Minutes of
The Lehman College Senate Meeting
Wednesday, March 6, 2013
Senate Meeting

Senators Present: Adebayo, A.; Ahmed,S.; Amend,A.; Banoum, B.; Bayne, G.; Becker, S.; Bergmann, R.; Brannigan, O.; Buckley, M.; Calvet, L.; Carrellas, P.; Clark, V.; DelaCruz, J.; Dellapina, M.; Eleyinafe, O.; Fayne, H.; Feinerman, R.; Felíz, O.; Frimpong, R.; Gálvez, A.; Genao, D.; Gil, M.; Greenberg, J.; Gross, C.; Harcourt-Smith, W.; Hattori, T.; Hurley, D.; Huynh, M.; Jacobson, B.; Jafari, M.; Jervis, J.; Machado, E.; Marianetti, M.; Markens, S.; Martín, O.; Mazza, C.; Mitchell, S.; Morrobel-Sosa, A.; Nadeem, S.; Obaro-Best, O.; O'Hanlon, T.; Olivencia, M.; Paljevic, L.; Pettipiece, D.; Philipp, M.; Pollard, R.; Prince, P.; Rambarran, R.; Rice. A.; Rivera-McCutchen, R. Sailor, K.; Schlesinger, K.; Tananbaum, D.; Townsend, J.; Troy, R.; Waring, E.; Washington, E.; Wilder, E.; Williams-Gray, B.; Zucchetto, V.

Senators Absent: Alli, T.; Ametam, F.; Arredondo, G.; Bamshad, M.; Barry, M.; Bell, M.; Carey, R.; Choudhary, A.; Deas, M.; Delevan, C.; DellaPina, M.; Dobson, C.; Farrell, R.; Fernández, R.; Francis, A.; George, J.; Georges, A.; Gerry, C.; Gooden, L.; Haghighat, E.; Holloway, J.; Kabat, D.; Lora, J.; Magdaleno, J.; Matthews, E.; Maybee, J.; Morales, L.; Moran, G.; Morones, L.; O'Connor, N.; Onyedum, J.; Ortíz, N.; Rachlin, J.;, R.; Rubio, S.; Schwartz G.; Tal, M.; Valentine, R.; Williams-Wallen, D.

In the absence of the President, the meeting was called to order by the chair of the Lehman College Senate, Professor Duane Tananbaum, at 3:40 p.m.

1. Approval of the Minutes

A motion was made and seconded to adopt the minutes of the Senate meeting of January 30, 2013. The minutes were approved by a unanimous voice vote.

2. Announcements and Communications—

a. 1. Prof. Tananbaum stated that there are no announcements.

b. Student Legislative Assembly—

Mr. Michael Olivencia, chair of the Student Legislative Assembly (SLA), reported that the SLA has been proactive in their high school outreach initiative. SLA Vice Chair Oswald Felíz met with Urban Male Initiative Director Michael Deas and Mr. Dwight Stevenson to discuss the high school outreach initiative, which is expected to be set up by early April. Mr. Olivencia also stated that the SLA partnered with the Office of Career Services to conduct a Woman History Month's event, "Women on the Move" featuring a panel discussion discussing women in media. He also announced that the SLA is preparing for the Earth Week event on April 22nd.

3. REPORTS OF THE STANDING COMMITTEES

a. Graduate Studies—

1. Prof. Janet DeSimone presented a proposal from the Department of Earth, Environmental and Geospatial Sciences; from the Department of Health Sciences; from the Department of Middle and High School Education; from the Department of Art; and from the Office of Graduate Studies. The proposals were moved and approved. See Attachment I.

2. The next meeting is April 3rd, at 11 a.m. in Carman Hall B-33.

b. Governance Committee—

1. Professor Duane Tananbaum reported that at their meeting of February 20th, the Governance Committee discussed the upcoming Senate elections. He said that the Lehman community should be receiving email forms to nominate senators at large. He stated that one can elect new members as well as re-elect current senators. As for standing committee elections, nominees do not have to be senators, except for membership in the Governance Committee.

2. Prof. Tananbaum discussed the Ombudsman position. There was an attempt to resurrect that office two years ago but the person currently holding the position is on Travia leave and will be retiring. Since there are other avenues available for complaints, the Governance Committee will propose the elimination of the Office of the Ombudsman from the Governance Plan.

3. Prof. Tananbaum stated that the Committee on Academic Structure, created two years ago to address the needs of academic departments affected by the creation of two new schools, has been dormant but needs to be resuscitated.

4. Prof. Tananbaum also presented a draft resolution to create an Ad Hoc Committee on Student Evaluation of Teaching. Discussion followed. Prof. Penny Prince made a motion to exclude the two General Faculty members from the Ad Hoc Committee. After further discussion, the motion failed with only one senator in favor. The resolution to create the Ad Hoc Committee passed with two votes against. See Attachment II.

2. The next Governance Committee meeting will take place on March 20th at 3:30 p.m. in Carman 201.

c. Committee on Admissions, Evaluations and Academic Standards—

1. Prof. Anne Rice, the committee chair, indicated that there is no report.

2. The next CAEAS meeting will take place on March 20th at 2:30 p.m. at Carman 221.

d. Undergraduate Curriculum—

1. Prof. Barbara Jacobson stated that due to CUNYfirst, there is a need to update course numbers to include 4 digits. She then presented proposals from the Department of Earth, Environmental and Geospatial Sciences; the Department of Languages and Literatures; the Department of Middle and High School Education; the Department of Psychology; and the Department of Sociology. Discussion followed. The proposals were moved and approved. See attachment III.

2. Prof. Jacobson asked Associate Provost Robert Whittaker to speak to the implementation of the General Education program this Fall. He stated that Lehman is in the process of implementing the CUNY General Education 2013 requirements for graduation. The CUNY General Education 2013 Program was authorized by the Board of Trustees and will be added to our current 2002 General Education Program. The College is now making sure that systems to support and advise students will be in place for registration in mid to late April, including a website to provide information. Prof. Duane Tananbaum asked that the record reflect that the 2013 General Education Program has not been brought before the Lehman College Senate for approval as a program. Prof. Manfred Philipp noted that the Senate has voted twice to oppose the restructuring of the curriculum and the way it is being done.

e. Academic Freedom—

1. Prof. Mario González-Corzo, the committee chair, reported that the Committee successfully launched a web page that informs the Lehman community about the Academic Freedom Committee. The page can be found by clicking on the following link http://www.lehman.cuny.edu/academic-freedom/index.php. He added that this site is a work in progress and the Committee welcomes feedback and suggestions from the Lehman community.

2) The Committee obtained IRB approval to launch an "AF Faculty Survey" - designed to collect information about the faculty's impression of and familiarity with academic freedom. The plan is to distribute the survey before the end of the current semester.

3) Prof. González-Corzo invited the Senate and the overall Lehman community to contact the Committee with any questions, issues, information, etc. related to academic freedom.

4) The next Academic Freedom Committee meeting will be held on Wednesday, March 20th at 3:30 PM in Carman B033.

f. f. Library, Technology and Communications—

Prof. Stefanie Havelka, the new Library, Technology and Communications Committee chair, presented the report. See Attachment IV.

g. Campus Life and Facilities—

1. Prof. Deborah Sanders reported that as a new Campus Life and Facilities Committee chair has still not been elected, she is presenting the report.

2. The new childcare facility, as well as the renovated Student Life building, will begin occupation during the Spring break.

3. The Committee met with Public Safety to review Lehman's current plan for responding to violent threats and acts such as that which took place at Sandy Hook Elementary School in Connecticut. Currently the first line of defense is for faculty, staff and students to be registered with the CUNY alert system, which is found on the CUNY website. Lehman is in the process of enhancing the emergency alert system whereby loud speakers and digital read-out screens will be installed in hallways throughout campus. In an emergency, instructions will be broadcast through the loud speakers and will also be displayed on the screens. In addition, Public Safety staff is attending a special training in April in order to be better prepared for an emergency and, in particular, a violent threat. Finally, Public Safety has been invited to present

at the April General Faculty meeting to describe tips and protocol for the Lehman community to follow in the event of a violent threat.

4. The next Campus Life and Facilities meeting is scheduled for March 20th, 3:30pm in Shuster 014.

h. Budget and Long Range Planning—

1. Prof. Hai-Ping Cheng presented the report. See attachment V.

i. University Faculty Senate Report—

1. Prof. Peter Alexanderson presented the report. At last night's meeting at the Graduate Center, the guest speaker, Chancellor Matthew Goldstein, addressed several points: searches for presidents of the School of Public Health, Medgar Evers College, and the School of Journalism, since President Stephen Sheppard will be resigning.

2. Chancellor Goldstein also discussed CUNY 2020 and the Challenge Grants. This program consists of providing $55 million in capital funding over the next 5 years. It's a competitive process available to all CUNY colleges, graduate and professional schools and multiple campus consortia. These awards ranging from $5-25 million will be made to support transformational projects that meet the four key pillars outlined in the NYC Regional Economic Council Strategic Plan.

3. Chancellor Goldstein also discussed his recent presentation about the future of education, particularly Massive Open Online Course (MOOCS.)

4. The Chancellor also provided an update on Pathways. A decision on one of the law suits is expected soon.

5. Prof. Alexanderson announced that University Faculty Senate elections will take place in May. He added that Vice Chancellor Matthew Sapienza, CUNY Budget and Finance Office, will conduct a CUNY Budget Workshop on April 19th at John Jay College.

Old Business—None.

New Business—None.

ADJOURNMENT

Prof. Duane Tananbaum adjourned the meeting at 4:51p.m.

Respectfully submitted,

Mary T. Rogan

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

1. Type of Change: Change in Minor Degree Requirements, Program Name:

Hegis #: 191400
Program Code: 34028

2. From:

[MINOR IN GEOLOGY
A minor in Geology consists of GEO 167 (4 credits), GEO 245 (4 credits) and one additional course at the 300 or 400 level. GEO 490 is acceptable.]

3. To:

MINOR IN EARTH SCIENCE, 16 CREDITS
A Minor in Earth Science consists of:

GEO 101 Dynamic Earth (3 hours, 3 credits)
GEO 102 Dynamic Earth Laboratory (2 hours, 1 credit)
GEO 245 Earth Materials (5 hours, 4 credits)
And two additional courses in Earth Sciences at the 300 or 400 level.

4. Rationale:
The proposed program name change will align the name of the Minor program with the newly renamed Major in Earth Science. The changes to the requirements for the Minor in Earth Science (formerly Minor in Geology) are necessary to accommodate the recently approved change to GEO 101 that split the laboratory section from the lecture.

5. Effect outside Department: None

6. Date of Department Approval: 22 Jan 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

Hegis # 1105.00
Program Code 34017

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

2. **From: Spanish**

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.
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: Spanish**

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.
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.

Minor in Spanish for the Health Professions

Required Courses (12 Credits)

For non-native speakers:

3	SPA 201	Intermediate Spanish Grammar
3	SPA 202	Intermediate Spanish Reading
3	SPA 309	Advanced Spanish Grammar
3	SPA 3120	Spanish for the Health Professions

For heritage learners:

3	SPA 203	Elements of Contemporary Spanish I
3	SPA 204	Elements of Contemporary Spanish II
3	SPA 307	Translation
3	SPA 3120	Spanish for the Health Professions

4. Rationale: There is an increasing presence of students pursuing a career in the Health professions in the Department's regular Spanish classes. In order to meet these students' need for Spanish competency in their professional lives, the Department now offers a new Minor in Spanish for the Health Professions. The Minor provides two alternative course-sequences, designed to accommodate both non-native speakers and heritage learners, and to bring both to a level of professional competency in oral and written Spanish. All Minors must take SPA 3120: a practical review of Spanish structures and key vocabulary for the healthcare fields, this course will help students gain valuable understanding of basic cultural issues relating to the Spanish-speaking patient, while simultaneously providing them with the communicative skills (in listening, reading, speaking, and writing) used by Spanish-speaking patients and practitioners in various health professions.

5. Date of Departmental Approval: December 10, 2012

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of Change:** New course

2. **Course Description: SPA 3120: Spanish for the Health Professions.** 3 hours, 3 credits. Practical review of grammar and vocabulary through oral and written comprehension and production of healthcare texts, with attention to translation, patient/practitioner dialogue, and related cultural issues. PREREQ: SPA 202 or SPA 204.

3. **Rationale:** There is an increasing presence of students pursuing a career in the Health professions in the Department's regular Spanish classes. In order to meet these students' need for Spanish competency in their professional lives, the Department now offers a new Minor in Spanish for the Health Professions. The Minor provides two alternative course-sequences, designed to accommodate both non-native speakers and heritage learners, and to bring both to a level of professional competency in oral and written Spanish. All Minors must take SPA 3120: a practical review of Spanish structures and key vocabulary for the healthcare fields, this course will help students gain valuable understanding of basic cultural issues relating to the Spanish-speaking patient, while simultaneously providing them with the communicative skills (in listening, reading, speaking, and writing) used by Spanish-speaking patients and practitioners in various health professions.

4. **Learning Objectives:**

- Converse and write, demonstrating mastery of the vocabulary and grammar structures needed to:
  - Get accurate detailed personal information from patients.
  - Schedule appointments and meetings.
  - Direct patients to appropriate departments.
  - Discuss the parts and relationships of the body-organs, muscles, etc.
  - Understand and use vocabulary describing pain and discomfort.
  - Communicate about basic ailments and illnesses.
  - Make appropriate social-service referrals for families in need.
  - Converse about nutrition, hygiene, and exercise.
- Read and translate relevant texts (from English into Spanish and from Spanish into English), such as doctors' prescriptions or informational brochures.
- Demonstrate an understanding of appropriate speech and conduct within Spanish-speaking cultures, as well as an understanding of cultural differences and similarities in how English and Spanish cultures approach healthcare.

- Demonstrate an understanding of non-native patients' cultures and societies through comparison with the cultures of people in Spanish-speaking societies within the U.S.
- Improve communication skills and reading strategies in English by learning to understand, speak, read, and write in a different language.
- Enhance skills in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.

5. **Date of Department Approval:** December 10, 2012

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. Type of change: New Course

2. Course Description:
ESC 4480: Teaching Problem Solving in Mathematics in Middle and High School. *3 hours, lecture; 20 hours, fieldwork in middle or high school, 3 credits*. Introduction and application of heuristic techniques to facilitate mathematical problem solving in Grades 7-12; use of technology as a problem solving tool; assessment. Problems will be analyzed on both teacher and pupil levels. PREREQ: Calculus I and II.

3. Rationale:

Problems solving provides the framework for students to make connections between what is known and unknown. The NCTM process standard of problem solving is seen as the highest process on which students are engaged on during their mathematical practice. According to the CCSSI (2010):

> The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy). (p. 6)

Current implementation of the Common Core curriculum requires teachers to increase their pedagogical knowledge to engage in mathematical problem solving. This course will better prepare teachers to address current curricular demands and challenges in order to more effectively educate their students.

We propose adding this second content methods course to the undergraduate certification sequence to better prepare those enrolled in the Mathematics Education 7-12 certification sequence and to meet state and national accreditation requirements.

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

a. describe and interpret current professional standards in mathematics that relate to the role of problem solving in the study of mathematics;
b. describe and apply models of mathematical problem solving, including Polya's four-phase model.
c. make use of a variety of problem-solving strategies in seeking multiple solutions to mathematical problems.
d. use technology to approach mathematical problem solving in grades 7-12.
e. individually and collaboratively identify and design problems for 7-12 mathematics related to each of the eight Common Core State Standards for Mathematical Practice and discuss how to differentiate their study to meet the needs of diverse learners including English Language Learners.
f. engage in reflection, analysis, and discussion of current practices in the application of problem solving in the secondary school.
g. describe contributions to mathematical problem solving of selected theorists and practitioners.

5. Date of Departmental Approval: December 19, 2012

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: Degree Requirement

2. From:

12-Credit Minor in Middle and High School Education

The Department of Middle and High School Education offers a 12-credit minor. This minor partially satisfies requirements for New York State Certification.
To be eligible for a minor in Middle and High School Education, students must:

1. File an application with the undergraduate adviser in the Department of Middle and High School Education.
2. Have an overall college index of 2.7.
3. Complete ENG 120 and COM 100 with a grade of 3.0 or better or an alternate course chosen in consultation with the adviser.

The required minor courses are:
fieldwork required)
ESC 302 (3 credits). Social Foundations of Education: A Multicultural Perspective (15 hours of fieldwork required)
ESC 409 (3 credits). Instructional Strategies for Middle and High School (20 hours of fieldwork required)**[ ]**
ESC 429 (3 credits). Teaching Language, Literacy, and Educational Technology (20 hours of fieldwork required).**[ ]**

3. To:

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2. Have an overall college index of 2.7.
3. Complete ENG 120 and COM 100 with a grade of 3.0 or better or an alternate course chosen in consultation with the adviser.

The required minor courses are:
ESC 301 (3 credits). Psychological Foundations of Middle and High School (15 hours of fieldwork required)
ESC 302 (3 credits). Social Foundations of Education: A Multicultural Perspective (15 hours of fieldwork required)
ESC 409 (3 credits). Instructional Strategies for Middle and High School (20 hours of fieldwork required)**
ESC 429 (3 credits). Teaching Language, Literacy, and Educational Technology (20 hours of fieldwork required).*

*Foreign Language students should take ESC 424 or ESC 462 instead of ESC 429.
**Social Studies students should take ESC 433 or 434 instead of ESC 409.
**English students should take ESC 410 or 422 instead of ESC 409.
**Mathematics students should take ESC 432 or 4480 instead of ESC 409.
**Science students should take ESC 419 or 467 instead of ESC 409.

4. Rationale:

Adding an additional, content methods course to the core areas will enhance the teaching of pedagogically sound strategies. Further, New York State will be implementing new teacher certification examinations effective in spring 2014, which will require more specialized knowledge. The proposed changes will replace the generalist course, ESC 409, with another specialized methods course across most of the certification content areas, which will allow us to better prepare our teacher candidates for the new exams.

5. Date of departmental approval: December 19, 2012

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

Type of Change: Degree Requirement

1. From:

Undergraduate Secondary Teacher Education (Art, English, Foreign Language, Health, Mathematics, Science)

Students pursuing teacher education must enter a formal program leading to a Lehman College recommendation for teacher certification, and then satisfy the specific requirements, often in a particular sequence. The entrance, continuation, and exit conditions listed below describe the procedures that need to be followed.

Secondary Education Requirements

Credits (26-30) in the following courses:

3 ESC 301
3 ESC 302
4 ESC 409**
3 ESC 429*
4-8 ESC 410-462
3 ESC 463
3 ESC 471 (Student Teaching Seminar)
3 ESC 470 (Student Teaching)
*Foreign Language students should take ESC 424 or ESC 462 instead of ESC 429.
**Social Studies students should take ESC 433 or 434 instead of ESC 409.
[ ]
Entrance, Continuation, and Exit Conditions

To enter the program, students must:

1. File an application with the undergraduate advisor in the Department of Middle and High School Education;
2. Complete the education minor courses with a combined index of 3.0 or better in ESC 301, 302, 429, and 409 (or alternate minor courses for Foreign Language **[and Social Studies candidates)];**
3. Have an overall college index of 2.7;
4. Complete Eng 120 and COM 100 with a grade of 3.0 or better or an alternate course chosen in consultation with the advisor.
5. Must have declared a major in the area of certification.

After entering the program, students must:

1. Consult with an education adviser;
2. Submit scores on the NYS LAST Teacher Certification examination;
3. Complete the appropriate subject area method course(s) **[ESC 414 and ECE 350]**

To be eligible to enroll in Student Teaching (ESC 470), the Student Teaching Seminar (ESC 471) and Special Needs Students (ESC 463) students must:

1. Complete all education courses with a combined index of 3.0 or better.
2. Complete each Education methods course with a 3.0 or better.
3. Submit scores on the NYS ATS-W, and CST Teacher Certification Examinations to the certification officer.
4. Must have successfully completed at least 75 percent of the requirements for the major in the area of certification with a GPA index of a 2.70 or better

To exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. Complete all course requirements as outlined above.
2. Complete student teaching with a grade of B or better.
3. Complete the major in the area of certification with an overall index of 2.7 or better.
4. Complete all degree requirements with an overall college index of 2.7 or better.
5. Complete one year of college-level study of a language other than English.
6. Complete two State-mandated workshops on (a) Child Abuse Identification and Reporting and (b) School Violence Intervention and Prevention.
7. Complete all required NYS liberal arts and science requirements

3. To:

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3 ESC 301
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3 ESC 463
3 ESC 471 (Student Teaching Seminar)
3 ESC 470 (Student Teaching)
*Foreign Language students should take ESC 424 or ESC 462 instead of ESC 429.
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**Mathematics students should take ESC 432 or 4480 instead of ESC 409.
**Science students should take ESC 419 or 467 instead of ESC 409.

Entrance, Continuation, and Exit Conditions

To enter the program, students must:

1. File an application with the undergraduate advisor in the Department of Middle and High School Education;
2. Complete the education minor courses with a combined index of 3.0 or better in ESC 301, 302, 429, and 409 (or alternate minor courses for Foreign Language, Social Studies, English, Mathematics, and Science candidates);
3. Have an overall college index of 2.7;
4. Complete Eng 120 and COM 100 with a grade of 3.0 or better or an alternate course chosen in consultation with the advisor.
5. Must have declared a major in the area of certification.

After entering the program, students must:

1. Consult with an education adviser;
2. Submit scores on the NYS LAST Teacher Certification examination;
3. Complete the appropriate subject area method course(s) ESC 410-467

To be eligible to enroll in Student Teaching (ESC 470), the Student Teaching Seminar (ESC 471) and Special Needs Students (ESC 463) students must:

1. Complete all education courses with a combined index of 3.0 or better.
2. Complete each Education methods course with a 3.0 or better.

3. Submit scores on the NYS ATS-W, and CST Teacher Certification Examinations to the certification officer.
4. Must have successfully completed at least 75 percent of the requirements for the major in the area of certification with a GPA index of a 2.70 or better

To exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. Complete all course requirements as outlined above.
2. Complete student teaching with a grade of B or better.
3. Complete the major in the area of certification with an overall index of 2.7 or better.
4. Complete all degree requirements with an overall college index of 2.7 or better.
5. Complete one year of college-level study of a language other than English.
6. Complete two State-mandated workshops on (a) Child Abuse Identification and Reporting and (b) School Violence Intervention and Prevention.
7. Complete all required NYS liberal arts and science requirements

4. Rationale:

Adding an additional, content methods course to the core areas will enhance the teaching of pedagogically sound strategies. Further, New York State will be implementing new teacher certification examinations effective in spring 2014, which will require more specialized knowledge. The proposed changes will replace the generalist course, ESC 409, with another specialized methods course across most of the certification content areas, which will allow us to better prepare our teacher candidates for the new exams.

5. Date of departmental approval: December 19, 2012

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

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

2. **From: PSY 495 Honors Research in Psychology** [One semester,] 3 credits [(maximum 6 credits)]. A preliminary outline for the student's independent research must be approved by a faculty screening committee that will include the student's Departmental adviser. Granting of credit will be contingent upon presentation of a report of the research at a Departmental seminar and the filing of the research paper in the Departmental office before the end of the senior year. PREREQ: PSY 305, completion of 12 credits in Psychology, a 3.2 GPA, a 3.5 GPA in Psychology, and Departmental permission.

3. **To: PSY 495 Honors Research in Psychology** 3 credits. A preliminary outline for the student's independent research must be approved by a faculty screening committee that will include the student's Departmental adviser. Granting of credit will be contingent upon presentation of a report of the research at a Departmental seminar and the filing of the research paper in the Departmental office before the end of the senior year. PREREQ: PSY 305, completion of 12 credits in Psychology, a 3.2 GPA, a 3.5 GPA in Psychology, and Departmental permission.

4. **Rationale:** Completing an honors research project is a major undertaking and it is almost inconceivable that a student would complete two. The department has procedures in place to prevent a student from needing more than one semester to complete an honors project. In practice, students do not complete this course more than once.

5. **Date of departmental approval: September 10, 2012**

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

Hegis #
Program Code

1. **Type of Change: Change in honors requirement**

2. **From:** Departmental Honors
   Students who wish to qualify for Departmental honors are required to [take PSY 495: Honors Research in Psychology.]

3. **To:** Departmental Honors
   Students who wish to qualify for Departmental Honors in Psychology are required to complete PSY 485 and PSY 495. PSY 485 may be used to fulfill the requirements of the major; PSY 495 is an addition to the courses required for the psychology major.

4. **Rationale:** It is virtually impossible for a student to complete an honors research project in its entirety in a single semester. More commonly, students begin with an independent study semester in which they read the relevant literature, formulate a hypothesis, design a project, and begin the process of IRB approval. In a second semester, they collect and analyze data and prepare their presentations. This change makes the current process explicit so that students are aware of the time commitment required. Making PSY 495 an addition to the courses required for the major ensures that students are not forced to sacrifice a content course in Psychology in order to complete honors. This change also should ensure that a student who has completed the requirements for the major and all their general electives can receive financial aid for pursuing honors.

5. **Date of departmental approval: September 10, 2012**

LEHMAN COLLEGE
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DEPARTMENT OF PSYCHOLOGY

CURRICULUM CHANGE

Hegis #
Program Code

1. **Type of Change: Change in degree requirement**

2. **From: 35 Credit Major in Psychology, B.A.**

14 credits in required courses: PSY 166 (3), 226 (4), 305 (4) and 348 (3)

6 credits: One 3-credit course from each of two of the following three options:
Option 1: Psy 217, 218, or 219
Option 2: Psy 234 or 320
Option 3: PSY 240 or 330

6 credits: One 3-credit course from each of two of the following three options:
Option 1: Psy 310 or 245
Option 2: Psy 314 or 317
Option 3: PSY 316 or 366

9 credits: In additional PSY courses: Three 200-, 300-, or 400-level Psychology courses.

3. **To: 35 Credit Major in Psychology, B.A.**

14 credits in required courses: PSY 166 (3), 226 (4), 305 (4) and 348 (3)

6 credits: One 3-credit course from each of two of the following three options:
Option 1: Psy 217, 218, or 219
Option 2: Psy 234 or 320
Option 3: PSY 240 or 330

6 credits: One 3-credit course from each of two of the following three options:
Option 1: Psy 310 or 245
Option 2: Psy 314 or 317
Option 3: PSY 316 or 366

9 credits: In additional PSY courses: Three 200-, 300-, or 400-level Psychology courses OR PSY 165 and two 200-, 300-, or 400-level Psychology courses.

4. **Rationale:** PSY 165 was added recently as a course especially for first year students. If a student completes this course and later decides to major in Psychology, it should count toward the major.

5. **Date of departmental approval: September 10, 2012**

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2. **Course Description:** SOC 3520: Selected Topics in Social Research. 4 hours (2 hours lecture, 2 hours lab), 3 credits. *May be taken for a maximum of 6 credits (two different topics)*. Issues and problems in social research. Extensive use of computer applications. Prerequisite: SOC 301.

3. **Rationale**. While the sociology department has several research methods courses a variable topics course affords the flexibility to offer additional topics where needed.

The six credit maximum allows students to become familiar with different topics in the field. This addition to our methods sequences will especially benefit those who plan to go on to graduate school or into careers where more than an introductory knowledge of the topic covered is essential.

Soc 301, our beginning methods of social research course, provides the background necessary for the course.

4. **Course Objectives**: By the end of the course students will be expected to:
   - Identify and differentiate the fundamental concepts and approaches of the topic under study
   - Examine information on the topic from a variety of sources and points of view
   - Produce well reasoned oral or written arguments using evidence to support conclusions.

4. **Date of Sociology Department Approval:** Jan. 16, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2. **Course Description:** SOC 3530: Selected Topics on Race and Ethnicity. 3 hours, 3 credits. *May be taken for a maximum of 6 credits (two different topics).* Sociological perspectives on race and ethnic relations in the United States and other societies.

3. **Rationale:**
The sociological literatures on race and ethnic studies have grown to the point where a variable topics course is needed to accommodate the burgeoning literatures and the diverse interests of faculty teaching the course.

The six credit maximum allows students to become familiar with different topics in the field. This will especially benefit those who plan to go on to graduate schools or into careers where more than an introductory knowledge of the field is essential.

4. **Course Objectives**: By the end of the course students will be expected to:
   - Demonstrate knowledge of the fundamental concepts and theories of the topic under study
   - Examine information on the topic from a variety of sources and points of view
   - Be familiar with and evaluate research on the topic
   - Produce well reasoned oral or written arguments using evidence to support conclusions.

5. **Date of Sociology Department Approval:** Jan. 16, 2013

Attachment II

Senate Meeting of March 6, 2013 Committee on Governance

CREATING AN AD HOC COMMITTEE ON STUDENT EVALUATION OF TEACHING

Whereas the Student Evaluation of Teaching involves matters of considerable importance to the faculty, students, and administration of Lehman College; and

Whereas Article I-B-1-a of the Lehman College Governance Document and Article I-1-a of the Lehman College Senate Bylaws give the Lehman College Senate "the power to formulate policy, to make policy recommendations, and to review the implementation of policy concerning Academic affairs"; and

Whereas Article I-B-2-d of the Lehman College Governance Document and Article I-2-d of the Lehman College Senate Bylaws give the Lehman College Senate the power "to advise the President, Deans, and Department Chairs concerning the procedures for faculty appointments, reappointments, promotions, tenure awards, and dismissal"; and

Whereas Article IV, Section 3, of the Lehman College Senate Bylaws authorizes the Lehman College Senate to create ad hoc committees "for specific purposes."

Therefore, be it resolved that an ad hoc Senate Committee on Student Evaluation of Teaching be created to study all facets of the design, implementation, and use of the Student Evaluation of Teaching, and to advise and make recommendations to the Senate, the Provost, and the Faculty Personnel and Budget Committee on matters pertaining to the Student Evaluation of Teaching.

This Committee on Student Evaluation of Teaching shall consist of:

1 faculty member elected by and from the Senate Governance Committee;

1 faculty member elected by and from the Senate Committee on Graduate Studies;

1 faculty member elected by and from the Senate Committee on Admission, Evaluation, and Academic Standards;

1 faculty member elected by and from the Senate Committee on Undergraduate Curriculum;

1 faculty member elected by and from the Senate Committee on the Library, Technology, and Telecommunications;

1 faculty member elected by and from the Senate Committee on Academic Freedom;

2 chairs elected by and from the Faculty Personnel and Budget Committee;

the chair of the Faculty Executive Committee;

2 faculty members elected by and from the Lehman College General Faculty;

2 representatives selected by the Executive Board of the Lehman chapter of the PSC-CUNY;

2 administrators designated by the President;

3 students chosen by the Student Legislative Assembly.

Senate Meeting of March 6, 2013 Committee on Governance

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ART
DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Hegis # 0831.00
Program Code: 25953

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

2. **From: M.A. Program in Art Education [(N-12)]**

Admission Requirements

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the ability to successfully pursue graduate study. **[**(Above-average academic achievement in general and in the teaching specialization is required.)**]**
- Have earned at least 33 undergraduate credits in Art. This total must include one 3-credit survey course in Art History and 6 additional credits in Art History.
- **[**Complete an interview with the department and submit a portfolio and/or photographs or slides of recent work.**]**
- Submit two letters of recommendation from college instructors.
- If conditionally admitted, students must make up not more than 12 credits of specified undergraduate coursework, starting in the first semester and finishing in no more than three consecutive semesters.
- **[**Submit scores on New York State's Liberal Arts and Sciences Test (LAST). **]**
- **[***Personal Interview.* An appointment for a personal interview with the graduate coordinator and adviser can be made through the Art Department Office after the application for admission has been filed and approved. **]**
- **[**Applicants will then need to present examples of their work—either originals, photographs, or color transparencies—for final approval. **]**

Degree Requirements

[Students are required to finish between 42-45 credits selected from among 700-level ART courses for a total of 9 credits. In addition, 6 credits in Art History are required, plus [24-27] credits in Art Education and Education courses (ESC 501, ESC 502, ESC 506 or (*EDS 463) or equivalent, ESC529, EDE 716, ESC 714, ESC 735, ESC 596). Each student will also do a final M.A. thesis project, ART 746 (3 credits). It is recommended that ART 746 be taken concurrently with ESC 735.**]**

3. To: M.A. Program in Art Education (Pre K-12)

This program is designed for students who seek a Master's degree leading to initial New York State certification in teaching Art, Pre K-12. (Previously certified students interested in professional certification should seek the M.A. in Studio Art.) Candidates have two advisors: the Graduate Advisor in the Art Department and the Art Education advisor in the School of Education. Candidates are required to enroll in the Education sequence of courses immediately upon entry into the program.

Admission Requirements

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the ability to successfully pursue graduate study by having attained a minimum grade average of B in the undergraduate record as a whole and an average of B in courses most relevant to the graduate discipline.
- Have earned at least 33 undergraduate credits in Art. This total must include one 3-credit survey course in Art History and 6 additional credits in Art History.
- Each applicant must submit a graduate-level portfolio of recent work consisting of 15-20 digital images in JPEG format that is accompanied by an image script, which details the Title, Size, Medium and Date of each image. The portfolio should demonstrate an area of focus.
- Submit two letters of recommendation from college instructors.
- If conditionally admitted, students must make up not more than 12 credits of specified undergraduate coursework, starting in the first semester and finishing in no more than three consecutive semesters.
- Submit scores on the appropriate New York State teacher certification examinations.

Degree Requirements

Students are required to finish 45 credits (18 credits in Art / Art History and 27 credits Education / Art Education) as follows:

Required Studio Art and Art History Courses from the Art Department (18):

9 Three ART courses in Studio Art at the 700-level chosen in conjunction with the Graduate Art Advisor
3 ART 746: Master's Project
6 Two ARH courses in Art History chosen in conjunction with the Graduate Art Advisor

Required Education Courses from the Department of Middle and High School Education and the Department of Early Childhood and Childhood Education (27):

3 ESC 501: Psychological Foundations of Education
3 ESC 502: Historical Foundations of Education: A Multicultural Perspective
3 ESC 506 (or equivalent): Special Needs Education in TESOL and Secondary

	Settings
3	ESC 529: Language and Literacies Acquisition in Secondary Education
3	EDE 716: Learning and Teaching Art in Childhood Settings—Grades 1 to 6*
3	ESC 714: Teaching Art in Middle and High School
3	ESC 735: Curriculum, Research, and Current Issues in Art Education
3	ESC 596: Student Teaching in the Middle and High School Grades
3	ESC 612: Seminar in Secondary and TESOL Student Teaching

*Prereqs/coreqs waived.

4. **Rationale:**

- The new description of the MA Program in Art Education is provided for the benefit of applicants to and students in both the present MA in Art Education (for students without previous certification or teaching experience) and the MA in Art (for students already possessed of certification and experience.) Previously, the Program gave the misleading impression to applicants that it served mainly certified students. Since the reverse is actually true, the program description has been inserted for clarification: the MA in Art Education is designed for students without prior certification.
- "N-12" (nursery through grade 12) is replaced by "Pre K-12" (pre kindergarten through grade 12), following current NYSED practice.
- ESC 596 (Student Teaching) was once a 6-credit course, but is now a 3-credit course. The missing 3 credits have been replaced with the 3-credit ESC 612. The changes to these two courses in the Department of Middle and High School Education were made and approved by the NYSED in 2012.
- The previous range of 42-45 credits required for the degree was an error in the Bulletin. The change to 45 credits is now correct: all candidates are required to complete a total of 45 credits for the degree leading to initial certification in Art Education.
- The lists of ART and ESC/EDE courses have been added for clarity.
- The pre/co-requisites for EDE 716 (Learning and Teaching Art in Childhood Settings – Grades 1 to 6) have been waived to tailor this course to the needs of the MA in Art Education. EDE 716 has several pre/co-requisites that are appropriate for Early Childhood and Childhood Education training in general studies but not for Middle and High School Education training in art. Waiving the pre/co-requisites enables students in the MA in Art Education program to become familiar with elementary-level general education without losing their focus on middle- and high-school-level art education.
- The pre/co-requisites for ESC 714 (Teaching Art in Middle and High School) and ESC 735 (Curriculum, Research, and Current Issues in Art Education) have been updated and/or corrected in the next two proposals.
- Lastly, the department agrees and commits to working with the School of Education to submit a program report to their national accrediting body, NCATE. The department agrees and commits to working with the School of Education to submit any required program reports to NCATE. The department would be responsible for aligning courses to any relevant NCATE standards; creating appropriate

assessments and rubrics; collecting and analyzing data from the assessments; writing any required program reports by the appropriate deadline; and abiding by any other requirements that NCATE has for accredited education or education-related programs.

5. **Date of Departmental Approval:**
   Department of Art: February 13, 2013
   Department of Middle and High School Education: February 19, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ART
DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Attachment I-5

1. **Type of Change:** Prequisite

2. **From: ESC 714: Teaching Art in Middle and High School.** 3 hours, 3 credits. Exploration of materials, processes, and techniques appropriate for teaching art for middle and high school students. Students design art experiences that incorporate expression, response, art history, and culture. Includes field experience. **[**PREREQ: *EDE 732.**]**

3. **To: ESC 714: Teaching Art in Middle and High School.** 3 hours, 3 credits. Exploration of materials, processes, and techniques appropriate for teaching art for middle and high school students. Students design art experiences that incorporate expression, response, art history, and culture. Includes field experience.

4. **Rationale:** ESC 714 is, as its name makes clear, a course that focuses on teaching Art at the middle- and high-school levels. The prerequisite is for EDE 732 (Curriculum Development in Environmental Education for the Elementary School), and carries its own pre-requisite of courses in a Laboratory Science and Social Studies. Since there is no reason for students enrolled in the MA in Art Education to take these courses, the perquisite for this Art-specific course has been removed.

5. **Date of Departmental Approval:**
   Department of Art: January 23, 2013
   Department of Middle and High School Education: January 29, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ART
DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Prequisites, Corequisites

2. **From: ESC 735: Curriculum, Research, and Current Issues in Art Education.** 3 credits, 3 hours. Contemporary issues and approaches to art education. Research project relates student's art production, curriculum development, and philosophical approach to art education and children's artwork. [PREREQ: EDE 734, ESC 714. COREQ: ART 745.]

3. **To: ESC 735: Curriculum, Research, and Current Issues in Art Education.** 3 credits, 3 hours. Contemporary issues and approaches to art education. Research project relates student's art production, curriculum development, and philosophical approach to art education and children's artwork.

4. **Rationale:** The change in prereqs and coreqs for ESC 735 reflects long-standing practice in what is required of students pursuing an MA in Art Education. EDE 734 has not been required for the degree in the past, is not currently in the Bulletin, and is not part of the corrected curriculum presented in this set of proposals (which focuses on middle- and high-school-level education). Similarly, ESC 714 has for many years operated more as a co-requisite than a pre-requisite for ESC 735, since the content of both courses is correlated. Finally, as noted in the proposal for degree-change, candidates for the MA in Art Education must now take the three-credit ART 746, not the six-credit ART 745, for their Master's Project in Studio Art.

5. **Date of Departmental Approval:**
   Department of Art: January 23, 2013
   Department of Middle and High School Education: January 29, 2013

Application for Changes in a Currently Registered Program

Leading to Certification in Teacher Certification/Educational Leadership

- Institutions offering registered programs leading to teacher certification/education leadership certification must seek and receive approval for the types of proposed changes listed below before implementing the changes.
- For changes in certificate type (e.g., from permanent to professional), please use the appropriate form for registering new programs.
- Establishing an existing program at a new location requires new registration of the program.
- If you have any questions about a proposed change, please call (518) 474-1551.
- Mail one copy of the complete application packet to:

Coordinator
Registration of Teacher Education Programs
Office of College and University Evaluation
Office of Higher Education
Education Building – 5 North Mezzanine
New York State Education Department
89 Washington Avenue, Albany, NY 12234

Program Changes that Require Approval

Changes in Program Content

1. Changes in the program's focus or design (e.g., eliminating childhood education course work in a childhood education program), including a change in the program's major or concentration that changes its focus (e.g., changing a social studies' concentration from history and geography to economics which might result in fewer than 21 credits in history and geography);
2. Adding or eliminating a major or concentration;
3. Altering the liberal arts and science content in a way that impacts the degree classification, as defined in Section 3.47(c)(1-4) of Regents Rules;
4. A cumulative curricular change[1] of 1/3 or more of the pedagogical core from the date of the last registered approval of the program;
5. Eliminating a requirement for completion, including an internship, student-teaching, or practicum;

Changes in Program Information

6. A change in award (e.g., from B.S. to B.A.; from Advanced Certificate to M.A.);
7. A change in program title (e.g., from Teaching Students with Disabilities at Childhood Level to Inclusive Childhood Education);
8. A change in format (e.g., from day to evening, from full-time to part-time);

9. A change in delivery mode[2] (i.e., from traditional format to on-line format of the program);
10. A change in the total number of credits of any certificate or advanced certificate program;
11. Adding/deleting a certificate title (e.g., adding Birth-2 to an existing program leading to Childhood 1-6; adding a 5-6 extension);
12. Discontinuing a program;

Establishing New Programs Based on Existing Registered Programs

13. Combining a registered undergraduate program in the appropriate content area and a registered graduate program leading to teacher certification as a dual degree program (e.g., a B.S. and an M.S. combined as a five-year B.S./M.S.); or
14. Creating a new program from a concentration/track in an existing program.

Note:

[1]When a curricular change occurs, the institution must ensure that the revised program meets all the regulatory requirements.

[2]Please refer to Guidelines for Registering Distance Education Programs.

NEW YORK STATE EDUCATION DEPARTMENT
Office of College and University Evaluation

Request for Change in a Currently Registered Program

Leading to Certification in Teacher Certification/Educational Leadership

A. Name of institution:	Lehman College
B. Address of institution:	205 Bedford Park Blvd. West, Bronx, NY 10468
C. CEO or designee*	Ricardo Fernandez
Name and title:	President
Signature and date:	
D. Contact person, if different	
Name and title:	Gaoyin Qian, Associate Dean, School of Education
Telephone:	718-960-8307
Fax:	718-960-7855
E-mail:	gaoyin.qian@lehman.cuny.edu
E. Current program title:	Art Teacher, All Grades
F. Current award:	M.A.
G. Current HEGIS code:	0831.00
H. Program code:	25953
I. Current certificate title(s) to which the program leads:	Professional Certification
J. CEO or designees* of the participating institutions (only applicable to joint programs)	

*THE CEO/CHANCELLOR/PROVOST SHOULD INFORM THIS DEPARTMENT IN WRITING WHEN THERE IS A CHANGE IN THE DESIGNATED PERSON.

Name and title:

Signature and date:

Proposed Changes: Check all the proposed changes that apply and provide the information if applicable.

Section I. Changes in Program Content:

Describe and explain the proposed changes; provide a side-by-side comparison of the existing and newly modified programs. **If new courses are being added as part of the noted change(s)**, provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

☐ Changes in the program's focus or design

☐ Adding or eliminating a major or concentration

☐ Altering the liberal arts and science content

☐ A cumulative curricular change of 1/3 or more of the pedagogical core

☐ Eliminating a requirement for completion

Section II. Changes in Program Information

☐ **A change in degree award** (e.g., from B.S. to B.A.)

a) Indicate proposed degree award:

b) Indicate how the program meets Section 3.47 and Section 3.50 of the Regents Rules on degree requirements:

☐ **A change in program title**

Indicate proposed program title:

☐ **A change in format** (e.g., from day to evening, from full-time to part-time)

a) Indicate proposed format:

b) Describe availability of courses and any change in faculty, resources, or support services:

c) For a request to add or change a program format, use the Scheduling Table to show the sequencing and scheduling of courses in the program.

☐ **A change in delivery mode** (e.g., from traditional format to on-line format of the program)

a) Indicate proposed delivery mode:

b) Describe availability of courses and any change in faculty, resources, or support services:

☐ **A change in number of credits**

Indicate the current number of credits:

Indicate proposed number of credits:

☐ **Adding a certificate title** (e.g., adding 5-6 extension)

a) Indicate certificate title(s) to be added: Initial Certification in Teaching Visual Arts (All Grades)

b) Use the Program Chart to indicate how the courses meet the regulatory requirements for the added certificate titles.

☐ **Deleting a certificate title**

Indicate certificate title(s) to be deleted:

☐ **Discontinuing a program**

Indicate a date* to discontinue the program:

*In the event that any students do not complete studies in this/these curriculum(s) by the termination date, it is the responsibility of the institution to request an extension of the registration period for the program or to make other arrangements for those students to complete their studies.

Section III. Establishing New Programs Based on Existing Registered Programs

☐ **Combining two existing programs into a dual degree program***

a) Indicate program title, degree award, program code, and certificate title(s) (if applicable) of the existing programs:

	Program Title	Degree Award	Program Code	Certificate Titles
Program 1				
Program 2				

b) Indicate program title, degree award, and certificate title(s) of the proposed dual degree program:

Program Title:

Degree Award:

Certificate Title(s):

c) List the courses that will be counted toward both degree awards:

d) Indicate length of time for candidates to complete the proposed program:

e) Use Scheduling Table to show the sequencing and scheduling of courses in the dual degree program.

*Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual degree program; no degrees or certificates may be issued until the entire dual degree program is completed.

☐ **Creating a new program from a concentration/track in an existing program**

If the new program is based entirely on existing courses in a registered program, provide the current program name, code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required and there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

a) Information from the Application for Registration of a New Program form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired);

b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program;

c) Expected impact on existing program;

d) Adjustments the institution will make to its current resource allocations to support the program; and

e) Statement confirming that the admission standards and process and evaluation methods are the same as the existing registered program.

Table 1b: Graduate Program Schedule

- Indicate **academic calendar** type: **XXX**Semester __Quarter __Trimester __Other (describe)
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term: Fall 1			
Course Number & Title	Credits	New	Prerequisite(s)
ESC 501: Psychological Foundations of Education	3		
EDE 716: Learning and Teaching Art in Childhood Settings—Grades 1 to 6.	3		
Studio Art	3		
Term credit total:	9		

Term: Spring 1			
Course Number & Title	Credits	New	Prerequisite(s)
ESC 502: Historical Foundations of Education: A Multicultural Perspective.	3		
Art History	3		
ESC 529: Language and Literacies Acquisition in Secondary Education.	3		
Term credit total:	9		

Term: Summer 1			
Course Number & Title	Credits	New	Prerequisite(s)
Studio Art	3		
ESC 506: Special Needs Education in TESOL and Secondary Settings	3		
Term credit total:	6		

Term: Fall 2			
Course Number & Title	Credits	New	Prerequisite(s)
ESC 714: Teaching Art in Middle and High School.	3		
ESC 735: Curriculum, Research, and	3		

Term: Spring 2			
Course Number & Title	Credits	New	Prerequisite(s)
ESC 596: Student Teaching in the Middle and High School Grades.	3		
ESC 612: Seminar in Secondary and TESOL Education.	3		
Art 746 Masters Project	3		
Term credit total:	9		

Term: Summer 2			
Course Number & Title	Credits	New	Prerequisite(s)
Art History	3		
Term credit total:	3		

Term: Fall 3			
Course Number & Title	Credits	New	Prerequisite(s)
Term credit total:			

Term:			
Course Number & Title	Credits	New	Prerequisite(s)

Current Issues in Art Education.							
Studio Art	3						
Term credit total:	9			Term credit total:			

Program Totals:	**Credits: 45** **Identify any research or a comparable occupational or professional experience component(s), including course number if applicable:**

New: indicate if new course **Prerequisite(s)**: list prerequisite(s) for the noted courses

Existing Course Descriptions:

Required Studio Art and Art History Courses (18 Credits)

Studio Art Courses (12 credits): Three 3-credit studio art courses chosen from the following list in conjunction with graduate art advisor, plus one 3 credit ART 746: Master's Project.

ART 607: Fundamentals of Ceramic Hand Building.
4 hours, 3 credits. Exploration of basic hand building techniques; nature of clay and its unique properties explored in both functional and nonfunctional ways; and historical and cultural uses of clay. PREREQ: None.

ART 612: Introduction to Digital Imaging.
4 hours (2, lecture; 2, lab), 3 credits. Introduction to the creation of art and imagery using computers and digital media. Production of a portfolio of images for presentation. (No previous computer experience required.)

ART 613: Two-Dimensional Design for Digital Media.
4 hours (2, lecture; 2, lab), 3 credits. Digital tools for the design and production of two-dimensional graphics and type for the printed page and electronic media. Emphasis on the principles of typography and the history of graphic design and reproduction. PREREQ: ART 612.

ART 617: Fundamentals of Wheel Thrown Ceramics.
4 hours, 3 credits. Wheel throwing skills to create ceramic forms using a potter's wheel.

ART 621: Computer Modeling and Design.
4 hours (2, lab; 2, lecture), 3 credits. An introduction to the theory and practice of two- and three-dimensional modeling and rendering. Design and mathematical concepts will be explored in the lecture room, on the computer, and in the studio. Topics include primitive objects, transformations, curve creation and manipulation, symmetries, surface creation and modification, and basic rendering. PREREQ: One of the following: ART 612, ART 312, ART (CGI) 221, or permission of the instructor.

ART 622: Computer Modeling and Design II.
4 hours (2, lecture; 2, lab), 3 credits. Advanced surface modeling with consideration of continuity of surfaces and their tangents and curvature. Evaluation techniques, construction planes, and modeling workflow. Creation of computer models from twodimensional views and three-dimensional models. PREREQ: ART 621 or ART (CGI) 321.

ART 702: Advanced Problems in Design I.
4 hours, 3 credits. A studio for design, with emphasis on contemporary concepts. Students will be given the opportunity to carry out problems in a specialized field of design.

ART 703: Advanced Digital Media I (Interface Design).

4 hours, 3 credits. An advanced studio devoted to the exploration and critical discussion of digital media. Topics may include, but will not be limited to: physical computing; digital imaging; the Internet and the World Wide Web; 3D modeling and animation; multimedia; digital audio; digital video; creativity and technology; information design; interface design; identity design; interaction design; networks; scripting; visualization; and professional development.

ART 704: Advanced Problems in Design II.
4 hours, 3 credits. See ART 702 for description.

ART 707: Advanced Ceramics I.
4 hours, 3 credits. Technical, structural, and scientific understanding of the use of clays and glazes. Variety of handbuilding and wheel-throwing techniques to produce functional and sculptural forms. PREREQ: ART 107 and ART 307, or ART 607 and ART 617, or equivalent.

ART 710: Advanced Drawing.
4 hours, 3 credits. Study of various drawing techniques and their application to problems in the area of specialization.

ART 712: Advanced Painting I.
4 hours, 3 credits. A studio for painting, with individual criticism. Special attention is given to the creative disciplines of contemporary painting. The studio work is accompanied by discussions of theories and influences of the modern movements in art.

ART 713: Advanced Digital Media II (Interaction Design).
4 hours, 3 credits. This course is an advanced studio devoted to both the exploration and critical discussion of a broad range of digital media and their multiple interactions. PREREQ: ART 703: Advanced Digital Media I (Interface Design).

ART 714: Advanced Painting II.
4 hours, 3 credits. See ART 712 for description.

ART 716: Advanced Painting III.
4 hours, 3 credits. See ART 712 for description.

ART 717: Advanced Ceramics II.
4 hours, 3 credits. Advanced hand-building and wheel-throwing techniques, emphasizing design and conceptual ideas. Development of glazes, underglazes, and color palates through scientific experiments and firing techniques. Study of historical and contemporary ceramic work.
PREREQ: ART 707.

ART 718: Advanced Painting IV.
4 hours, 3 credits. See ART 712 for description.

ART 722: Advanced Sculpture I.

4 hours, 3 credits. Development of creative expression in sculpture, including research projects in various sculptural media.

ART 723: Advanced Digital Media III (Identity Design).
4 hours, 3 credits. This course is an advanced studio devoted to the design of identity. From simple business logos to entire public relations campaigns, identity design is an area of intense debate and discourse. Exploration and critical discussion of digital media's role in advertising, politics, art, and personal identity are all areas of discussion. PREREQ: ART 703: Advanced Digital Media I (Interface Design).

ART 724 : Advanced Sculpture II.
4 hours, 3 credits. See ART 722 for description.

ART 726: Advanced Sculpture III.
4 hours, 3 credits. See ART 722 for description.

ART 727: Ceramic Sculpture.
4 hours, 3 credits. Design and construction of fired ceramic sculpture. PREREQ: ART 707 or ART 107 and ART 307 or equivalent.

ART 728: Advanced Sculpture IV.
4 hours, 3 credits. See ART 722 for description.

ART 730: Advanced Printmaking.
4 hours, 3 credits. Development of an individual body of work and studio practice through printmaking techniques, including silkscreen, relief, intaglio and lithography. Technical demonstrations may include traditional, experimental, and digital printmaking methods; professional formats; and critical discussions of prints.

ART 731: Applied Imaging and Applications to the World Wide Web I.
4 hours (2, lecture; 2, lab), 3 credits. Concepts and techniques underlying the World Wide Web, including image processing, two-dimensional graphics, and computer science. PREREQ or COREQ: ART 738.

ART 732: Advanced Printmaking II.
4 hours, 3 credits. See ART 730 for description. Students enrolled in this course may choose to focus on different techniques than were demonstrated in ART 730.

ART 733: Advanced Digital Media IV (Information Design).
4 hours, 3 credits. This course is an advanced studio devoted to the conceptual process of information design. It will involve the exploration and critical discussion of a wide variety of digital media. PREREQ: ART 703.

ART 734: Advanced Printmaking III.
4 hours, 3 credits. See ART 730 for description. Students enrolled in this course may choose to focus on different techniques than were demonstrated in ART 730 and 732.

ART 736: Advanced Printmaking IV.
4 hours, 3 credits. See ART 730 for description. Students enrolled in this course may choose to focus on different techniques than were demonstrated in ART 730, 732, and 734.

ART 737: Advanced Ceramics III.
4 hours, 3 credits. Advanced individual projects using architectural, sculptural, and design concepts in clay. Emphasis on contemporary trends and developments in the ceramic field. PREREQ: ART 717.

ART 738: Advanced Photography I.
4 hours, 3 credits. Creative and technical aspects of photography: independent projects in camera techniques; darkroom processing and printing.

ART 740: Advanced Photography II.
4 hours, 3 credits. See ART 738 for description.

ART 741: Applied Imaging and Applications to the World Wide Web II.
4 hours (2, lecture; 2, lab), 3 credits. Advanced methods of motion graphics, action Scripts (programming), QuickTime, imagery, sound, interactivity, animation techniques, and design. PREREQ: Permission of instructor.

ART 742: Independent Research.
4 hours, 3 credits.(May be repeated for credit up to a maximum of 9 credits, with Graduate Adviser's permission.) Studio work under guidance of a faculty member. PREREQ: Graduate Adviser's permission.

ART 752: Advanced Two-Dimensional Design for Digital Media.
4 hours (2, lecture; 2, lab), 3 credits. (May be repeated for a maximum of 6 credits). Emphasis on two-dimensional design projects for production. Completion of a professional portfolio of projects suitable for presentation. PREREQ: ART 613.

ART 755: Seminar in Contemporary Art.
4 hours, 3 credits. Issues in contemporary art and the primary components of today's art practice through a series of off-campus visits to galleries, museums, artists' studios, and talks with working artists, critics curators, and other arts professionals.

ART 757: Special Topics in Studio Art.
4 hours, 3 credits. A course on topics such as botanical illustration, animal sculpture, architectural rendering, etc. that are not covered by existing courses. PREREQ: Any 700-level course in a related skills area (e.g., painting, sculpture, computer imaging). (May be repeated for a maximum of 9 credits with Graduate Adviser's permission.)

ART 746: Master's Project.

3 credits (required of all M.A. candidates). Individual project in the student's area of specialization.

Art History Courses (6 credits): Two 3-credit art history courses chosen from the following list in conjunction with graduate art advisor.

ARH 751: Primitive Art.
30 hours plus confs., 3 credits. The art of prehistoric and preliterate peoples, with emphasis on African, Oceanic, and pre-Columbian art.

ARH 753: Modern Art.
30 hours plus confs., 3 credits. Twentieth-century painting and sculpture in Europe and America.

ARH 757: Renaissance Art.
30 hours plus confs., 3 credits. The art of the High Renaissance and the evolution of Mannerism.

ARH 775: Seminar —The Art of Africa.
30 hours plus confs., 3 credits. Selected topics in African art, with emphasis on the form, cultural context, and history of art among various tribal groups south of the Sahara.

ARH 777: Seminar —The Art of the South Pacific.
30 hours plus confs., 3 credits. Selected topics in the art of the South Pacific, with emphasis on the form, cultural context, and history of art among the tribal peoples of Australia, Indonesia, Melanesia, Micronesia, and Polynesia.

ARH 779: Impressionism and Post-Impressionism.
30 hours plus confs., 3 credits. Seminar in a selected topic of Impressionism or Post-Impressionism. Topic will vary in different semesters.

ARH 781: Seminar in Contemporary Art.
30 hours plus confs., 3 credits. Research topics related to recent developments in painting and sculpture.

ARH 791: Theory and Criticism of Art.
30 hours plus confs., 3 credits. A study of the methods of judging works of art qualitatively in different periods and cultures.

ARH 797: Special Problems in the History of Art.
30 hours plus confs., 3 credits. (May be repeated for credit with Departmental permission.) Seminars in special topics will be announced at the start of each semester in which the course is given.

Required Education Courses (27 credits)

ESC 501: Psychological Foundations of Education.

3 hours, 3 credits. (Closed to students who have taken ESC 301 or equivalent.) Cognitive and emotional development from childhood through adolescence; learning theories; measurement and evaluation; inclusion of special student populations, and uses of relevant technology and software. Theories and research findings discussed in relation to classroom observations. Students will be responsible for assigned readings, lectures, class discussions, and field experiences.

ESC 502: Historical Foundations of Education: A Multicultural Perspective.
3 hours, 3 credits. 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 New York City schools. Presentation of relevant technology and software.

ESC 529: Language and Literacies Acquisition in Secondary Education.
3 hours, 3 credits. 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. Includes field experience.

ESC 506: Special Needs Education in TESOL and Secondary Settings.
3 hours, 3 credits. The identification, instruction, and assessment of special needs populations in secondary and TESOL settings. 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.

EDE 716: Learning and Teaching Art in Childhood Settings—Grades 1 to 6.
3 hours, 3 credits. Exploration of the diverse ways in which children, including children who are learning English as a second language, and children with special needs, develop the appreciation of art in family, neighborhood, and school settings. Study of approaches to assessment and documentation of children's artistic development to include focus on problem-solving processes and expression of ideas in art. Appropriate tools from media and technology, concrete materials, drawings and diagrams, analogy and modeling will be utilized to meet State and national standards. Ten hours of fieldwork required in childhood settings with diverse populations, action research, and the development of an academic portfolio. PREREQ: EDE 721, EDE 722.
COREQ: EDE 715.

ESC 714: Teaching Art in Middle and High School.
3 hours, 3 credits. Exploration of materials, processes, and techniques appropriate for teaching art for middle and high school students. Students design art experiences that incorporate expression, response, art history, and culture. Includes field experience. PREREQ: *EDE 732.

ESC 735: Curriculum, Research, and Current Issues in Art Education.

3 credits, 3 hours. Contemporary issues and approaches to art education. Research project relates student's art production, curriculum development, and philosophical approach to art education and children's artwork. PREREQ: EDE 734, ESC 714. COREQ: ART 745.

ESC 596: Student Teaching in the Middle and High School Grades.
One semester full-time supervised student teaching, two experiences of 7 weeks each (or other Lehman College approved sequence), 3 credits. Student teaching in the middle and high school grades. PREREQ: A grade of B or better in the Content Area Teaching Methods course; an overall index of at least 3.0; a passing score on the ATS-W Teacher Certification Examination; Departmental permission; and approval from the Professional Development Coordinator. COREQ: ESC 611.

ESC 612: Seminar in Secondary and TESOL Student Teaching.
2 hours, 3 credits. Analysis of problems or practices in secondary school and TESOL student teaching. Weekly seminar and assigned in-school activities required. PREREQ: Departmental permission. COREQ: ESC 596 or ESC 798.

LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK

OFFICE OF GRADUATE STUDIES

GRADUATE PROGRAMS & POLICIES CHANGE

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

2. **From:**

DEGREE REQUIREMENTS AND POLICIES
To earn a Master of Arts, Master of Science, Master of Science in Education, Master of Social Work, Master of Public Health, Master of Arts in Teaching, or Master of Fine Arts degree, a student must:

1) Be formally admitted to a [degree program, i.e., be matriculated. (]Students cannot be matriculated simultaneously in more than one master's degree program at Lehman College.[)]

2) Complete no fewer than 30 credits of graduate courses that are acceptable to the department of specialization.

3) Maintain a minimum Grade Point Average of 3.0.

4) In most programs, write a thesis based on independent research, complete an appropriate special project, and/or pass a comprehensive examination. Departmental requirements are outlined elsewhere in this bulletin.

5) Complete all requirements for the degree within five years following matriculation.

6) Complete all departmental requirements for the degree.

3. **To:**

DEGREE REQUIREMENTS AND POLICIES
To earn a Master of Arts, Master of Science, Master of Science in Education, Master of Social Work, Master of Public Health, Master of Arts in Teaching, or Master of Fine Arts degree, a student must:

1) Be formally admitted to a master's degree program. Students cannot be matriculated simultaneously in more than one master's degree program at Lehman College. See Dual Graduate Program Matriculation

2) Complete no fewer than 30 credits of graduate courses that are acceptable to the department of specialization.

3) Maintain a minimum Grade Point Average of 3.0.

4) In most programs, write a thesis based on independent research, complete an appropriate special project, and/or pass a comprehensive examination. Departmental requirements are outlined elsewhere in this bulletin.

5) Complete all requirements for the degree within five years following matriculation.

6) Complete all departmental requirements for the degree.

DUAL GRADUATE PROGRAM MATRICULATION

Graduate students cannot be simultaneously matriculated in: Master of Arts, Master of Science, Master of Science in Education, Master of Social Work, Master of Public Health, Master of Arts in Teaching, or Master of Fine Arts degree programs. After completion of a first master's degree at Lehman, students must contact the Office of Graduate Admissions if they wish to begin a second master's degree program.

Graduate students may pursue a certificate or extension program while completing a master's degree program if the student adheres to the admissions requirements for that certificate or extension program. If a student is already matriculated in a master's degree and would like to add a certificate program during their course of study, they must fill out a Change in Graduate Curriculum form, located in the Office of Graduate Studies.

4. **Rationale**:

The policy monitoring dual matriculation at the graduate level and the College's old student management database, SIMS, were established before certificate and extension programs at the graduate level were offered. Now that there are multiple certificate programs and extensions offered at Lehman, graduate students request to complete them alongside their master's degree. To accommodate these requests, and to program CUNYfirst accordingly, the dual program matriculation policy needs to be expanded upon. With the clarification of the policy, graduate students will be able to pursue a certificate or extension program that compliments their master's curriculum or career certifications. Additionally, the certificate and extension programs will be eligible for financial aid if taken during completion of a master's degree. Note, certificate and extension programs as a standalone program are not covered by financial aid.

5. **Date of Graduate Studies Committee approval: February 6, 2013**

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
Department of Middle and High School Education

CURRICULUM CHANGE

Hegis # 1701.01
Program Code: 25827

1. Type of Change: Change in Course Description, Fieldwork Hours and Prerequisites

2. FROM:

ESC 740: Teaching Mathematics in Grades 7-10. 3 hours, 3 credits. Methods and materials for teaching mathematical concepts and skills in the contemporary intermediate grades that bridge middle- and high-school instruction; models of instruction; strategies for teaching selected topics; problem solving; **[**uses of technology; remedial and enrichment units**]**.

3. TO:

ESC 740: Teaching Mathematics in Grades 7-10. 3 hours, 3 credits. Methods and materials for teaching mathematical concepts and skills in the contemporary intermediate grades that bridge middle- and high-school instruction; models of instruction; analysis of students' errors and misconceptions; strategies for teaching selected topics; problem solving; alternative assessments and technology in mathematics instruction; non-published classroom inquiry projects. Includes field experience (25 hours). PREREQ: Calculus I and II.

4. Rationale:

Changes in fieldwork hours
ESC 740 is a required course in all the sequences leading to certification in Mathematics Education in Grades 5-9 and 7-12. Students must complete 25 hours of field experiences in a school setting to satisfy partial NYS requirements of 100 field hours prior to student teaching. These hours replace the 25 hours from ESC 529, which were removed from the program. Content materials that go beyond Calculus I and Calculus II are treated, which is why these courses have been added as prerequisites.

5. Date of Departmental Approval: December 19, 2012

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

Attachment-26

1. Type of Change: New Advanced Certificate Program (Expedited)*

Hegis #: 2206.10
Related Program Code: 2206.00

2. New Advanced Certificate Program:
The Advanced Certificate in Geographic Information Science (GISc) consists of 17-20 credits of graduate-level coursework, and builds on the strengths of Lehman's Masters of Science Program in GISc (MS-GISc). This Certificate is designed to attract and prepare professionals in the New York City metropolitan region and beyond who work in the various fields involving spatial information, such as urban planning, environmental management, public health, engineering, and sustainable development, for new or augmented careers incorporating GISc. It is intended to give the students the opportunity to develop or upgrade their skills and knowledge of GISc especially as applied to their particular fields. The GISc Certificate Program courses also can be applied toward the MS-GISc graduate degree if the courses comply with the College's transfer of credit or change of degree policies.

The admission requirements for the Advanced GISc Certificate are:

1) a minimum of 3.0 GPA in previous coursework at the post-secondary level;
2) submission of all undergraduate and/or graduate transcripts;
3) submission of academic or professional letters of recommendation (two minimum);
4) a current CV; and
5) a personal essay or statement about your interest in GISc and the MS-GISc Program at Lehman College.

Two Required Courses (8 Credits)

GEP 605 Special Projects in GISc (4 credits)
GEP 690 Workshop in GISc Research (4 credits)

9-12 Credits to be chosen from the following elective courses:

GEP 504 Basic Mapping Science (3 credits)
GEP 505 Principles of GISc (3 credits)
GEP 602 Biogeography and GISc (4 credits)
GEP 606 Raster Analysis (3 credits)
GEP 610 Spatial Analysis of Urban Health (3 credits)
GEP 620 Demography and Population Geography with GIS (3 credits)
GEP 621 Principles and Applications in Remote Sensing (4 credits)
GEP 630 Geostatistics and Spatial Analytical Concepts (3 credits)
GEP 631 Advanced Remote Sensing (4 credits)
GEP 632 Environmental Health and GISc (3 credits)
GEP 635 Natural Hazards and Risk Analysis (4 credits)
GEP 640 Urban Geography and GISc (3 credits)
GEP 641 Digital Image Analysis (4 credits)

GEP 650 Topics in regional geography and applied mapping analysis (4 credits)
GEP 660 Analytical Cartography and Scientific Visualization (4 credits)
GEP 662 Programming for GISc (3 credits)
GEP 664 Spatial Database Management (3 credits)
GEP 675 Field Surveying, GPS, and Data Acquisition Methods (3 credits)
GEP 680 Emerging Issues and Methods in GISc (3 credits)
GEP 689 Methods Seminar in GISc (3 credits)
(Other courses may be substituted with department permission.)

3. Rationale:
The proposed 17-20-credit Advanced Certificate Program in GISc is intended to meet the educational needs or career objectives of several distinct groups of learners: professionals in the many fields utilizing spatial data, or those wishing to make a career change that requires GISc skills, as well as students who wish to augment their existing education by developing or upgrading their GISc skills in order to improve their career prospects.

4. Date of Department Approval:

January 24, 2013

* Please see attached Expedited Application for Registration of a New Certificate or Advanced Certificate Program

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Expedited Application for Registration of a New Certificate or Advanced Certificate Program

This application is for New York degree-granting institutions seeking to register a new Certificate or Advanced Certificate program. Please download and save this file, enter the requested information, and submit to the State Education Department.
Note that public institutions should use the appropriate SUNY/CUNY proposal submission forms in lieu of the attached forms and submit proposals to SUNY/CUNY Central Administration. The expedited review option is not available to programs intended to prepare candidates for teacher certification or professional licensure.

Item	Response *(type in the requested information)*
Program type *Check program type*	__ Certificate _x_ Advanced Certificate
Institution name and address	Lehman College 250 Bedford Park Blvd West Bronx, NY 10468 *Additional information*: ▪ Specify campus where program will be offered, if other than the main campus: Main Campus ▪ If any *courses* will be offered off campus, indicate the location and number of courses and credits: NA
Program title, credits, and proposed HEGIS code	Program title: Advanced Certificate in Geographic Information Science Credits: 17-20 Proposed HEGIS code: 2206.10
Program format	Check all program scheduling and format features that apply: (See definitions) i) **Format**: _Day _x_Evening _Weekend _Evening/Weekend _x_Not Full-Time ii) **Mode**: _x_Standard _Independent Study _External _Accelerated _ Distance Education* iii) **Other**: _Bilingual _Language Other Than English *If distance education, please also see http://www.highered.nysed.gov/ocue/ded/reviseddepplication.doc
Related degree program(s)	Indicate the registered degree program(s) by title, award and five-digit SED code to which the credits will apply: Masters of Science in Geographic Information Science (MS-GISc). 40 credits; SED #35440
Contact person for this proposal	Name and title: Juliana Maantay, Professor Telephone: 718-960-8574 Fax: 718-960-8584 E-mail: Juliana.maantay@lehman.cuny.edu

CEO (or designee) approval **Signature affirms the institution's commitment to support the proposed program.**	Name and title: Anny Morrobel-Sosa, Provost Signature and date:
	If the program will be registered jointly[1] with another institution, provide the following information:
	Partner institution's name: NA Name and title of partner institution's CEO: Signature of partner institution's CEO:

Please enter the requested information about the proposed program. Answer rows will expand as needed when information is entered.

1. Program Description and Purpose

a) Provide a brief description of the program as it will appear in the institution's catalog.

Answer:

Advanced Certificate in Geographic Information Science (GISc) – 17-20 credits

The Advanced Certificate in Geographic Information Science consists of 17-20 credits of coursework and builds on the strengths of Lehman's Masters of Science Program in GISc (MS-GISc). This Certificate is designed to attract and prepare professionals in the New York City metropolitan region and beyond who work in the various fields involving spatial information, such as urban planning, environmental management, public health, engineering, and sustainable development, for new or augmented careers incorporating GISc. It is intended to give the students the opportunity to develop or upgrade their skills and knowledge of GISc especially as applied to their particular fields. The GISc Certificate Program can also serve as an entry into the MS-GISc Program for students who maintain good standing throughout the certificate program. The Certificate Program credits will transfer into the MS-GISc Program if students are accepted through the formal application process.

8 Credits in Required Courses

GEP 605 Special Projects in GISc (4 credits)
GEP 690 Workshop in GISc Research (4 credits)

9-12 Credits to be chosen from the following:

GEP 504 Basic Mapping Science (3 credits)
GEP 505 Principles of GISc (3 credits)
GEP 602 Biogeography and GISc (4 credits)
GEP 606 Raster Analysis (3 credits)
GEP 610 Spatial Analysis of Urban Health (3 credits)
GEP 620 Demography and Population Geography with GIS (3 credits)
GEP 621 Principles and Applications in Remote Sensing (4 credits)
GEP 630 Geostatistics and Spatial Analytical Concepts (3 credits)
GEP 631 Advanced Remote Sensing (4 credits)
GEP 632 Environmental Health and GISc (3 credits)
GEP 635 Natural Hazards and Risk Analysis (4 credits)
GEP 640 Urban Geography and GISc (3 credits)
GEP 641 Digital Image Analysis (4 credits)
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GEP 660 Analytical Cartography and Scientific Visualization (4 credits)
GEP 662 Programming for GISc (3 credits)
GEP 664 Spatial Database Management (3 credits)
GEP 675 Field Surveying, GPS, and Data Acquisition Methods (3 credits)
GEP 680 Emerging Issues and Methods in GISc (3 credits)
GEP 689 Methods Seminar in GISc (3 credits)
(Other courses may be substituted with department permission.)

[1] If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.

b) List educational and (if appropriate) career objectives.

Answer: The proposed program will meet the educational needs or career objectives of several distinct groups of learners: professionals in the many fields utilizing spatial data, or those wishing to make a career change that requires GISc skills, as well as students who wish to augment their existing education by developing or upgrading their GISc skills in order to improve their career prospects.

How does the program relate to the institution's mission and/or master plan?

Answer: Geographic Information Science has been at the forefront of the College's mission and vision plan for a number of years. The President's statement (http://www.lehman.edu/president/mission.php) specifically mentions GISc as an important component of the future of the College: "Lehman College will prepare students to live and work in the global community through new interdisciplinary programs.....The College's geographic information systems and numerous partnerships ....will contribute to the economic development of the region." The implementation of a graduate certificate in GISc will further the fulfillment of this aim.

d) Describe the role of faculty in the program's design.

Answer: This program has been designed and developed by J. Maantay in consultation with EEGS Department Faculty listed in Table 2 of this form, and following discussions with the Dean of Natural and Social Sciences and the Director of the Graduate Studies Office at Lehman College. The EEGS Dept. faculty will contribute to the Certificate through curriculum design and updating, teaching the courses, and advising and mentoring the students. The faculty will meet to discuss the integration of courses and the needs of the Certificate students and appropriate mentorship for this group of students. The Certificate students will be invited to the MS-GISc students' seminars and presentations. The Certificate's faculty will provide an intellectual and collegial environment for these students.

e) Describe the input by external partners, if any (e.g., employers and institutions offering further education).

Answer: The MS-GISc Program has an Advisory Board comprised of GISc professionals from governmental agencies, non-profit organizations, private-sector industry, medical centers, and research institutions. This Board assists the faculty and students in the GISc Program by their involvement in curriculum development and recommendations, program assessment and evaluation, career advisement, and mentoring. This involvement is invaluable to the program, and will be expanded with the advent of the GISc Certificate Program.

f) What are the anticipated Year 1 *through* Year 5 enrollments?

Answer: We anticipate incoming cohorts of 6-10 students in the 1st through 5th year with the majority of students studying part time to complete the program within 2 years.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Incoming Students	6	8	10	10	10
Total Number of Students	6	14	18	20	20

2. Sample Program Schedule

Complete the sample program schedule (**Table 1**) for the first full cycle of the program (e.g., two semesters for a traditional 24 credit-hour Certificate program).

- If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility. *Answer*: The proposed Certificate Program will be scheduled as part-time in evening in order to accommodate working professionals. Due to the nontraditional schedule of the program, students will not be eligible to receive TAP.
- For existing courses, submit a copy of the catalog description. Provide syllabi for all new courses. *Answer*: See pages10-12 of this document for existing course descriptions. No new courses are proposed.

3. Faculty

a) Complete the faculty tables that describe full-time faculty (**Table 2**), part-time faculty (**Table 3**), and faculty to be hired (**Table 4**), as applicable. Faculty curricula vitae should be provided only on request.

b) What is the institution's definition of "full-time" faculty? *Answer:*

Program load is 21 hrs/academic year for tenured/tenure-track faculty, and 27 hrs/academic year for Lecturers.

4. Financial Resources and Instructional Facilities

Summarize the instructional facilities and equipment committed to ensure the success of the program.

Answer:
Cost: $1,000 per year for recruitment, advertising, and misc. expenses for the new program.
Additionally, we will need an adjunct to teach one specialty/professional skills course per year at a cost of approx. $4,000
No additional/new full-time faculty or other personnel costs are anticipated.
No new laboratory or equipment is required.
No library costs are anticipated

Revenue: For a per credit rate (in-state graduate tuition) of $365.00 with $65 per additional contact hour, it is estimated that the proposed program will generate approximately **$26,400.00** in tuition revenue in the first year and **$53,500.00** in the second year, **$68,400.00** in the third year, and about **$74,500.00** in each following year.
Year 1: 6 students X 11 credits + 5 add'l contact hrs X $365.00/credit + $65/contact hr = **TOTAL Year 1 = $26,400.00**
Year 2: 6 continuing students X 8 credits + 2 contact hr X $365.00/credit + $65/contact hr = $18,300.00/year
Plus 8 incoming students x 11 credits + 5 add'l contact hr x $365.00/cr + $65/contact hr = $35,200.00
TOTAL Year 2 = $53,500.00
Year 3: 10 incoming students x 11 credits + 5 add'l contact hrs = $44,000.00; Plus 8 continuing students x 8 credits + 2 add'l contact hr x $365.00/cr + $65/contact hr = $24,400.00; **TOTAL Year 3 = $68,400.00**
Year 4 and subsequent years: 10 incoming students x 11 credits + 5 add'l contact hrs = $44,000.00; Plus 10 continuing students x 8 credits +2 add'l contact hrs x $365.00/cr + $65/contact hr = $30,500.00; **TOTAL Year 4 and after = $74,500.00**

b) Complete the new resources table (**Table 5**).

5. Admissions

a) List all *program* admission requirements (or note if identical to the institution's admission requirements).

Answer: The admissions requirements are: the undergraduate and/or graduate transcripts; a minimum of 3.0 GPA; academic or professional letters of recommendation; a current CV; and a personal essay or statement.

b) Describe the process for evaluating exceptions to those requirements.

Answer: Exceptions to the above requirements may be made based upon evaluation of previous course work and experience.

c) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

Answer: One of Lehman College's missions is to encourage enrollment by historically under-represented individuals. Students from these under-represented groups will be actively recruited - We will have community outreach, brochures and mailers, advertisements in appropriate journals and trade magazines, liaison with professional groups, informational sessions about the program advertised locally, as well as visibility on our website, along with the creation of a Facebook page and a Twitter account.

6. Academic Support Services

Summarize the academic support services available to help students succeed in the program.

Answer: Students will have access to faculty instructors and will be monitored and advised by the director of the GISc Program, J. Maantay. Certificate students will have access to the Library resources, writing labs, GISc teaching and research Labs, with relevant software available through CUNY license, as well as career services and advisement.

7. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed. *Answer*: NA

8. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including a timetable and the use of data to inform program improvement.

Answer: All of the courses required by the proposed Advanced Certificate in GISc Program are also included in the existing MS-GISc Program for which there is an assessment and evaluation plan. The proposed Certificate Program will be incorporated into this assessment plan. Students complete an evaluation form at the end of each semester, and the data from the assessments are shared with instructors in the program and are used to revise course curriculum and teaching as necessary. The Advisory Board also contributes to assessment and evaluation.

9. Transfer Programs

If the program will be **promoted as preparing students for transfer to a program at another institution**, provide a copy of an articulation agreement with the institution
Answer: NA

Table 1: Program Schedule

- Indicate **academic calendar** type: _x_Semester __Quarter __Trimester __Other (describe)
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Copy/expand the table as needed to show additional terms

Term: Fall 1			
Course Number & Title	Credits	New	Prerequisite(s)
GEP 505 Principles of GISc	3		
GEP 621 Remote Sensing	4		
Term credit total:	7		

Term: Fall 2			
Course Number & Title	Credits	New	Prerequisite(s)
GEP 605 Special Projects in GISc	4		GEP 505 or equivalent
.			
Term credit total:	4		

Term:			

Term: Spring 1			
Course Number & Title	Credits	New	Prerequisite(s)
Geovisualization and Analytical Cartography	4		GEP 505 or equivalent
Term credit total:	4		

Term: Spring 2			
Course Number & Title	Credits	New	Prerequisite(s)
GEP 690 Workshop in GISc Research	4		GEP 605 or permission
Term credit total:	4		

Term:			

Program Totals:	Credits: 17-20	

New: indicate if new course **Prerequisite(s)**: list prerequisite(s) for the noted courses

Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	**Program Courses to be Taught**	**Percent Time to Program**	**Highest and Other Applicable Earned Degrees & Disciplines** (include College/University)	**Additional Qualifications:** list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Juliana Maantay Professor Program Director	GEP 605 Special Projects in GISc 4cr GEP 690 Workshop in GISc Research 4cr GEP 610 Spatial Analysis of Urban Health 3cr Other electives	75%	Ph.D. 2000, Urban Environmental Geography, Rutgers University, NJ; MUP 1992 Urban Planning, New York University NY	Director of the Master of Science in Geographic Information Science Program; 20 yrs experience in urban and environmental planning and policy with GISc; Fulbright Distinguished Chair; author of a top 10 GISc textbook
Yuri Gorokhovich Assistant Professor	GEP 635 Natural Hazards 4cr GEP 675 Data Acquisition 3cr	25%	Ph.D. 1999, Earth and Environmental Sciences, City University of New York	
Elia Machado Assistant Professor	GEP 621 Remote Sensing 4cr GEP 504 Basic Mapping Science 3cr GEP 606 Raster Analysis 3cr Other electives	40%	Ph.D. 2011, Geography, Clark University, MA	
Andrew Maroko Assistant Professor	GEP 632 Environmental Health and GISc 3cr GEP 505 Principles of GISc 3cr GEP 640 Urban Geography and GISc 3cr Other electives	40%	Ph.D. 2009, Earth and Environmental Sciences, City University of New York	
Glen Johnson Associate Professor	GEP 630 Geostatistics and Spatial Analytical Concepts 3cr GEP 620 Population Geography, Demography, and GISc 3 cr	25%	Ph.D. 1999, Ecology (Quantitative Option), Penn State University	Over 25 years of experience in applications of spatial analysis to environmental and public health issues; Over 30 peer-reviewed journal papers and book chapters;- Springer Monograph on Landscape Pattern Analysis for Assessing Ecosystem Condition

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	**Program Courses to be Taught**	**Percent Time to Program**	**Highest and Other Applicable Earned Degrees & Disciplines** (include College/University)	**Additional Qualifications:** list related certifications/ licenses; occupational experience; scholarly contributions, etc.

Table 3: Part-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program.

Faculty Member Name and Title	**Program Courses to be Taught**	**Highest and Other Applicable Earned Degrees & Disciplines** (include College/University)	**Additional Qualifications:** list related certifications/licenses; occupational experience; scholarly contributions, etc.
NA			

Table 4: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date
NA						

Table 5: New Resources

List **new** resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

New Expenditures	Year 1	Year 2	Year 3
Personnel (adjunct specialist instructors for specialty/professional skills courses)	4,000	4,000	4,000
Library	0	0	0
Laboratories and Equipment	0	0	0
Supplies & Expenses (Other Than Personal Service) (advertising and recruitment expenses, misc.)	1,000	1,0000	1,000
Capital Expenditures	0	0	0
Other			
Total all	**$5,000.00**	**$5,000.00**	**$5000.00**

This completes the application for a Certificate or Advanced Certificate program.

State Education Department Contact Information
New York State Education Department
Office of Higher Education
Office of College and University Evaluation
89 Washington Avenue
Albany, NY 12234
(518) 474-2593 Fax: (518) 486-2779
EXPEDITEDCERTS@mail.nysed.gov

Catalog Description of Existing Courses

GEP 504 Basic Mapping Science: Applications and Analysis (3 credits, 4 hours)
This course provides a focus on mapping: how to use maps to obtain information about a wide variety of topics and how to create maps to display and analyze both quantitative and qualitative data. Discussions include mental maps, aerial photos, remotely sensed images, computer-assisted cartography, and Geographical Information Systems (GIS). Laboratory work includes digital map applications and GIS mapping exercises.

GEP 505 Principles of GISc (3 credits, 4 hours)
The use of Geographic Information Systems in the teaching of social, earth, and life sciences. Demographic studies and graphic presentation of demographic analyses. The use of modern mapping techniques in studies of the Earth Environment.

GEP 602 Biogeography and GISc (4 credits, 5 hours)
The methods and techniques used to examine the past and current distribution of organisms, in the context of geophysical, evolutionary, and ecological processes. Study of the geographic ranges of living organisms and discussion of numerous relevant topics. Lab work will provide students with hands-on experience using GISc to explore such concepts as species distribution, island biogeography, and community fragmentation.

GEP 605 Special Projects in GISc: Environmental Analysis and Modeling with GISc (4 credits, 6 hours)
Use of Geographic Information Systems for conducting research and spatial analyses in the natural and social sciences. The advanced use of computer mapping and spatial analysis technologies for studying the physical and human components of the Earth environment. Prerequisite: GEP 505 or instructor's permission.

GEP 606: Raster Analysis (3 credits, 4 hours)
Focusing on the structure and the various ways in which raster data can created, modified, and analyzed using a Geographic Information System (GIS). Topics include surface analysis, multi-criteria/multi-objective evaluation, and map algebra. The course combines lectures with weekly laboratory exercises designed to apply the concepts from the lectures and to develop students' expertise with GIS processing software. Prerequisite: GEP 505 or instructor's permission.

GEP 610 Spatial Analysis of Urban Health (3 credits, 4 hours)
This course focuses on urban health issues using a geographical framework and covers topics such as the historical perspective of health, place, and society; mapping and measuring health and health impacts; the social and spatial patterning of health; the geography of health inequalities and disparities; health and social/spatial mobility; and the effects of urban segregation, overcrowding, and poverty on disease. Current research, as well as the seminal early works on the geographies of health, will be reviewed. Geographic Information Science will be used in the laboratory exercises to illustrate the theoretical concepts and to produce worked examples of health geography.

GEP 620 Demography and Population Geography with GISc (3 credits, 4 hours)
The world's population in the context of geography and demography. The theoretical framework, defined by the fields of population geography and demography, will be studied and explored qualitatively and quantitatively.

Data sources and acquisition, population metrics (growth, change distribution, and composition), population and food supply, mortality, fertility, and migration. Lab work will provide students with hands-on experience using GISc to explore demographic concepts.

GEP 621 Principles and Applications in Remote Sensing (4 credits, 6 hours)
Fundamentals of remote sensing: energy interactions between the sun, atmosphere, and features on the earth surface. Structure of raster data, cell size, and both passive and active remote sensing. Spatial, spectral, radiometric and temporal resolution characteristics of different multispectral remotely sensed data using specialized image analysis software. Students will also be exposed to a wide variety of applications in environmental mapping and monitoring, natural resources management, urban and regional planning, and global change research.

GEP 630 Geostatistics and Spatial Analytical Concepts (3 credits, 4 hours)
Explores the emerging fields of geostatistics and spatial analysis. Various quantitative techniques will be studied and applied to real-world geographic problems. Exploratory spatial data analysis (ESDA) will be done within multiple GIS packages such as ArcGIS and GeoDa. Traditional statistics (e.g. incidence ratio, correlation, regression) as well as geo-statistics such as spatially-lagged regression, spatial error model, and geographically weighted regression (GWR) will be performed within various packages including SPSS, GWRIII, GeoDa, ArcGIS, [R], and Excel. Prerequisite: GEP 505 or instructor's permission

GEP 631 Advanced Remote Sensing (4 credits, 5 hours)
Advanced processing and analysis of satellite remote sensing imagery with an emphasis on change detection, advanced image classification methods, and the
integrated use of remote sensing and GIS in geographical analysis. The course combines lectures with weekly laboratory exercises designed to apply the concepts from the lectures and develop students' expertise with remote sensing processing software. Prerequisite: GEP 621 or instructor's permission.

GEP 632 Environmental Health and GISc (3 credits, 4 hours)
This course explores the field of environmental health, especially focusing on spatial factors, medical geography, and the use of Geographic Information Science (GISc) to analyze relevant relationships between environmental impacts, diseases, demographics, socio-economic conditions, and the implications on public health and policy. Topics include environmental epidemiology, environmental toxicology, environmental justice, environmental policy, hazardous substances, air and water quality, food safety, global warming, population pressures, solid waste, occupational health, and risk assessment, as related to environmental health. Lab work uses GISc to examine and analyze environmental health, population, and built environment data for planning and research.

GEP 635 Natural Hazards and Risk Analysis (4 credits, 5 hours)
Fundamentals of the natural hazards and disasters origin; physical and social implications; methods of quantitative and qualitative analysis; elements of geographic, geological, social and political analysis applied to risk estimation and mitigation and management measures. Use of Geographic Information Systems (GIS) tools and analytical techniques in lab exercises and assignments. Prerequisite: GEP 505 or instructor's permission

GEP 640 Urban Geography and GISc (3 credits, 4 hours)
This course covers the contribution of geographical concepts and methods to an understanding of contemporary and future urban issues. It applies the use of GISc to the study of the internal structure of cities and urban systems, including city dynamics, classic and postmodern models, central place theory, urban migration and mobility, race, ethnicity, and gender, urban migration, poverty, industrial and post-industrial urban societies, residential segregation, land use change, gentrification, urban and suburban sprawl, housing, urban environmental issues, and regional planning. Lab work involves using GISc to explore the form and function of urban areas, and to solve critical urban problems using spatial analysis.

GEP 641 Digital Image Analysis (4 credits, 5 hours)
Introduction to digital image analysis; application of digital analysis techniques to remote sensing data, including mapping of land cover, land use, vegetation, geology, soil, built-up area, agricultural land, and forest. Digital image analysis techniques will include image processing, transformation, registration, and classification

using industry standard digital image analysis software. Advantages and limitations of digital image analysis techniques will be discussed. Prerequisite: GEP 621 or instructor's permission

GEP-650 Topics in regional geography and applied mapping analysis (4 credits, 5 hours)
This field-based course will teach students basics of field data investigation and analysis using Geographic Information Systems (GIS) and Global Positioning System (GPS) within the context of the local (regional) geographic settings. Students will select the topic of regional investigation and use both, literature and local (regional) resources to conduct their own applied geographic study. Use of GIS for mapping and data entry will provide students with necessary skills for practical work with collected terrain data and satellite imagery. Labs will use field data and datasets from NASA, USGS, NOAA and local sources (universities, data portals, etc.)

GEP 660 Geovisualization and Analytical Cartography (4 credits, 6 hours)
Students will utilize advanced Geographic Information Science (GISc) and graphic design techniques in tandem with licensed and free software to produce maps and geovisualizations of complex spatial data with a focus on understanding cartographic conventions and principles of good cartographic design. Maps will be studied critically in terms of their production, interpretation, and relationship to space and place. Prerequisite: GEP 505 or instructor's permission.

GEP 662: Introduction to Programming for GISc (3 credits, 4 hours)
Programming and scripting for Geographic Information Science (GISc) with a focus on applying programming methods to answer geographic questions. Students will learn how to use programming to automate geoprocessing tasks and develop new analytical tools. Prerequisite: GEP 505 or instructor's permission.

GEP 664: Spatial Database Management (3 credits, 4 hours)
Spatial Database Management with a focus on managing spatial data within a relational database for use with Geographic Information Systems. In addition to learning relational database concepts and Structured Query Language (SQL), students will learn how to create and manage a spatial database, manage database security, maintain data integrity and model spatial relationships within the database, and work within a multiuser editing environment. Prerequisite: GEP 505 or instructor's permission.

GEP 675 Data Acquisition and Integration Methods for GISc Analysis (3 credits, 4 hours)
The techniques and science behind field methods commonly used for the acquisition and creation of geo-spatial data. Various techniques for data capture as well as processing and analyzing the data within a geographic information system (GIS). Labs will focus on the hardware and software needed for data creation, the integration of this information into a coherent GIS, and basic concepts of analysis including point-pattern analysis. Students will use GPS devices, mobile GIS, workstation GIS, as well as data from other sources including satellite and airborne remotely sensed data. Prerequisite: GEP 505 or instructor's permission.

GEP 680 Emerging Issues and Methods in Geographic Information Science (3 credits, 4 hours. May be repeated up to 9 credits)
Current and innovative issues, technologies, and methods in the field of Geographic Information Science. Topics change from term to term, and might include Ethics in GISc; Critical Cartography; and New Technologies for Analysis. Prerequisite: GEP 505 or instructor's permission.

GEP 689 Methods Seminar in Geographic Information Science (GISc) (3 credits, 4 hours)
Current methods in the field of Geographic Information Science. The nature of scientific research, defining geographic problems, issues of scale and resolution, research design, scientific literature review, acquisition of relevant data, capturing information and mapping in GIS, analysis and interpretation of data, presenting scientific findings in written and oral formats. Prerequisite: GEP 505 or instructor's permission.

GEP 690 Workshop in Geographic Information Science Research (4 credits)
An advanced examination of mapping and of new computer-aided technologies in the natural and social sciences, including research design and methodology and designing and conducting an independent GIS research project, conforming to generally acceptable professional geographical practices and techniques, under the supervision of faculty. Prerequisite: GEP 605 or instructor's permission

Definitions for Certificate and Advanced Certificate Proposals

I. General Definitions*

Adequate, approved, equivalent, satisfactory, sufficient: Adequate, approved, equivalent, satisfactory, sufficient, respectively in the judgment of the commissioner.
Higher education means postsecondary education, and includes the work of colleges, junior colleges, community colleges, two-year colleges, universities, professional and technical schools, and other degree-granting institutions.

Advanced Certificate: For the purposes of the expedited certificate process, a Certificate program that is composed of graduate-level courses.

Branch campus: A unit of an institution located at a place other than the institution's principal center or another degree-granting institution, at which the institution offers one or more curricula leading to a certificate or degree.

Certificate: A credential issued by an institution in recognition of the completion of a curriculum other than one leading to a degree.

College: A higher educational institution authorized by the Regents to confer degrees.

Commissioner: The Commissioner of Education.

Course: An organized series of instructional and learning activities dealing with a subject.

Credit: A unit of academic award applicable towards a degree offered by the institution.

Curriculum* or *program: The formal educational requirements necessary to qualify for certificates or degrees. A curriculum or program includes general education or specialized study in depth in a particular field, or both.

Department: The Education Department of the State of New York.

Extension center: A unit of an institution located at a place other than the institution's principal center or another degree-granting institution, at which the institution does not offer any curricula leading to a certificate or degree, but at which the institution either conducts more than 15 courses for credit or has more than 350 course registrations for credit in any academic year.

Extension site: A unit of an institution located at a place other than the institution's principal center or another degree-granting institution, at which the institution does not offer any curricula leading to a certificate or degree, and at which the institution conducts no more than 15 courses for credit and has no more than 350 course registrations for credit in any academic year.

Junior college* or *two-year college: A higher educational institution which is authorized by the Regents to offer undergraduate curricula below the baccalaureate level which normally lead to the associate degree.

Principal center: The location of the principal administrative offices and instructional facilities of a college, university, or other degree-granting institution, as defined by the institution's officers. In exceptional cases and with the approval of the commissioner, an institution may designate more than one principal center for an institution that offers curricula leading to degrees and that is part of a public or independent multi-institution system, *principal center* means the location of the institution's principal administrative offices and instructional facilities, as defined by the institution's officers, but not the location of the system's central administration.

Registration: Approval of a curriculum in an institution of higher education for general purposes, for admission to professional practice, or for acceptance toward a credential issued by the department or by the institution.

Semester hour: A credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.

University: A higher educational institution offering a range of registered undergraduate and graduate curricula in the liberal arts and sciences, degrees in two or more professional fields, and doctoral programs in at least three academic fields.

II. Format Definitions

Accelerated: The program is offered in an accelerated curricular pattern which provides for early completion.

Bilingual: Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.

Day Program: For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the degree or other award can also be completed during traditional daytime study.

Distance Education: A major portion of the requirements for the degree or other award can be completed through study delivered by distance education.

Evening: All requirements for the degree or other award must be offered during evening study.

Evening/Weekend: All requirements for the degree or other award must be offered during a combination of evening and weekend study.

External: All requirements for the degree or other award must be capable of completion through examination, without formal classroom study at the institution.

Independent Study: A major portion of the requirements for the degree or other award must be offered through independent study rather than through traditional classes.

Language: The program is taught in a language other than English.

Not Full-Time: The program cannot be completed on a full-time basis: for example, a 24-credit program that leads to a Certificate that cannot be completed in two semesters. Such programs are not eligible for TAP payments to students.

Standard: For programs having **Independent, Distance Education, External**, or **Accelerated** formats, indicates that all requirements for the degree or other award can also be completed in a standard, traditional format.

Weekend: All requirements for the degree or other award must be offered during weekend study.

* From TITLE 8 CHAPTER II REGULATIONS OF THE COMMISSIONER, § 50.1

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE
Program Code: 30600
Hegis Code: 1214

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

2. **PHE 724 Maternal and Child Health: A Life Course Perspective**
   3 hours, 3 credits.

   Examination of the social determinants of and inequities in maternal and child health from a life course perspective. PREREQ: PHE 606

3. **Rationale (Please explain how this change will impact learning goals and objectives of the department and Major/Program):**

   The Lehman MPH Program as a consortial member of the CUNY School of Public Health will be offering a new concentration in Maternal, Child, Reproductive and Sexual Health (MCRSH). This course, taught both at Lehman and at Hunter in different semesters, will be required as one of the three content courses for the concentration.

4. **Learning Objectives:**
   1. Analyze the impact of early programming, cumulative stress and gene-environment interaction on public health related problems and systems.
   2. Identify and understand life course theory and its concepts that explain differences in the health and illness in the U.S.
   3. Describe the elements of the life course theory that apply to maternal and child health and disparities in health outcomes.
   4. Retrieve relevant materials, summarize and identify a topic for further exploration over the semester.
   5. Synthesize public health information verbally and in writing.

5. **Date of departmental approval: November 28, 2012**

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Program Code: 30600
Hegis Code: 1214

1. **Type of Change: Change in Degree Requirements and addition of Maternal Child Reproductive Sexual Health (MCRSH) optional concentration**

2. **From:**

M.P.H. Program in Public Health

The Lehman MPH Program offers two specializations: one in Community-Based Public Health and Health Equity; and a second in Public Health Geographic Information Science. The community-based public health and health equity track focuses on health equity and social justice with emphasis on program planning and evaluation, and research methods. The public health geographic information science track offers courses in spatial analysis, computer-assisted cartography, geostatistics, and exploration and interpretation of geographic data as applied to public health, environmental justice and health equity. Internships and culminating experiences prepare students for careers as practitioners and researchers, or for pursuing doctoral degrees.

Core Courses (15 credits)

PHE 600 Biostatistics in Public Health (3 cr.)
PHE 606 Public Health Epidemiology (3 cr.)
PHE 701 Public Health Policy and Management (3 cr.)
PHE 702 Environmental Health (3 cr.)
PHE 703 Social and Behavioral Dimensions of Health (3 cr.)

Specialization: Community-based Public Health and Health Equity (15 cr.)

PHE 700 History and Philosophy of Public Health (3 cr.)
PHE 709 Health Equity and Social Justice (3 cr.)
PHE 710 Applications of Research Methods in Public Health (3 cr.)
PHE 715 Community-based Public Health Program Planning and Eval. (3cr.)
PHE 790 Public Health Capstone Seminar (3 cr.)

Specialization: Public Health Geographic Information Science (15 cr.)

PHE 704 Environmental Health GIScLab (co-requisite with PHE 702) (1 cr/1hr)
PHE 705 Principles of GISc for Public Health (3 cr/4 hr)
PHE 706 Spatial Analysis and Environmental Modeling for Public Health (4 cr/ 6hr)
PHE 717 The Geography of Urban Health (3cr/4 hr)
PHE 791 Workshop in GISc Research for Public Health (4 cr/4hr)

Electives: ([9 credits])

The Program offers skill-based, targeted electives as well as specialized content courses to be selected with the approval of the graduate adviser.

Supervised Internship (3 credits)

PHE 770 Public Health Internship (180 hours) (3 cr.)

[Capstone Project (3 credits)

PHE 792 Public Health Capstone Project (3 cr.)]

3. To:

M.P.H. Program in Public Health

The Lehman MPH Program offers two specializations: one in Community-Based Public Health and Health Equity; and a second in Public Health Geographic Information Science.

- The community-based public health and health equity track focuses on health equity and social justice with emphasis on program planning and evaluation, and research methods.
- The public health geographic information science track offers courses in spatial analysis, computer-assisted cartography, geostatistics, and exploration and interpretation of geographic data as applied to public health, environmental justice and health equity.
- In addition, the MPH Program offers an optional concentration in Maternal Child Reproductive Sexual Health (MCRSH). The purpose of this concentration is to guide students towards an integrated view of the contribution of maternal, child, reproductive and sexual health to population health through a wide array of courses. This concentration can be taken in conjunction with either specialization.

Internships and culminating experiences prepare students for careers as practitioners and researchers, or for pursuing doctoral degrees.

Core Courses (15 credits)

PHE 600 Biostatistics in Public Health (3 cr.)
PHE 606 Public Health Epidemiology (3 cr.)
PHE 701 Public Health Policy and Management (3 cr.)

PHE 702 Environmental Health (3 cr.)
PHE 703 Social and Behavioral Dimensions of Health (3 cr.)

Specialization: Community-based Public Health and Health Equity (15 cr.)

PHE 700 History and Philosophy of Public Health (3 cr.)
PHE 709 Health Equity and Social Justice (3 cr.)
PHE 710 Applications of Research Methods in Public Health (3 cr.)
PHE 715 Community-based Public Health Program Planning and Eval. (3cr.)
PHE 790 Public Health Capstone Seminar (3 cr.)

Specialization: Public Health Geographic Information Science (15 cr.)

PHE 704 Environmental Health GIScLab (co-requisite with PHE 702) (1 cr/1hr)
PHE 705 Principles of GISc for Public Health (3 cr/4 hr)
PHE 706 Spatial Analysis and Environmental Modeling for Public Health (4 cr/ 6hr)
PHE 717 The Geography of Urban Health (3cr/4 hr)
PHE 791 Workshop in GISc Research for Public Health (4 cr/4hr)

Optional Concentration in Maternal Child Reproductive and Sexual Health (MCRSH)

The Maternal Child Reproductive Sexual Health (MCRSH) Concentration within the CUNY SPH Master of Public Health (MPH) degree is designed to enable students to focus on maternal, child, reproductive and sexual health issues within public health from a variety of perspectives, encompassing the sociological, political, familial and biological.

All students in this concentration will take the public health core and specialization requirements, they will also take two required common MCRSH courses, chose one MCRSH elective and undertake both Fieldwork and Capstone courses in the field of MCRSH.

Required Concentration Courses:

- Maternal, Child, Reproductive and Sexual Health: Socio-historical Contexts (PH725) offered at the CUNY Graduate Center
- Maternal and Child Health A Life Course Perspective (EPI 77003 - Hunter SPH Course, or PHE 724)
- Elective to be selected with faculty advisement.

The nine credits required for the MCRSH concentration count toward the twelve credits of electives.

Electives: (12 credits)

The Program offers skill-based, targeted electives as well as specialized content courses. Other health-related graduate courses may be selected as electives with the approval of the graduate adviser.

Supervised Internship (3 credits)
PHE 770 Public Health Internship (180 hours) (3 cr.)

4. **Rationale (Please explain how this change will impact learning goal and objectives of the department and Major/Program):**

The Maternal Child Reproductive Sexual Health (MCRSH) Concentration within the CUNY SPH Master of Public Health (MPH) degree is designed to enable students to focus on maternal, child, reproductive and sexual health issues within public health from a variety of perspectives, encompassing the sociological, political, familial and biological. The purpose of this concentration is to guide students towards an integrated view of the contribution of maternal, child, reproductive and sexual health to population health through a wide array of courses. MPH graduates with an MCRSH concentration will have attained a broad array of integrated knowledge and skills which will enable them to pursue careers in maternal, family, child, reproductive and/or sexual public health.

Students will no longer be required to take PHE 792 Capstone Project (3 cr) as part of their degree requirements. The project is more feasibly included in the PHE 790 Capstone Seminar. This will allow students to take 12 credits of electives. It will also allow students to enroll in the new Maternal, Child, Reproductive, Sexual Health (MCRSH) concentration described above and still have room for one elective while covering all the necessary coursework.

5. **Date of departmental approval: November 28, 2012**

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
Department of Health Sciences
Curriculum Change

Hegis #: 0837
Program code: 25951

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

2. **From:**

M.S. Ed. Program, Health Pre K-12 Teacher

This program is designed for students seeking a master's degree in Teaching Health Education. [Graduates of this program are recommended for New York State Initial Certification in Health Education (Pre K-12) upon completion of additional New York State Education Requirements. Holders of this master's degree with initial certification in the related area and 3 years of paid, full time classroom teaching experience can obtain New York State Professional Certification upon completion of additional requirements.]

To be eligible for this Master's Program, potential students must fall into one of the following categories:

Sequence 1 (39 [-42] credits). Students who already possess New York State certification in a related area and who seek additional certification in Health Education Pre K-12.

Sequence 2 (51 [-54] credits). Liberal arts and sciences graduates who lack professional education coursework and who seek initial certification in Health Education Pre K-12.

Admission Requirements

- Possess a Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the ability to successfully pursue graduate study by having attained a minimum grade average of B in the undergraduate record as a whole and an average of B in courses most relevant to the graduate discipline.
- Three letters of recommendation and a Personal Goal Statement.
- For Sequence 1 admission, possess New York State teacher certification.

- For Sequence 2 admission, submit scores on the [New York State Liberal Arts and Sciences Test (LAST)].

Degree Requirements

Students must consult with the graduate adviser in the health education program before starting their Master's Program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the health education program.

Students must complete one of the [two] sequences outlined below:

Sequence 1 (39 credits): For students who already possess New York State certification in another subject and who seek certification in Health Education Pre K-12. Course and credit requirements are as follows:

- Required HEA courses (12 credits): HEA 600 (3), 602 (3), 603 (3), 620 (3)
- HEA electives (9)
- Courses linking health with teaching strategies (9): HEA 671 (3), 672 (3), 673 (3)
- Special Education (3): ESC 506 (3) or EDS 701 (3) or equivalent
- Student Teaching [(3-6): ESC 595 (3) OR 596 (6)]
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project

Sequence 2 (51[-54] credits): For liberal arts and sciences graduates who lack professional education coursework and who seek initial certification in Health Education Pre K-12. Course and credit requirements are as follows:

- Required HEA courses (12 credits): HEA 600 (3), 602 (3), 603 (3), 620 (3)
- HEA electives (9)
- Courses linking health with teaching strategies (9): HEA 671 (3), 672 (3), 673 (3)
- Core Education [(15 credits)]: ESC 501 (3), 502 (3), ESC 506 (3) or EDS 701 (3) or equivalent, 529 (3) [, ESC 537 (3)]
- Student Teaching [(3-6 credits): 595 (3) OR 596 (6)]
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project

3. **To:**

M.S. Ed. Program, Health Pre K-12 Teacher

This program is designed for students seeking a master's degree in Teaching Health Education. Graduates of this program are recommended for New York State Initial or

Professional Certification in Health Education (Pre K-12). Students are supervised in their fieldwork and student teaching by faculty members of the Health Education program in the Department of Health Sciences. Advisement is provided by the Graduate Program Director and faculty members of the Health Education Program in the Department of Health Sciences and/or the Department of Middle and High School Education.

To be eligible for this Master's Program, potential students must fall into one of the following categories:

Sequence 1 (39 credits). Students who already possess New York State certification in a related area and who seek additional certification in Health Education Pre K-12.

Sequence 2 (51 credits). Liberal arts and sciences graduates who lack professional education coursework and who seek initial certification in Health Education Pre K-12.

Sequence 3 (30 credits). Students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12.

Admission Requirements

- Possess a Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the ability to successfully pursue graduate study by having attained a minimum grade average of B in the undergraduate record as a whole and an average of B in courses most relevant to the graduate discipline.
- Three letters of recommendation and a Personal Goal Statement.
- For Sequence 1 admission, possess New York State teacher certification in an area other than health education.
- For Sequence 2 admission, submit scores on the appropriate New York State teacher certification examinations.
- For Sequence 3 admission, possess New York State teacher certification in health education.

Degree Requirements

Students must consult with the graduate adviser in the health education program before starting their Master's Program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the health education program.

Students must complete one of the three sequences outlined below:

Sequence 1 (39 credits): For students who already possess New York State certification in another subject and who seek certification in Health Education Pre K-12. Course and credit requirements are as follows:

- Required HEA courses (12 credits): HEA 600 (3), 602 (3), 603 (3), 620 (3)
- HEA electives (9)
- Courses linking health with teaching strategies (9): HEA 671 (3), 672 (3), 673 (3)
- Special Education (3): ESC 506 (3) or EDS 701 (3) or equivalent
- Student Teaching (3 credits): ESC 595 (for in-service teachers; 2 credits) and ESC 611 (1 credit)
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project

*Sequence 2 (*51 credits*):* For liberal arts and sciences graduates who lack professional education coursework and who seek initial certification in Health Education Pre K-12. Course and credit requirements are as follows:

- Required HEA courses (12 credits): HEA 600 (3), 602 (3), 603 (3), 620 (3)
- HEA electives (9)
- Courses linking health with teaching strategies (9): HEA 671 (3), 672 (3), 673 (3)
- Core Education (12 credits): ESC 501 (3), 502 (3), ESC 506 (3) or EDS 701 (3) or equivalent, 529 (3)
- Student Teaching (6 credits): 596 (for pre-service teachers, 3 credits) and ESC 612 (3 credits).
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project

Sequence 3 (30 credits): For students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12. The curriculum consists of 30 graduate credits. Course and credit requirements are as follows:

- Required HEA courses (12 credits): HEA 600 (3), 602 (3), 603 (3), 620 (3)
- Courses linking health with teaching strategies (9): HEA 671 (3), 672 (3), 673 (3)
- Special Education (3): ESC 506 (3) or EDS 701 (3) or equivalent
- Student Teaching (3 credits): ESC 595 (for in-service teachers; 2 credits) and ESC 611 (1 credit)
- Master's Project (3): ESC 708 (3). Culminates in an approved curriculum project

4. Rationale

ESC 611 has been added to Sequences 1 and 3 and ESC 612 has been added to Sequence 2 to comply with New York State Education Department requirements for certification.

The number of credits for Sequence 2 has been reduced because ESC 537 (3) is no longer required as teaching strategies and health content are covered in HEA 671-673.

Sequence 3 was inadvertently omitted when previous changes were made so it is being restored with some new changes to it. Sequence 3 leads to professional certification. It was previously 33 credits. It will now be 30 credits. Since students doing Sequence 3 already have initial certification in health education, three courses in health electives were not considered necessary. Health content is incorporated into HEA 671-673. The comprehensive exam or thesis option was removed. It has been replaced with ESC 595, ESC 611 and ESC 708 to comply with New York State Education Department requirements for professional certification.

A full-time faculty person in the health education program has been hired and will work with a current adjunct faculty member, in advising and supervising student teaching.

The department agrees and commits to working with the School of Education to submit a program report to their national accrediting body, NCATE. The department would be responsible for aligning courses to NCATE and SPA standards; creating a specified number of program assessments and rubrics; collecting and analyzing data for each assessment; writing the program report by the appropriate deadline; and abiding by any other requirements that NCATE has for accredited education or education-related programs.

5. Department of Health Sciences approval: 10/24/12
Department of Middle and High School Education approval: 1/29/2013

Lehman College Senate
Library, Technology & Telecommunications Committee
March 6, 2013, 2013

1. IT Spring Initiatives:
    a. Mobile Printing from desktop/mobile devices available in the library and IT center. More information at http://www.lehman.cuny.edu/itr/reference-guides.php#mobile.
    b. Student Connect Portal (similar to Lehman Connect Portal) will be available to students later in spring.
    c. New media asset repository Lehman Digital Connect will soon be released at https://lehman.mediacore.tv/.
    d. Wireless network improvements have been completed in library and new science building. New Wi-Fi login already in place for these two buildings. More information here: http://www.lehman.cuny.edu/itr/reference-guides.php#new-wireless
    e. Wi-Fi outdoor set-up in the quad between the Library and Shuster will be done in spring
    f. Four library group study rooms on the third floor have been upgraded and include now multimedia technology (screens, input devices etc.)
    g. Express computer station to be installed in library (three on first floor, 4 or second floor and 3 on third floor), as well as in the IT Open Center and the Campus Life Building.
2. James Carney - announcement from the CUNY Committee on Academic Technology CAT:
    a. Alyson Vogel is part of committee working on recommendations for tenure requirement for non traditional media
    b. Blackboard Mobile Learn app (iPhone/Android) available for CUNY. Available for Lehman students and faculty too. IT will send out announcement to faculty shortly.
3. Library Announcements:
    a. IT HelpDesk Center has satellite desk in library. Statistics are looking good. Library hopes satellite desk becomes permanent.
    b. Library will give 4 iPad introductory workshops in March and April. Announcement have been sent out via IT and library listserv. For more information visit the library's homepage.

Respectfully submitted
March 6, 2013
Stefanie Havelka, Committee Chair

Attachment V

Report to the Senate from Lehman College Joint committee of Senate and FP&B Long-Range Plan and Budget March 6, 2013

Persons in attendance:

Walter Blanco	Haiping Cheng	Vincent Clark	Linda Paljevic
Marie Marianetti	Rossen Petkov	Lourdes Perez	
Gustavo Lopez	Manfred Philipp	Bethania Ortega	
Norma Phillips	Carmen Saen-de-Casas		
Vincent Stefan	Helene Silverman		

The Budget committee meeting was called to order at 3:40 pm by Chair Haiping Cheng on Feb 27, 2013 in room S- 336.

Minutes for the Dec. 5, 2012 committee meeting was approved

College budget update (Mid-Year report) by VP Clark

--Revenue reduced about $2M from the beginning of the academic year mainly due to the reduction in enrollment in both fall 2012 and spring 2013.
--The $2M gap has mainly been filled with the delay in hiring to fill the vacancies.
--OTPS funding level remains mostly the same.
-Energy budget remains on target with a small saving.

Report of the Lehman College Auxiliary Enterprise by VP Clark

--It has a balanced budget with a small surplus.
--Income generated mostly from Commission, parking fees, student housing, and rental
--Expenditures: supporting many campus and students activities

Other major issues discussed

--The impact of hiring adjuncts on budget. Increase revenue only when bring new students into College.
--Enrollment target for next year. It has to be balance between expenditure and revenue generation.

The committee adjourned at 4:40 PM

Next Meeting April 17, 2013, 3:30pm, S-336