date and time for the next University Faculty Senate meeting has not yet been scheduled.

121

122 Old Business----None.

123

124 New Business----None.

125

126 **ADJOURNMENT**

127 President Fernández adjourned the meeting at 4:24 p.m.

128

129 Respectfully submitted:

130

131


Mary T. Rogan

Student Nominees for Senate Committees 2014-2015

Committee on Governance

Marcus Perez marcus.perez@lc.cuny.edu
Kassy Mateo kassy.m.mateo@gmail.com
Astrid Cordero astrid.cordero@lc.cuny.edu
Virginia Rodriguez virginarodriguez2@aol.com
Stephanie Aguilar stephanie.aguilar1@lc.cuny.edu

Committee on Admissions, Evaluation and Academic Standards

Monssouratou Tidjani tidjani2012@gmail.com
Michele Yissi Nintcheu michelebritanie.yissinintcheu@lc.cuny.edu
Mecaila Tolone mecaila.tolone@lc.cuny.edu
Saige Tomey saige.tomey@lc.cuny.edu

Undergraduate Curriculum Committee

Nisha Varughese varughese.nisha@yahoo.com
Wajih Ansari wajih.ansari@lc.cuny.edu
Vladimir Merkuhjev-Arias vladimirm23@yahoo.com

Committee on Graduate Studies

Stefanie Garcia stefaniegarcia22@live.com
Daniel Bedairo daniel.bediako@ymail.com

Library, Technology and Telecommunications Committee

Thierno Diallo thierno.diallo3@lc.cuny.edu
Joshua Reyes j_reyes38@yahoo.com
MD Rahman md.rahman4@lc.cuny.edu
Denisse Medina denisse.medina@lc.cuny.edu
Daniel Rodriguez daniel.rodriguez7@lc.cuny.edu

Budget and Long Range Planning Committee

Abdul Albab albabsr@yahoo.com
Alfred Paulino alfred.paulino@lc.cuny.edu
Ebony Barber ebony.barber@lc.cuny.edu
Rainiel Baez rainiel350@gmail.com

Committee on Campus Life and Facilities

Rich Nguyen rich.nguyen@lc.cuny.edu
Michael DeJesus michael.dejesus@lc.cuny.edu
Ediberto Saldana ediberto.saldana@lc.cuny.edu
Lilian Yang lillysammy126@gmail.com
Angelica Reyes angelicarivera7@hotmail.com
Jhatmarys Alvarez Jhatmarys.Alvarez@lc.cuny.edu

Committee on Academic Freedom

Denise Escano

deniseescano@aol.com

Kwabena Danquah

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Kwaku Gyeabour

kwaku.gyeabour@lc.cuny.edu

Nnamdi Okoro

nnamdi.okoro@lc.cuny.edu

Nominations for Pathways Subcommittees

Subcommittee One: “English Composition,” “Creative Expression,” and “Individual and Society.”

- Michael Buckley, Philosophy
- Paula Loscocco, English.

Subcommittee Two: “Mathematical and Quantitative Reasoning,” “Life and Physical Sciences,” and “Scientific World.”

- Renuka Sankaran, Biological Sciences. Renuka is on the NSS Curriculum Committee. (e-mail from Vinny Prohaska, Oct 15)

Subcommittee Three: “World Cultures and Global Issues” and “U.S. Experience in its Diversity.”

- David Badillo, Latin American and Puerto Rican Studies
- Dina Legal, History
- Robyn Spencer, History
- Chul Young Roh, Health Sciences

Senate Meeting – November 19, 2014
Graduate Studies Report

The Grad Studies Committee has one informational item, to notify the senate of, from the following department:

Department of Middle and High School Education

- ESC 511 – experimental course

Our next meeting will be on **December 10, 2014 at 11 a.m. in Carman B33A.**

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

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	Middle and High School Education
Course Prefix & Number	ESC 511
Course Title	Explorations and Practices in Academic Discourse Communities in Middle and High School Education
Description	Study of academic discourse communities, namely the arts, natural and social sciences, humanities, and education. Special emphasis on reading and writing across academic disciplines; quantitative and qualitative analyses; interpretation of academic content and applications in educational settings.
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.)	
General	<u> X </u> Not Applicable

Education Component	<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:**

As of last year, the demands of teacher certification have grown significantly to include more rigorous examinations and accountability in the classroom. Concomitantly, the learning standards and college admission requirements have been raised very high for a student population that constantly increases in linguistic diversity. These new demands require knowledge and communication skills grounded in discourse communities. Teacher candidates must be better prepared to educate diverse populations and adapt to fast-changing conditions.

4. **Learning Outcomes and Sample Syllabus:**

- a) Discover the relationship between form and meaning in written academic discourse;
- b) Analyze, interpret, and discuss complex meanings in various genres;
- c) Analyze and critique high school texts, self-authored texts, and peers' writings;
- d) Engage in cross-linguistic analyses of academic texts; and
- e) Apply generated techniques and co-constructed knowledge to the middle and high school classrooms.

5. **Date of Departmental Approval:** September 18, 2014

Senate Meeting – November 19, 2014
Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved by the UCC via email with a quorum responding:

Department of Languages & Literatures

- Program Changes

The following proposals were approved by the UCC at its 10/29/14 meeting without a quorum present:

Department of Middle and High School Education

- Course changes: ESC 302, 434, 463, 470, 471

Informational Items:

The following experimental courses were approved by the UCC via email with a quorum responding:

Department of Biological Sciences

- Bio 3500

School of Middle and High School Education

- ESC 4670, 3110

A draft of revised guidelines for Writing-Intensive courses was distributed for comment.

The next UCC meeting will be on **December 10, 2014 at 1 p.m. in Science 1405.**

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Biological Sciences
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	Immunology
Course Prefix & Number	BIO 350
Course Title	Introduction to Immunology
Description	This course will focus on the comprehension, application, and synthesis of important immunology concepts. This course is an introductory course that which will examine both normal and disease states of the immune system. The course will use current and traditional research techniques in the lab to emphasize what is learned in the lecture.
Pre/ Co Requisites	Course Prerequisites: Introductory Biology and at least one BIO 200 or 300 level course
Credits	4 credits
Hours	6 hours (2 lecture, 4 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes <input 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. **Rationale:** Immunology is a foundational course for the study of the human biology. The field of Immunology is extensive and includes the response to foreign bodies, the maintenance of tissues, and the response and repair to lacerations. Students pursuing a career in the medical science should acquire and understand these responses. Introductory Immunology is needed because it enriches the biology curriculum and provides a more comprehensive study of human biology.

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

- Define the major components of the innate and adaptive immune response
- Integrate the key processes and mediators involved in the development and control of the immune system
- Predict the response raised by the body in consequence of various immunogenic threats
- Deduce causes and consequences of the failure of the immune system
- Describe current or future approaches having the potential to enable manipulation of the immune system to our own therapeutic benefit
- Use appropriate terminology in immunology during written and oral communication
- Organize ideas for written communication
- Extract and assimilate key concepts in immunology from a written source

5. **Date of Departmental Approval:** September 25, 2014

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

Name of Program and Degree Award: French/B.A.

Hegis Number: 1102.00

Program Code: 34011

Effective Term: Spring 2015

Name of Program and Degree Award: French Teacher Education 7-12/B.A.

Hegis Number: 1102.00

Program Code: 25936

Effective Term: Spring 2015

1. **Type of Change:** Course Requirements in the B.A. French Program

2. **From:**

30-Credit Major in French, B.A.

The required courses and credits are distributed as follows:

Credits (30)

9 In required French courses: FRE 300 and 303, and either 301 or 302.

21 Selected from other 300- or 400-level FRE courses.

Students who anticipate graduate work in French should take at least 18 credits of French literature.

3. **To:**

The Department of Languages and Literatures offers a Bachelor of Arts in French (FRE-BA) and Bachelor of Arts French Teacher Education 7-12 (FRET-BA).

30-Credit Major in French, B.A.

The required courses and credits are distributed as follows:

Credits (30)

9 In required French courses: FRE 300 and 303, and either 301 or 302.

21 Selected from other 300- or 400-level FRE courses.

Students who anticipate graduate work in French should take at least 18 credits of French literature.

30-Credit Major in French (Teacher Education 7-12), B.A.

The required courses and credits are distributed as follows:

Credits (30)

9 In required French courses: FRE 300 and 303, and either 301 or 302.

6 In required French courses: FRE 3180 French Sociolinguistics and Dialectology and FRE 3190 Francophone Culture.

15 Selected from other 300- or 400-level FRE courses.

Declare a minor in the Department of Middle and High School Education in Foreign Language Education after completing 50% of your required courses in the major.

Students should seek advisement each semester from both the Chair of the Department of Languages and Literatures and the Undergraduate Coordinator of the Department of Middle and High School Education.

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

The B.A. French Teacher Education 7-12 has been dormant since 2010. Prior to that, both the French B.A. and the French B.A. 7-12 shared the same FRE curriculum. However, as a result of requirements from the certifying bodies and to better prepare our candidates, the above changes are necessary. In this attempt to re-activate the B.A. French Teacher Education 7-12 to prepare middle and high school teachers of French for initial certification, we wish to provide them with the most current curriculum to meet the challenges of teaching in New York State schools today. We were guided in these curriculum changes by the recently revised New York State certifying requirements as well as the American Council on the Teaching of Foreign Languages and the Council for the Accreditation of Educator Preparation standards.

5. Date of departmental approval: 5/5/14

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

Name of Program and Degree Award: Italian/B.A.

Hegis Number: 1104.00

Program Code: 34014

Effective Term: Spring 2015

Name of Program and Degree Award: Italian Teacher Education 7-12/B.A.

Hegis Number: 1104.00

Program Code: 25937

Effective Term: Spring 2015

1. **Type of Change:** Course Requirements in the B.A. Italian Program

2. **From:**

30-Credit Major in Italian, B.A.

The required courses and credits are distributed as follows:

Credits (30)

6 In required ITA courses: ITA 303, and ITA 447 or 448.

24 Selected from 300- or 400-level courses.

3. **To:**

The Department of Languages and Literatures offers a Bachelor of Arts in Italian (ITA-BA) and Bachelor of Arts Italian Teacher Education 7-12 (ITAT-BA).

30-Credit Major in Italian, B.A.

The required courses and credits are distributed as follows:

Credits (30)

6 In required ITA courses: ITA 303, and ITA 447 or 448.

24 Selected from 300- or 400-level courses.

30-Credit Major in Italian (Teacher Education 7-12), B.A.

The required courses and credits are distributed as follows:

Credits (30)

6 In required ITA courses: ITA 303, and ITA 447 or 448.

6 In required ITA courses: ITA 3180 Italian Sociolinguistics and Dialectology and ITA 3190 Italian Culture.

18 Selected from 300- or 400-level ITA courses.

Declare a minor in the Department of Middle and High School Education in Foreign Language Education after completing 50% of your required courses in the major.

Students should seek advisement each semester from both the Chair of the Department of Languages and Literatures and the Undergraduate Coordinator of the Department of Middle and High School Education.

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

The B.A. Italian Teacher Education 7-12 has been dormant since 2010. Prior to that, both the Italian B.A. and the Italian B.A. 7-12 shared the same ITA curriculum. However, as a result of requirements from the certifying bodies and to better prepare our candidates, the above changes are necessary. In this attempt to re-activate the B.A. Italian Teacher Education 7-12 to prepare middle and high school teachers of Italian for initial certification, we wish to provide them with the most current curriculum to meet the challenges of teaching in New York State schools today. We were guided in these curriculum changes by the recently revised New York State certifying requirements as well as the American Council on the Teaching of Foreign Languages and the Council for the Accreditation of Educator Preparation standards.

5. Date of departmental approval: 5/5/14

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

Name of Program and Degree Award: Spanish/B.A.

Hegis Number: 1105.00

Program Code: 34017

Effective Term: Spring 2015

Name of Program and Degree Award: Spanish Teacher Education 7-12/B.A.

Hegis Number: 1105.00

Program Code: 25938

Effective Term: Spring 2015

1. **Type of Change:** Course Requirements in the B.A. Spanish Program

2. **From:**

Spanish, B.A. (36-Credit Major)

The required courses and credits are distributed as follows:

Credits (36)

12 In required SPA courses: SPA 300, 306, 309, and 331.

3 In one course in Latin American literature.

3 In one course in Spanish literature.

18 Selected from 300- or 400-level SPA courses. PRS 302 or 303 (Puerto Rican Literature I or II) may be substituted for one of these courses. Students intending to do graduate work in Spanish should take at least 18 credits in literature.

3. **To:**

The Department of Languages and Literatures offers a Bachelor of Arts in Spanish (SPA-BA) and Bachelor of Arts Spanish Teacher Education 7-12 (SPANT-BA).

36-Credit Major in Spanish, B.A.

The required courses and credits are distributed as follows:

Credits (36)

12 In required SPA courses: SPA 300, 306, 309, and 331.

3 In one course in Latin American literature: SPA 320, SPA 332, SPA 333, or SPA 343.

3 In one course in Spanish literature: SPA 301, SPA 321, SPA 322, SPA 323, SPA 330, SPA 340, SPA 341, or SPA 342.

18 Selected from 300- or 400-level SPA courses. PRS 302 or 303 (Puerto Rican Literature I or II) may be substituted for one of these courses. Students intending to do graduate work in Spanish should take at least 18 credits in literature.

36-Credit Major in Spanish (Teacher Education 7-12), B.A.

The required courses and credits are distributed as follows:

Credits (36)

12 In required SPA courses: SPA 300, 306, 309, and 331.

6 In required SPA courses: SPA 3180 Spanish Sociolinguistics and Dialectology and SPA 3190 Hispanic Culture.

3 In one course in Latin American literature: SPA 320, SPA 332, SPA 333, or SPA 343.

3 In one course in Spanish literature: SPA 301, SPA 321, SPA 322, SPA 323, SPA 330, SPA 340, SPA 341, or SPA 342.

12 Selected from 300- or 400-level SPA courses. PRS 302 or 303 (Puerto Rican Literature I or II) may be substituted for one of these courses. Students intending to do graduate work in Spanish should take at least 18 credits in literature.

Declare a minor in the Department of Middle and High School Education in Foreign Language Education after completing 50% of your required courses in the major.

Students should seek advisement each semester from both the Chair of the Department of Languages and Literatures and the Undergraduate Coordinator of the Department of Middle and High School Education.

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

The B.A. Spanish Teacher Education 7-12 has been dormant since 2010. Prior to that, both the Spanish B.A. and the Spanish B.A. 7-12 shared the same SPA curriculum. However, as a result of requirements from the certifying bodies and to better prepare our candidates, the above changes are necessary. In this attempt to re-activate the B.A. SPA Teacher Education 7-12 to prepare middle and high school teachers of Spanish for initial certification, we wish to provide them with the most current curriculum to meet the challenges of teaching in New York State schools today. We were guided in these curriculum changes by the recently revised New York State certifying requirements as well as the American Council on the Teaching of Foreign Languages and the Council for the Accreditation of Educator Preparation standards.

5. **Date of departmental approval:** 5/5/14

**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:**

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	Middle and High School Education
Course Prefix & Number	ESC 302
Course Title	Social Foundations of Education: A Multicultural Perspective.
Description	Study of the historical development of education and schools within the context of various communities and families. Emphasis on the school as a sociocultural institution: issues of equity and bias, and the contributions of the major racial and ethnic groups, especially in the multicultural schools of New York City. Presentation of relevant technology and software; special student populations included.
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)	
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	[X] Undergraduate [] Graduate
Academic Level	[X] Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 302
Course Title	Social Foundations of Education: A Multicultural Perspective.
Description	Study of the historical development of education and schools within the context of various communities and families. Emphasis on the school as a sociocultural institution: issues of equity and bias, and the contributions of the major racial and ethnic groups, especially in

	the multicultural schools of New York City. Presentation of relevant technology and software; special student populations included. <u>Note: requires 15 hours of supervised fieldwork.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

Field hours added to course description for accuracy.

5. Date of departmental approval: September 18, 2014

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

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	Middle and High School Education
Course Prefix & Number	ESC 434
Course Title	Teaching Social Studies in Middle and High School.
Description	ESC 434: Teaching Social Studies in Middle and High School . 3 hours, lecture; 2 hours, lab; 4 credits; 30 hours fieldwork required. 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	PREREQ: A cumulative index of 3.0 or better in ESC 301, 302, 409, 429; completion of at least 50 percent of the credits in the student's major, with a minimum 2.7 cumulative GPA; and submission of scores on the New York State LAST examination to the Division of Education office .
Credits	4

Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** 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	Middle and High School Education
Course Prefix & Number	ESC 434
Course Title	Teaching <u>U.S. History and Government in Middle and High School.</u>

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. Note: requires <u>25</u> hours of fieldwork.
Pre/ Co Requisites	PREREQ: <u>C</u> ompletion of at least 50 percent of the credits in the student's major, with a minimum <u>3.0</u> cumulative GPA; and submission of scores on the New York State <u>ALST</u> examination to <u>the Certification Officer</u> .
Credits	4
Hours	3 lecture, 2 lab
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p style="padding-left: 20px;"><input type="checkbox"/> English Composition</p> <p style="padding-left: 20px;"><input type="checkbox"/> Mathematics</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p style="padding-left: 20px;"><input type="checkbox"/> World Cultures</p> <p style="padding-left: 20px;"><input type="checkbox"/> US Experience in its Diversity</p> <p style="padding-left: 20px;"><input type="checkbox"/> Creative Expression</p> <p style="padding-left: 20px;"><input type="checkbox"/> Individual and Society</p> <p style="padding-left: 20px;"><input type="checkbox"/> Scientific World</p>

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

Changing the course title will provide greater clarity and reflect the same course title at the graduate level. Also, the course hours are inaccurate. All teacher candidates must complete a total of 100 hours. In this program, the hours added up to 105. And finally, the remaining changes reflect already approved programmatic changes, making the existing course description outdated. An increase of the GPA requirement from 2.7 to 3.0 is to better prepare teacher candidates for academic and professional knowledge and skills needed to pass the New York State teacher certification examinations. More importantly, candidates will need an overall 3.0 GPA to be admitted to a Master's degree program in education leading to professional certification required by New York State.

5. Date of departmental approval: September 18, 2014

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

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	Middle and High School Education
Course Prefix & Number	ESC 463
Course Title	Special Needs Education: The Identification, Instruction, and Assessment of Special Needs Populations in Middle School and High School Settings.
Description	3 hours, 3 credits. Laws and regulations pertaining to the education of special needs children; information on categories of disability, including autism; identifying and remediating specific learning disabilities; special education process; classroom management and positive behavioral supports and interventions; individualized and differentiated instruction; effective co-teaching and collaboration. Fieldwork required.
Pre/ Co Requisites	PREREQ: Specialized methods: ESC 414-462. COREQ: ESC 470.
Credits	3
Hours	3

Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** 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	Middle and High School Education
Course Prefix & Number	ESC 463
Course Title	Special Needs Education: The Identification, Instruction, and Assessment of Special Needs Populations in Middle School and High School Settings.
Description	Laws and regulations pertaining to the education of special needs children; information on categories of disability, including autism;

	identifying and remediating specific learning disabilities; special education process; classroom management and positive behavioral supports and interventions; individualized and differentiated instruction; effective co-teaching and collaboration. Fieldwork required.
Pre/ Co Requisites	PREREQ: <u>ESC 301, ESC 302</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

The course fits more appropriately earlier in the teacher preparation program. Therefore, the co-requisite was removed and the pre-requisite change.

5. **Date of departmental approval:** September 18, 2014

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

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	Middle and High School Education
Course Prefix & Number	ESC 470
Course Title	Student Teaching in the Middle and High School Grades.
Description	One semester of full-time supervised student teaching, minimum two experiences of 7 weeks each (or other approved experiences); 3 credits. Student teaching in the middle and high school grades, plus a weekly seminar .
Pre/ Co Requisites	PREREQ: Completion of appropriate Content Area Teaching Methods course(s), with a B or better; maintenance of overall GPA of at least 2.7 ; submission of scores on the LAST and ATS-W Teacher Certification Examination to the Division Office; Departmental permission; and approval from the Professional Development Network Coordinator. COREQ: ESC 471 (3 credits).
Credits	3
Hours	

Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	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	Middle and High School Education
Course Prefix & Number	ESC 470
Course Title	Student Teaching in the Middle and High School Grades.
Description	One semester of full-time supervised student teaching, minimum two experiences <u>totaling 14 weeks</u> (or other approved

	experiences. Student teaching in the middle and high school grades, plus <u>conferences</u> .
Pre/ Co Requisites	PREREQ: Completion of appropriate Content Area Teaching Methods course(s), with a B or better; maintenance of overall GPA of at least <u>3.0</u> ; submission of scores on the <u>ALST</u> and <u>EAS</u> Teacher Certification Examinations to the Division Office; Departmental permission; and approval from the Professional Development Network Coordinator. COREQ: ESC 471 (3 credits).
Credits	3
Hours	
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p> <input type="checkbox"/> English Composition</p> <p> <input type="checkbox"/> Mathematics</p> <p> <input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p> <input type="checkbox"/> World Cultures</p> <p> <input type="checkbox"/> US Experience in its Diversity</p> <p> <input type="checkbox"/> Creative Expression</p> <p> <input type="checkbox"/> Individual and Society</p> <p> <input type="checkbox"/> Scientific World</p>

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

Changes in the course description and prerequisites reflect changes in student teaching placements, the move of the weekly seminar to ESC 471, and changes to New York State teacher examinations. An increase of the GPA requirement from 2.7 to 3.0 is to better prepare teacher candidates for academic and professional knowledge and skills needed to pass the New York State teacher certification examinations. More importantly, candidates will need an overall 3.0 GPA to be admitted to a Master's degree program in education leading to professional certification required by New York State.

5. **Date of departmental approval:** September 18, 2014

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL

CURRICULUM CHANGE

1. **Type of Change:** *Course description, course title, co-requisites, pre-requisites*

2. **From:**

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	Middle and High School Education
Course Prefix & Number	ESC 471
Course Title	Student Teaching Seminar – Special Topics
Description	<i>3 hours, 3 credits.</i> Current issues and challenges of 21st-century middle schools and high schools; relationship between school staff and parents; finances and accountability; teacher assessment and evaluation protocols; collaborative curriculum planning and team teaching; partnerships with community-based programs and institutions.
Pre/ Co Requisites	PREREQ: Specialized methods, ESC 414-462. COREQ: ESC 470 and ESC 463.
Credits	3
Hours	3

Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	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	Middle and High School Education
Course Prefix & Number	ESC 471
Course Title	Student Teaching Seminar

Description	Current issues and challenges <u>of student teaching</u> in middle and high schools. <u>Weekly seminar and assigned in-school activities required. Required state certification student teaching assessments supported through the course.</u>
Pre/ Co Requisites	<u>PREREQ: Departmental permission.</u> PREREQ: Specialized methods, ESC 414-462. COREQ: ESC 470.
Credits	3
Hours	3
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The original course title and description erroneously suggested that this was a “topics course.” Instead, this is a seminar designed to accompany the student teaching experience and support completion of the edTPA State assessment. The course

description has been clarified and aligned with that of the graduate seminar. The prerequisite of departmental approval was inadvertently omitted in the original description. ESC 463 is no longer a co-requisite but is taken at a different point in the program.

5. **Date of departmental approval:** September 18, 2014

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

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	Middle and High School Education
Course Prefix & Number	ESC 4670
Course Title	Community Resources for Science Teaching and Learning
Description	By utilizing resources from a variety of informal contexts to teach science, this course is designed to demonstrate the academic and practical connections between learning, teaching and applying both the content and its affiliated applications, to enrich science curriculum and achievement objectives in secondary schools. The overarching goal of the course is for students to experience and create learning opportunities that are not bound by places such as home, school, parks and museums, but rather to learn and teach science as human endeavors.
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)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course gives undergraduates an opportunity to learn about and interact with informal spaces to enrich the science experiences of aspiring teachers and science students. The Next Generation of Science Standards emphasizes the importance of drawing connections between the content taught in classrooms to resources that are available within the community. Relating students' daily lives, their local physical learning environments and other spaces that they frequent, directly to the experience of learning science are vital components for understanding the content within a variety of contexts.

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

- a) learn about the educational and social roles that informal science institutions and spaces play in the lives of teachers, students and society
- b) understand how our concepts of pedagogical content knowledge evolve and deepen the observation of and participation in informal science domains
- c) understand how designed environments, like museums, collections, educators' guides, digital resources and the media enhance experiences and understanding of science content.

5. **Date of Departmental Approval:** September 18, 2014

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

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	Middle and High School Education
Course Prefix & Number	ESC 311
Course Title	Academic Discourse Communities in Middle and High School Education
Description	Study of academic discourse communities, including the arts, natural and social sciences, humanities, and education. Emphasis on reading and writing across academic disciplines; quantitative and qualitative analyses; interpretation of academic content, and applications in educational settings.
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)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

As of last year, the demands of teacher certification have grown significantly to include more rigorous examinations and accountability in the classroom. Concomitantly, the learning standards and college admission requirements have been raised very high for a student population that constantly increases in linguistic diversity. These new demands require knowledge and communication skills grounded in discourse communities. Teacher candidates must be better prepared to educate diverse populations and adapt to fast-changing conditions.

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

- a) Discover the relationship between form and meaning in written academic discourse;
- b) Analyze, interpret, and discuss complex meanings in various genres;
- c) Analyze and critique high school texts, self-authored texts, and peers' writings;
- d) Engage in cross-linguistic analyses of academic texts; and
- e) Apply generated techniques and co-constructed knowledge to the middle and high school classrooms.

5. **Date of Departmental Approval:** September 18, 2014

Lehman Budget Committee Report

Based on VP Clark's 2015 budget report on Oct. 22, 2014

NY State \$23M (26%)
Tuition \$62M (71%)
Extra tuition \$2M (23%)

→ **NY State Funding**
→ **\$ 87 M (97%)**



PS regular **77.4%***
OTPS **9.2 %**
PS Adjunct **9.0%**
PS Temp service **4.5%**

CUNY Compact (NY State investment)
\$ 3.5 M (3%) **Ends in 2016**
Tuition Increase \$2.5M (71%)



Investments

11 new Faculty 42%
Admin hiring 28%
Collegewide 27%
Alumni Relation 1%



NY State \$0.5M (14%)
Lehman Improvement \$0.286M (8%)
Lehman Foundation/Philanthropy \$0.263M (7.5%)



Student Financial Aid
College budget
Student Fellowship only

Saving/last year \$2.8 M



↓
Project \$2.5M saving
(within mandatory target)

UFS Report for the Lehman College Senate Meeting, November 19, 2014, submitted by M. Philipp

1. **The UFS Fall Conference** takes place at John Jay College on Friday, November 21 at 9:00 am to 1:30 pm. The program includes Chancellor J.B. Milliken, keynote by Hunter College Prof. Anthony Picciano, and a faculty panel. Lunch will be served. The topic is *Online Education: What We Know and What We Need to Ask*. The UFS is considering topics for its upcoming Spring Conference and suggestions are welcome.
2. **The proposed changes in the UFS Charter** mentioned in the last report will be limited to the elimination of the Secretary and Treasurer's offices.
3. **The Brooklyn College Senate** leadership announced that they continue to maintain their moratorium on cooperation with Pathways. Legal action continues.
4. **Members of the UFS Committee on Higher Education in the Prisons** have represented CUNY at Queensboro Correctional Facility "Resource Fairs," the most recent in September. At the urging of the Committee, the UFS voted to endorse Governor Cuomo's support for higher education in the prisons.
The resolution can be viewed at <http://tinyurl.com/UFSPrisons>.
Members of the committee have donated DVDs/VCR tapes of educational material to inmates at the Federal Correctional Institution in Otisville NY.
5. **The UFS Community College Caucus** meets with interim Vice Chancellor Julia Wrigley and her staff on December 9, as does the **UFS Academic Affairs Committee** in December 12.
6. **GC President Chase Robinson** addressed the UFS Plenary on October 28.
7. **The Council of Faculty Governance Leaders** met with Chancellor Milliken on November 14. The Chancellor continued his rounds of speaking engagements at the ABNY Breakfast this morning.
8. **The UFS Faculty Advisory Council to the Research Foundation**, a group that includes Lehman's Andrei Jitianu, meets with RF President Rothbard and his staff on December 19.
9. **The UFS Academic Freedom Committee**, chaired by Lehman's Peter Alexanderson, met yesterday.

CUNY Academy News

With the assistance of Vice Chancellor Sapienza, the CUNY Academy has arranged for the provision of the **William Stewart Travel Awards for newly hired Assistant Professors**. The public announcement will take place later this week.

See more at <http://cunyufs.org/academy/award.html>

Interim Vice Chancellor Wrigley has informed Provosts across the university about the CUNY Academy's **Feliks Gross awards for Assistant Professors**. Nominations can be made by Provosts, Deans, and Department Chairs. Colleges can nominate more than one person.

See more at <http://cunyufs.org/academy/endowment.html>

Upcoming CUNY Academy Events include:

A Conference on Academic Journals: a Dialog among New York Latino Editors and Writers / *Revistas universitarias: un diálogo entre editores y escritores latinos en Nueva York*, will take place on November 26 in the Queensborough Community College Student Union Lounge from 3:00-6:30 PM. This event is hosted by Prof. Nora Glickman.

The CUNY Academy's Reception for International Visiting Scholars will take place on Thursday, December 4 in the William P. Kelly Skylight Room of the CUNY Graduate Center. This event is hosted by Manfred Philipp and will be introduced by Graduate Center President Chase Robinson. Interim Vice Chancellor Julia Wrigley will greet the honorees.