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**Minutes of
The Lehman College Senate Meeting
Wednesday, January 30, 2013
Senate Meeting**

7 **Senators Present:** Adebayo, A.; Ahmed,S.; Alli, T.; Amend,A.; Bamshad, M.; Banoum,
8 B.; Bayne, G.; Becker, S.; Bergmann, R.; Brannigan, O.; Buckley,
9 M.; Carey, R.; Carrellas, P.; Choudhary, A.; Deas, M.; DelaCruz, J.;
10 Eleyinafe, O.; Farrell, R.; Fayne, H.; Feinerman, R.; Felíz, O.;
11 Fernández, R.; Gálvez, A.; Genao, D.; Georges, A.; Gil, M.;
12 Greenberg, J.; Haghghat, E.; Harcourt-Smith, W.; Hattori, T.;
13 Holloway, J.; Huynh, M.; Jacobson, B.; Jafari, M.; Jervis, J.;
14 Machado, E.; Magdaleno, J.; Marianetti, M.; Markens, S.; Mitchell,
15 S.; Morrobel-Sosa, A.; Obaro-Best, O.; O'Connor, N.; O'Hanlon, T.;
16 Olivencia, M.; Ortíz, N.; Paljevic, L.; Pollard, R.; Prince, P.;
17 Rambarran, R.; Rice. A.; Sailor, K.; Schlesinger, K.; Schwartz G.;
18 Tananbaum, D.; Townsend, J.; Troy, R.; Valentine, R.; Waring, E.;
19 Washington, E.; Wilder, E.; Williams-Gray, B.; Zucchetto, V.

21 **Senators Absent:** Ametam, F.; Arredondo, G.; Barry, M.; Bell, M.; Calvet, L.;
22 Clark, V.; Dellapina, M.; Delevan, C.; DellaPina, M.; Dobson, C.;
23 Francis, A.; Frimpong, R.; George, J.; Gerry, C.; Gooden, L.;
24 Gross, C.; Kabat, D.; Lora, J.; Martín, O.; Matthews, E.; Maybee, J.;
25 Mazza, C.; Morales, L.; Moran, G.; Morones, L.; Nadeem, S.;
26 Onyedum, J.; Pettipiece, D.; Rachlin, J.; Rivera-McCutchen, R.;
27 Rubio, S.; Tal, M.; Williams-Wallen, D.

28
29 The meeting was called to order by President Ricardo R. Fernández at 3:40 p.m.

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

32 A motion was made and seconded to adopt the minutes of the Senate meeting of December 12,
33 2012.

34
35 **2. Announcements and Communications—**

- 36 a. 1. President Ricardo R. Fernández welcomed everyone back to the first meeting of the Spring
37 semester. He reported that across CUNY enrollment was down this spring. There is a slight
38 decrease of 1, 000 students across CUNY. The New York State Department of Education
39 projections for 2009-2018 forecasted a drop of 16.5% in high school graduates in the State.
40 The steepest drop already took place from 2009-2012. There will be more to come. We are

41 now seeking New York City statistics. The expectation is that there will be fewer high school
42 graduates in the coming years. The impact on CUNY enrollment is not clear. Fortunately,
43 Lehman enrollment is on target.

44 2. Concerning the budget, Governor Andrew Cuomo presented the New York State budget
45 last week. CUNY will receive a stable (flat) budget. The College will get new resources due
46 to the CUNY Compact. CUNY will not be seeing much in capital projects for the next couple
47 of years. Governor Andrew Cuomo has plans to address problems with infrastructure in the
48 State. Mayor Michael Bloomberg issued the New York City budget recently and CUNY is still
49 analyzing it. The New York City budget affects the community colleges most directly.

50 3. On March 6th, President Fernández will lead a delegation of the CUNY Bronx Colleges to
51 Albany to meet with members of the Legislature representing the Bronx. There will one trip in
52 March and one in April. The hope is to reach all the elected officials. The budget is projected
53 to be done by early March, approved by March 31st, with an effective date of April 1st.

54 4. An additional issue facing the College is the result of evaluations of the doctoral programs
55 in the sciences by outside reviewers. The Governance Committee asked the President to
56 address this issue and Dr. Fernández asked the Provost to elaborate further.

57 Dr. Morrobel-Sosa reported that sometime in mid-December, University officials had
58 conversations with Hunter, City and Queens Colleges about doctoral programs in the sciences.
59 These conversations recently came to light and have given many faculty cause for concern.
60 The issue is a perception that there might be decentralization of the science doctoral programs,
61 to be housed at three senior colleges. The provosts of the other senior colleges were not
62 included in this discussion. Initially, there were conversations with Executive Vice Chancellor
63 Alexandra Logue and Vice Chancellor Gillian Small but they have now ceased. Dr. Morrobel-
64 Sosa indicated that she will make sure she is part of future conversations and will strongly
65 advocate for Lehman programs. Nevertheless, there are several things that need to be done
66 internally to support our programs. The Provost has established a small task force to review
67 Lehman's internal strategic plan for Research and Sponsored Programs. This is independent of
68 what takes place with the doctoral programs. Discussion followed.

69 President Fernández stated that this discussion will continue. He went on to discuss the process
70 of external evaluations in CUNY. A program or department brings in external reviewers who
71 1) read a departmental self-study, 2) visit the campus and meet with students and faculty, and
72 3) make recommendations for improvement. The programs reviewed were Biology, Physics,

73 Chemistry and Biochemistry. There were concerns about resources, such as how much money
74 will be spent on recruiting students. Many issues were raised and changes are likely to take
75 place. These programs have not been evaluated as a group in a long time.

76 5. President Fernández encouraged all senators to review the Fall 2012 attendance summary.
77

78 **b. Student Legislative Assembly—**

79 1. Mr. Michael Olivencia, chair of the Student Legislative Assembly (SLA), reported that the
80 SLA is back in session and ready to continue the work that has begun. Mr. Olivencia stated
81 that he was excited about the semester and the initiatives the Student Legislative Assembly
82 wants to complete. He indicated that he is seeking to improve the relationship between the
83 Lehman Student Government and the University Student Senate (USS). Mr. Olivencia has met
84 with some faculty members, USS delegates/alternates and the cabinet of their executive board.
85 He wants to address two initiatives with the USS: undocumented students and the Student
86 Government Association term limits and stipends.

87 2. He announced several upcoming events: (1) Student Government Association “Meet and
88 Greet” to educate students about student government and to give students a voice. (2) *Keep*
89 *Your Campus Green Campaign*: a taskforce composed of SLA members of the Campus Life
90 and Facilities Committee and members of the Urban Male Leadership. There are many more
91 events to come.

92 **3. REPORTS OF THE STANDING COMMITTEES**

93 **a. Graduate Studies—**

94 1. Prof. Janet DeSimone presented a proposal from the Department of History to remove the
95 GRE requirement. Discussion followed. The proposal was not approved (42 approved, 15
96 opposed and 6 abstained.) The President suggested sending it back to the department. See
97 Attachment I.

98 2. The next meeting is March 6, 2013.
99

100 **b. Governance Committee—**

101 1. Professor Duane Tananbaum reported that the Governance Committee will be conducting
102 elections for senators-at-large to serve a 2-year term. The elections will be held via email.
103 Candidates can nominate themselves.

104 2. The next Governance Committee meeting will take place on a date and place to be
105 determined.

106

107 **c. Committee on Admissions, Evaluations and Academic Standards—**

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

109 2. The next CAEAS meeting will take place on a date and location place to be determined.

110

111 **d. Undergraduate Curriculum—**

112 1. Prof. Barbara Jacobson presented proposals from the Department of Earth, Environmental
113 and Geospatial Sciences; the Department of English; the Department of Middle and High
114 School Education; and the Department of Sociology. Discussion followed. The proposals
115 were moved and approved. See attachment II.

116 2. The Undergraduate Curriculum Committee will meet with the Ad Hoc Committee on
117 February 6th at 1 p.m. in Carman 263 to prepare for the implementation of the General
118 Education curriculum in the Fall. The Undergraduate Curriculum Committee meeting will
119 take place on February 13th, at 12:30 p.m. in Carman 263.

120

121 **e. Academic Freedom—**

122 1. Prof. Mario González-Corzo, the committee chair, stated that there is no new business to
123 report.

124 2. The next Academic Freedom Committee meeting will take place on a date and location to be
125 determined.

126

127 **f. Library, Technology and Communications—**

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

130

131 **g. Campus Life and Facilities—**

132 1. Prof. Deborah Sanders reported that the Campus Life and Facilities Committee has not met
133 yet. She indicated that the meeting scheduled for February 13th will be rescheduled due to a
134 conflict. She expects that a new Committee chair will be elected at their next meeting.

135 2. Prof. Sanders also reported that as part of the Earth Day celebration, a yoga specialist will be
136 offering services outside. She expects that there will be an update on the progress of the
137 Energy Savings Program and the Student Life Building construction at the next Senate
138 meeting.

139

140 **h. Budget and Long Range Planning—**

141 1. Due to Prof. Hai-Ping Cheng's absence, there is no report.

142

143 **i. University Faculty Senate Report—**

144 1. Due to Prof. Peter Alexanderson's unavailability, Prof. Manfred Philipp presented the
145 report. He reported that the University Faculty Senate (UFS) and the Professional Staff
146 Congress (PSC) had a teleconference on Monday to discuss the progress of the first of the
147 Pathways lawsuits. The hearing scheduled for today was cancelled but will be rescheduled.
148 The UFS and the PSC, since they're both plaintiffs, are working closely together stemming
149 from the fact that the University engaged in a settlement agreement with previous PSC
150 president, Irwin Polishook. This litigation continues.

151 2. There was a meeting of the executive committees of UFS, State University of New York
152 (SUNY) and CUNY. The SUNY UFS has been supportive of the CUNY UFS stance on
153 Pathways and other issues. This is a long-term collaboration. The UFS Executive Committee
154 discussed the Early College Initiative yesterday. The Faculty Advisory Council to the
155 Research Foundation met with Vice Chancellor Gillian Small. There were two items on the
156 agenda: (1) the restructuring of the science doctoral programs. VC Small declined to discuss
157 this issue with the Committee. This was after an enormous struggle for people to attend the
158 meeting from colleges that believed they would be left out. The Committee decided to not
159 allow non-Committee members to attend for the sake of order. The topic was not discussed at
160 VC Small's request. The topic discussed was the Advanced Science Research Center (ASRC)
161 was discussed. This Research Center will be housed at City College. CUNY sold the 80th
162 Street headquarters. The proceeds will go to rental space at 42nd Street and the rest to
163 equipment in ASRC. The State did not provide the usual equipment funds for a new building.
164 3. The UFS Committee in Higher Education in Prisons met. The Committee learned about
165 initiatives in Pennsylvania to re-introduce higher education courses among the prison
166 population. In New York, using public sources in the prisons is not allowed. Private colleges

167 and universities can provide classes in prisons. Prison administration is pleased with this since
168 the population will be engaged in productive activity.

169 4. On February 5th, Vice Chancellor Matthew Sapienza will meet with the Budget Advisory
170 Council of the UFS. Chancellor Matthew Goldstein will meet with the Council of Faculty
171 Governance Leaders at its February 8th meeting.

172

173 **Old Business**—None.

174

175 **New Business**— President Fernández once again encouraged senators to review the Fall 2012
176 attendance summary and make every effort to attend in order to satisfy the quorum needed to
177 act on proposals.

178

179 Provost Morrobel-Sosa announced two upcoming events: (1) A Strategic Plan for Diversity
180 meeting on February 7th and, (2) Lehman will host the first inaugural Bronx SciFest on
181 February 22nd. The public can view the exhibits from 11 a.m. to 12 p.m. There will be an
182 award ceremony at the Lovinger Theatre.

183

184 President Fernández added that the SciFest has been in the planning stages for several months.
185 There has never been a high school science fair in the Bronx. He wants to attract more science
186 students to Lehman. The 26 high school science projects will be judged in the morning. The
187 best posters will be entered into a CUNY-wide Science Fair. This is the result of the
188 collaboration among Intel, VP Bergmann and Prof. Liesl Jones. With the opening of the
189 Science Building, we hope to attract more students and have Lehman lead the way in science.

190

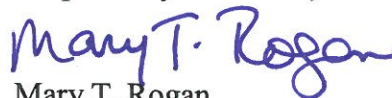
191 **ADJOURNMENT**

192 President Fernández adjourned the meeting at 4:49 p.m.

193

Respectfully submitted,

194



195

Mary T. Rogan

196

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

DEPARTMENT OF HISTORY

CURRICULUM CHANGE

Hegis #: 2205.00

Program Code: 02678

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

2. **From:** M.A. Program in History

Admission Requirements

- Possess a bachelor's degree (or its equivalent) from an accredited college or university
- Have demonstrated the potential to successfully pursue graduate study—that is, have attained a minimum undergraduate grade average of B in History courses and a minimum grade average of B- in the undergraduate record as a whole
- Have taken a minimum of 18 credits of coursework in History, acceptable to the department.
- Submit two letters of recommendation.
- [Submit scores on the Graduate Record Examination (GRE).]
- Submit a 1-2 page essay consisting of responses to application-packet questions.
- Submit a sample of college-level writing
- If conditionally admitted, satisfy the conditions within one year

Degree Requirements

The general requirements for the M.A. Degree in History consist of 36 credits of coursework:

- HIS 780 and 781 in the first year (6 credits)
- Other coursework at the 700-level (24 credits)
- Comprehensive oral or written examination (0 credits)
- HIS 797 (master's thesis) (6 credits)

Or

- HIS 780 and 781 in the first year (6 credits)
- Other coursework at the 700-level (27 credits)
- Comprehensive oral or written examination (0 credits)

- HIS 795 (approved capstone project) (3 credits)

After successfully completing 30 credits of coursework with a 3.0 average, candidates for the M.A. degree who plan to write a thesis must pass a comprehensive oral or written examination in two fields. These candidates for the M.A. degree must then present a master's thesis, prepared under the direction of a thesis supervisor from the Department of History and an approved second reader, and accepted by the thesis supervisor.

Students who plan to do a capstone project first must successfully complete 33 credits of course work with a 3.0 average. They then must pass a comprehensive oral or written examination in two fields. These candidates for the M.A. degree must then present an approved capstone project, prepared under the direction of an adviser from the Department of History.

Special Track for Secondary School Teachers of Social Studies Degree Requirements

The general requirements for the Special Track in History for Secondary School Teachers of Social Studies consist of 36 credits of coursework:

- HIW 533 and HIU 534 in the first year (6 credits)
- ESC 533 and ESC 534 in the first year, or acceptable alternative ESC courses for students who have already passed equivalents of these with a minimum grade of B+ (6 credits)
- HIS 780 and 781 in the second year (6 credits)
- Other History coursework at the 700-level (12 credits)
- Comprehensive oral or written examination (0 credits)
- HIS 797 (master's thesis) (6 credits)

Or:

- HIW 533 and HIU 534 in the first year (6 credits)
- ESC 533 and ESC 534 in the first year, or acceptable alternative ESC courses for students who have already passed equivalents of these with a minimum grade of B+ (6 credits)
- HIS 780 and 781 in the second year (6 credits)
- Other History coursework at the 700-level (15 credits)
- Comprehensive oral or written examination (0 credits)
- HIS 795 (approved capstone project) (3 credits)

3. To: M.A. Program in History

Admission Requirements

- Possess a bachelor's degree (or its equivalent) from an accredited college or university
- Have demonstrated the potential to successfully pursue graduate study—that is, have attained a minimum undergraduate grade average of B in History courses and a minimum grade average of B- in the undergraduate record as a whole
- Have taken a minimum of 18 credits of coursework in History, acceptable to the department.
- Submit two letters of recommendation.
- Submit a 1-2 page essay consisting of responses to application-packet questions.
- Submit a sample of college-level writing
- If conditionally admitted, satisfy the conditions within one year

Degree Requirements

The general requirements for the M.A. Degree in History consist of 36 credits of coursework:

- HIS 780 and 781 in the first year (6 credits)
- Other coursework at the 700-level (24 credits)
- Comprehensive oral or written examination (0 credits)
- HIS 797 (master's thesis) (6 credits)

Or

- HIS 780 and 781 in the first year (6 credits)
- Other coursework at the 700-level (27 credits)
- Comprehensive oral or written examination (0 credits)
- HIS 795 (approved capstone project) (3 credits)

After successfully completing 30 credits of coursework with a 3.0 average, candidates for the M.A. degree who plan to write a thesis must pass a comprehensive oral or written examination in two fields. These candidates for the M.A. degree must then present a master's thesis, prepared under the direction of a thesis supervisor from the Department of History and an approved second reader, and accepted by the thesis supervisor.

Students who plan to do a capstone project first must successfully complete 33 credits of course work with a 3.0 average. They then must pass a comprehensive oral or written examination in two fields. These candidates for the M.A. degree must then present an approved capstone project, prepared under the direction of an adviser from the Department of History.

Special Track for Secondary School Teachers of Social Studies Degree Requirements

The general requirements for the Special Track in History for Secondary School Teachers of Social Studies consist of 36 credits of coursework:

- HIW 533 and HIU 534 in the first year (6 credits)
- ESC 533 and ESC 534 in the first year, or acceptable alternative ESC courses for students who have already passed equivalents of these with a minimum grade of B+ (6 credits)
- HIS 780 and 781 in the second year (6 credits)
- Other History coursework at the 700-level (12 credits)
- Comprehensive oral or written examination (0 credits)
- HIS 797 (master's thesis) (6 credits)

Or

- HIW 533 and HIU 534 in the first year (6 credits)
- ESC 533 and ESC 534 in the first year, or acceptable alternative ESC courses for students who have already passed equivalents of these with a minimum grade of B+ (6 credits)
- HIS 780 and 781 in the second year (6 credits)
- Other History coursework at the 700-level (15 credits)
- Comprehensive oral or written examination (0 credits)
- HIS 795 (approved capstone project) (3 credits)

4. Rationale: In the Department's experience, imposing the Graduate Records Exam (GRE) as a condition of admission causes considerable anxiety in potential students without providing any concrete benefit to the Admissions Committee. The remaining requirements (e.g., demonstrated range and achievement in undergraduate coursework, an academic writing sample and short responsive essay, and two separate letters of faculty evaluation) are substantial and extensive enough to identify students who qualify for graduate admission at a level that will continue to raise the bar of expectation and achievement within the History MA program. In removing the GRE as an admissions requirement, the History Department joins several other departments in the School of Arts and Humanities that do not require the GRE, including Language and Literatures, Theatre, Music, and Art.

5. Date of departmental approval: December 3, 2012

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

1. **Type of change:** New Course
2. **Course Description:** GEO 301 Earth Science for Educators. 5 hours (3 lecture, 2 fieldwork), 4 credits. A hands- on, analytical approach to pedagogy-linked content of Earth system science. Topics include the origin, evolution, structure, and composition of biogeochemical processes.
3. **Rationale:** As a required course for the new Certificate in Earth Science (24 credits), GEO 301 would provide Earth system science content aligned with the NYS Conceptual Framework for Physical Sciences: Earth Science to teachers of other sciences wishing to obtain a second certification in Earth Science. The course contains modeling of pedagogic technique and metacognitive analysis of student learning experience and its application to students' own teaching practice.
4. **Learning Objectives:** By the end of the course students will be expected to:
 - demonstrate understanding of major concepts of Earth systems science with a focus on topics aligned with the New York State Earth science curriculum and master skills necessary to the inquiry process in the geosciences;
 - demonstrate insight into content-specific, inquiry-based learning experience and instructional techniques through metacognitive exercises and analysis coupled to content activities and fieldwork.
5. **Date of Departmental Approval:** 9 Oct 2012

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES
CURRICULUM CHANGE

- 1. Type of Change:** New Certificate Program (Expedited)*
Hegis #: 191400; Related Program Code: 34028

2. New Certificate Program: CERTIFICATE IN EARTH SCIENCE, 24 CREDITS

The Certificate in Earth Science is structured to provide a strong foundation in Earth science content. The program is intended for certified teachers of other science areas who plan to obtain a second certification in Earth Science as well as holders BA or BS degrees who seek a foundation in Earth science before applying to a Masters of Education program.

20 Credits in Required Courses

GEO 167 Earth Evolution (3 credits)
GEO 168 Earth Evolution Lab (1 credits)
GEO 228 Weather and Climate (3 credits)
GEO 229 Weather and Climate Lab (1 credits)
GEO 245 Earth Materials (4 credits)
GEO 301 Earth Science for Educators (4 credits)
AST 117 Astronomy of Stellar Systems (4 credits)

4 Credits to be chosen from the following:

GEO 236 Environmental Geology (4 credits)
GEO 340 Natural Hazards and Disasters (3 credits) and GEO 341 Natural Hazards and Disasters (1 credit)
GEO 345 Environmental Hydrology (4 credits)
GEO 350 Topics in Regional Geology and Mapping Techniques (4 credits)
GEO 448 Plate Tectonics (4 credits)

(Other courses may be substituted with department permission.)

- 3. Rationale:** The proposed 24-credit certificate program is intended for certified teachers of other science areas who plan to obtain a second certification in Earth Science as well as holders BA or BS degrees who seek a foundation in Earth science before applying to a Masters of Education program. Earth Science is currently and has been historically the science subject area with the greatest shortage of qualified, certified teachers in New York State and in the New York City Metropolitan Region. The proposed certificate content aligns with the conceptual framework set forth by the New York State Education Department (NYSED) for Teachers of Earth Science and with the Physical Science: Earth Science Core Curriculum for middle and high school. In addition, the proposed program will serve teachers seeking to fulfill the 175 hours of professional development per five-year period required by the New York State Education Department to maintain teacher certification.

- 4. Effect Outside Department:** None

5. Date of Department Approval: 9 Oct 2012

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



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 <i>Check program type</i>	<input checked="" type="checkbox"/> Certificate <input type="checkbox"/> Advanced Certificate
Institution name and address	Lehman College 250 Bedford Park Blvd West Bronx, NY 10468 <i>Additional information:</i> <ul style="list-style-type: none">▪ Specify campus where program will be offered, if other than the main campus: Main Campus▪ If any <i>courses</i> will be offered off campus, indicate the location and number of courses and credits: NA
Program title, credits, and proposed HEGIS code	Program title: Certificate in Earth Science Credits: 24 Proposed HEGIS code: 191400
Program format	Check all program scheduling and format features that apply: (See definitions) i) Format: <input type="checkbox"/> Day <input checked="" type="checkbox"/> Evening <input type="checkbox"/> Weekend <input type="checkbox"/> Evening/Weekend <input checked="" type="checkbox"/> Not Full-Time ii) Mode: <input checked="" type="checkbox"/> Standard <input type="checkbox"/> Independent Study <input type="checkbox"/> External <input type="checkbox"/> Accelerated <input type="checkbox"/> Distance Education* iii) Other: <input type="checkbox"/> Bilingual <input type="checkbox"/> 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: Major in Earth Science, B.A. 28-29 Credits; ESC-BA, 34028
Contact person for this proposal	Name and title: Heather Sloan, Associate Professor Telephone: 718-960-8008 Fax: 710-960-8584 E-mail: heather.sloan@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 and Senior Vice President of Academic Affairs
	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:

Certificate in Earth Science 24 Credits

The Certificate in Earth Science is structured to provide a strong foundation in Earth science content. The program is intended for certified teachers of other science areas who plan to obtain a second certification in Earth Science as well as holders BA or BS degrees who seek a foundation in Earth science before applying to a Masters of Education program.

20 Credits in Required Courses

- GEO 167 Earth Evolution (3 credits)
- GEO 168 Earth Evolution Lab (1 credits)
- GEO 201 Earth Science for Educators (4 credits)
- GEO 228 Weather and Climate (3 credits)
- GEO 229 Weather and Climate Lab (1 credits)
- GEO 245 Earth Materials (4 credits)
- AST 117 Astronomy of Stellar System (4 credits)

4 Credits to be chosen from the following:

- GEO 236 Environmental Geology (4 credits)
- GEO 340 Natural Hazards and Disasters (3 credits) and GEO 341 Natural Hazards and Disasters (1 credit)
- GEO 345 Environmental Hydrology (4 credits)
- GEO 350 Topics in Regional Geology and Mapping Techniques (4 credits)
- GEO 448 Plate Tectonics (4 credits)

(Other courses may be substituted with department permission.)

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

Answer: The proposed program will meet the educational needs or career objectives of two distinct groups of learners: certified teachers of other science subjects who wish to obtain a second certification to teach Earth science, and those making a career change that requires Earth science knowledge and skills. In addition, the proposed program will serve teachers seeking to fulfill the 175 hours of professional development per five-year period required by the New York State Education Department to maintain teacher certification.

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

Answer: The proposed certificate will serve the Bronx and surrounding communities by providing the means for teachers of other sciences to obtain professional development, science content knowledge, and credit hours required to qualify for a second certification in Earth Science, the area of greatest certified teacher shortage in science in the Bronx and New York City.

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

Answer: This program has been designed and developed by H. Sloan in consultation with EEGS Department Faculty listed in Table 2 of this form and following discussion with the Dean of the Division of Education, the Dean of Natural

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

and Social Sciences, and the Vice President for Admissions.

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

Answer: The Conceptual Framework for the Physical Sciences: Earth Science developed and published by the New York State Education Department was consulted. The content of the proposed Certificate was aligned with the content of this document to more effectively prepare teachers for the Content Specialty Exam in Earth Science a partial requirement for second certification in Earth Science.

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

Answer: We anticipate incoming cohorts of 12-15 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 Student	12	12	12	12	12
Total Number of Students	24	24	24	24	24

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.
The proposed Certificate Program will be scheduled as part-time in evening in order to accommodate in-service teachers. 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. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

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: Tenured or Tenure-track Faculty carrying a program load of at least 21 hours per academic year and Lecturer carrying a program load of at least 27 credits per academic year.

4. Financial Resources and Instructional Facilities

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

Answer:

Cost:

No additional/new personnel costs are anticipated.

No new laboratory or equipment is required.

No library costs are anticipated

An estimated cost of \$50 per student is anticipated for lab material and supplies: \$600.00 in the first year and \$1200.00 in each subsequent year.

No capital expenditures are required.

Revenue:

For a per credit rate of \$340.00, it is estimated that the proposed program will generate approximately \$32,640.00 in tuition revenue in the first year and \$65,280.00 in each following year.

Year 1: 12 students/year X 8 credits X \$340.00/credit = \$32,640.00/year

Year 2 and subsequent years: 24 students/year X 8 credits X \$340.00/credit = \$65,280.00/year

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: Identical to the institution's admission requirements.

- 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, certification and experience.

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

Answer: Students will be actively recruited from among science teachers in the Bronx and surrounding communities, within which there is a greater than average number of persons from groups historically underrepresented in Earth science.

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 Earth Science Program, H. Sloan. If and when the need for additional support arises, study groups meeting in faculty-guided sessions will be formed.

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: The majority of the courses required by the proposed Certificate Program are also included in the existing BA in Earth Science for which an assessment and evaluation plan currently exists. The proposed Certificate Program will be incorporated into this assessment plan. Assessment is carried out and reports made to the Office of Program Assessment every semester. Data from each assessment is shared with instructors in the program and is used to revise course curriculum and teaching as necessary.

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 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		Term: Spring 1	
Course Number & Title	Credits	Course Number & Title	Credits
GEO 167 Earth Evolution	3	GEO 301 Earth Science for Educators	4
GEO 168 Earth Evolution Lab	1	GEO 228 Weather and Climate	3
AST 136 Astronomy of Stellar Systems	4	GEO 229 Weather and Climate Lab	1
Term credit total:	8	Term credit total:	8
Term: Fall 2		Term: Spring 2	
Course Number & Title	Credits	Course Number & Title	Credits
GEO 245 Earth Materials	4		
GEO course to be chosen from the list below.	4		
Term credit total:	8	Term credit total:	

<p>Term:</p> <p>Course Number & Title</p>		<p>Term:</p> <p>Course Number & Title</p>	
<p>Program Totals:</p> <p>Credits: 24</p>		<p>4 credits to be chosen from the following:</p> <ul style="list-style-type: none"> GEO 236 Environmental Geology (4 credits) GEO 340 Natural Hazards and Disasters (3 credits) GEO 345 Environmental Hydrology (4 credits) GEO 350 Topics in Regional Geology and Mapping Techniques (4 credits) GEO 448 Plate Tectonics (4 credits) <p>(Other courses may be substituted for elective requirements with department permission.)</p>	

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 experiences; scholarly contributions, etc.
Heather Sloan Associate Professor Program Director	GEO 167 Earth Evolution 3cr	75%	Doctorate 1993 Marine Geophysics, University of Paris, France	Director of the Master of Science in Science Education Program, Department of Middle and high School Education, Lehman College, CUNY; 2000-2006
	GEO 168 Earth Evolution Laboratory 1cr			
	GEO 301 Earth Science for Educators (New)			
	GEO 448 Plate Tectonics 4 cr			
Yuri Gorokhovich Assistant Professor	GEO 245 Earth Materials 4cr	25%	PhD 1999 Earth and Environmental Sciences City University of New York	
Stefan Becker Professor Acting Dean	GEO 228 Weather and Climate 3cr	10%	Doctorate 1994 Climate Studies Justus-Liebig-University Giessen	
	GEO 229 Weather and Climate Lab 1cr			

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	0	0	0
Library	0	0	0
Laboratories and Equipment	0	0	0
Supplies & Expenses (Other Than Personal Service)	\$600.00	\$1200.00	\$1200.00
Capital Expenditures	0	0	0
Other	0	0	0
Total all	\$600.00	\$1200.00	\$1200.00

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

GEO 167 Earth Evolution. 3 hours, 3 credits.

Stages in the history of the Earth system. Fundamental geologic concepts, origin of the Earth, the ancient seas and their changing shorelines, the continents and mountains and the evolution of life on Earth as seen in the fossil record. PREREQ: Completion of the College requirement in mathematics; COREQ: GEO 168.

GEO 168 Earth Evolution Laboratory. 2 hours, 1 credit.

Study of important rocks and fossils, correlation and dating methods, interpretation of stratigraphic sections, case study reconstruction of geologic history. COREQ: GEO 167.

GEO (GEP) 228 Weather and Climate. 3 hours, 3 credits.

Introductory study of atmospheric processes and phenomena and the elements of weather and climate such as radiation, temperature, precipitation and humidity, air pressure and winds. A study of the world's climates, atmospheric circulation patterns, severe weather events (such as thunderstorms, tornadoes, and hurricanes), weather forecast, and climate change. COREQ: GEP 229. Note: GEO (GEP) 228 may be credited toward the Geology or the Geography or the Environmental Sciences major.

GEO (GEP) 229 Weather and Climate Laboratory. 2 hours, 1 credit.

Study of atmospheric processes and phenomena. Training in the use of weather instruments and interpretation of weather data. Exercises in weather forecasting. COREQ: GEP 228. Note: GEO (GEP) 228 may be credited toward the Geology or the Geography or the Environmental Sciences major.

GEO 245 Earth Materials 5 hours (3, lecture; 2, lab), 4 credits

Presentation of the fundamentals of mineralogy and petrology (igneous, metamorphic, sedimentary) with a focus on common rock-forming minerals, crystal structure, mineral and rock identification, soil, and water within the context of biogeochemical cycles. PREREQ: GEO 167 or 166 or 101.

GEO 236: Environmental Geology. 5 hours (3, lecture; 2, lab), 4 credits.

The geologic aspects of land and ocean use. Geological nature and control of water, sand, gravel, building sites, and recreational areas. Geological factors in both exploitation and conservation of the environment. PREREQ: GEO 100, GEO 101, GEO 166, or GEP 226.

GEO 340 Natural Hazards and Disasters: A Multidisciplinary Approach. 3 hours (3, lecture), 3 credits.

Natural hazards and disasters: origin, physical and social implications. Elements of geographic, geological, social and political analysis applied to risk estimation and mitigation and management. PREREQ: GEO 166 or GEO 101, plus the college mathematics requirement.

GEO 341: Natural Hazards and Disasters Laboratory. 2 hours, lab, 1 credit.

Lab supplements GEO 340 with designed exercises, simulations and critical review and analysis of current and historic disasters. Students will use statistical methods, interactive mapping software and case studies to learn technical skills and gain insight into complexity of disaster modeling, management and mitigation. COREQ: GEO 340.

GEO 345 Environmental Hydrology. 5 hours, 4 credits. Study of water dynamics below and above the Earth surface, ranging from large river systems to single drainage areas; global and local factors controlling water flow and storage, main hydrologic laws, equations and their solutions; application of hydrologic methods for environmental monitoring and protection, hydrologic design and planning.

GEO 350: Topics in Regional Geology and mapping Techniques 5 hours, 4 credits.

Geologic methods of field data investigation and analysis using Geographic Information Systems (GIS) and Global Positioning System (GPS) within the context of the local (regional) geological settings

GEO 448: Plate Tectonics 5 hours (3, lecture; 2, lab), 4 credits

Presentation of Plate Tectonics as a unifying theory, plate boundary characteristics, plate motion on a sphere, role of plate tectonic cycle in renewal of Earth's surface, and relation with other biogeochemical cycles. PREREQ: GEO 166 or 101 and 167.

AST 117 Astronomy of Stellar Systems 5 hours (3, lecture; 2, lab), 4 credits.

Stars, interstellar matter, and stellar systems. Pulsars and quasars. Introduction to modern theories of stellar evolution and cosmology.

Syllabus of New Course

Description:

GEO 301 Earth Science for Educators

5 hours, 4 credits. Earth system science: system components' origin, evolution, structure, and composition; biogeochemical processes. A hands-on, analytical approach to pedagogy linked content. Fieldwork is a requirement of this course.

Learning Objectives:

By the end of the course students will be expected to:

- demonstrate understanding of major concepts of Earth systems science with a focus on topics aligned with the New York State Earth science curriculum and master skills necessary to the inquiry process in the geosciences;
- demonstrate insight into content-specific, inquiry-based learning experience and instructional techniques through metacognitive exercises and analysis coupled to content activities and fieldwork;

Required Text, Equipment and Materials:

Dynamic Earth: An Introduction to Physical Geology 5th Edition, by B. J. Skinner, S. C. Porter, and J. Park, 2004, New York: John Wiley & Sons. ISBN 0-471-45157-6

Geology of New York: A Simplified Account, by Y. W. Isachsen, E. Landing, J. M. Lauber, L. V. Rickard, W. B. Rogers (eds.), 2nd Edition (2000). New York State Educational Leaflet No 28 Albany: The New York State Education Department.

Selected articles from geoscience journals (to be provided)

Field notebook, colored pencils, ruler, eraser, scissors, 10x hand lens, and compass

Course Requirements and Grading

- In Class Participation and Assignments – 20%
- Field Projects and Reports – 20%
- Midterm – 30%
- Final – 30%

Course Policies

Cell Phones

ABSOLUTELY NO CELL PHONES, beepers, or other electronic gadgets are permitted in class – that includes recharging. Visible cell phones will result in the subtraction of 1 point per sighting from your participation grade. It is not acceptable to leave during class to receive or make calls. Repeated cell phone use will result in your being asked to leave the class for the day. The only possible exception to this digital exclusion is a laptop computer – but ONLY for note taking. If you are found reading email or surfing a topic not related to the course, you will be asked to put it away the first time and to leave if it happens again.

Attendance

Attendance to class and fieldwork is required. Please do not be late. If, in the instructor's opinion, there is a legitimate reason that justifies absence or lateness, the instructor must be informed before class so that alternative arrangements may be made.

Missed Exams and Make-Ups

There will be no make-ups for missed exams. All times and dates for exams and quizzes are listed in the Course Schedule. It is your responsibility to avoid scheduling travel or appointments that might conflict with this schedule. If you cannot avoid missing an exam or quiz due to illness, for example, some accommodation may be possible provided you notify me ahead of time and you provide proper written excuse such as a doctor's note.

There will be no make-ups for in-class activities or laboratory exercises. If you miss an in-class activity or laboratory exercise, you are responsible for obtaining all the related materials and making sure you understand the concepts covered on your own.

Accommodating Disabilities

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, telephone number, 718-960-8441.

In the Classroom

Please arrive on time and be ready to participate at the start of class or lab. If you cannot avoid being a few minutes late, please enter quietly, causing as little disturbance as possible.

Please ask questions during class. When I ask the class a question, please be patient and wait to be called on – I usually wait a while to let people arrive at an answer before calling on someone.

An atmosphere of acceptance, respect, and engagement is absolutely required in the classroom.

Take responsibility for your learning – after all, no one else can learn for you. Your active engagement in lecture and lab activities is essential to your success in this course.

Fieldwork

Fieldwork is a requirement of this course. Three Saturday fieldtrips will be scheduled in the second half of the semester and will take place rain or shine. Fieldtrips meeting places and times will be given during class. Students must bring water and lunch, wear appropriate clothing and footwear, and be prepared to spend the day walking.

Academic Integrity

The high standard of academic integrity specified in the Lehman College Graduate Bulletin is upheld in this course. It is your responsibility to read and understand the Academic Integrity Policy that can be found in full in the Graduate Bulletin. Violations of the Academic Integrity Policy will not be tolerated. Violations typically take the form of cheating or plagiarism. Plagiarism is the presentation of another person's ideas, research, or writing as your own. At the very least violations of academic integrity will result in a grade of F or no credit for the assignment or exam in question and may result in more serious consequences. Please refer to the statement of Academic Integrity Policy in the Graduate Bulletin.

Course Outline

1. Introduction and Overview
2. Early History of the Earth
3. Earth System: Composition and Structure • Modeled Exercise: Earth Cycles
4. Plate Tectonics 1 • Modeled Exercises: Convective Flow, Analogue Model of Mantle Flow
5. Plate Tectonics 2 • Tectonic History of New York • Modeled Exercise: Isostasy • Homework

6. Minerals and Rocks • Modeled Exercise: Rock Identification
 8. Geologic History of New York City • Field Methods • Fieldtrip Prep
 7. Mountain Building • Bending & Breaking Rock • Modeled Exercise: Building Mountains
 9. NYC and Earthquake Hazard • Earthquakes • Modeled Exercise: Manipulative Demonstration of Concepts - Slinky • Field Report Writing
 10. Volcanoes
 11. Ocean and Atmosphere
 12. Climate and Climate Change
 13. Life on Earth (*and elsewhere???*)
- Field Trips: New York Botanical Gardens, Fort Tryon Park, Inwood Hill Park

Appendix I

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 ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites
2. **From:** ENW 210: Introduction to Creative Writing—Fiction, Poetry, and Playwriting. 3 hours, 3 credits. Reading, writing, and analyzing contemporary short fiction, poetry, and play writing, focusing on elements pertinent to each form. [PREREQ: ENG 120, or Departmental permission.]
3. **To:** ENW 210: Introduction to Creative Writing—Fiction, Poetry, and Playwriting. 3 hours, 3 credits. Reading, writing, and analyzing contemporary short fiction, poetry, and play-writing, focusing on elements pertinent to each form.
4. **Rationale:** Consistent with changes in curricular structures and in pedagogical thinking about the role of both creative and critical writing in undergraduate education, the Department seeks to open its introductory creative-writing course to a broad sampling of undergraduate students. Offering ENW 210 without prerequisites ensures that all interested students have the opportunity to develop the reading, writing, and editing skills required for effective creative expression in multiple genres.
5. **Date of English Department approval:** October 24, 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

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

1. **Type of Change:** Degree Requirement, Admission Requirement Program Requirements for Undergraduate Secondary Teacher Education – for Art, English, Foreign Language, Health, Mathematics, Science
2. **From:**

Program Requirements for Undergraduate Secondary Teacher Education (Art, English, Foreign Language, Health, Mathematics, **[Music,]** Science)

Certification Sequence

Sequences have been designed for students wishing certification in the academic subject areas of English, foreign language, mathematics, science, and social studies, and for students in other subject areas.

To enroll in a special methods course, the student must have completed 60 undergraduate credits (or have earned an associate's degree) and must have declared a major in a certification area.

To enter student teaching, students must have passed the teaching of a subject course with a minimum grade of B and have indices of 3.0 in education and 2.7 in the major. For an institutional recommendation for State certification, students must have earned a B or above in student teaching and must have completed the College/State-approved sequence for the respective subject area.

Students must complete the appropriate subject area method courses (ESC 410-462). To register for these courses, ESC 301, 302, 429, and 409 must be completed with a combined index of 3.0 or better; an overall index of 2.7 must be maintained; and scores must be submitted on the NYS LAST Teacher Certification examination. In addition, at least 50 percent of the requirements for the major in the area of certification must be completed.

Students must complete ESC 470 (Student Teaching in the Middle Grades and High School Grades), ESC 463 (Special Needs Students) and ESC 471 (Student Teaching Seminar) and submit their scores on the NYS ATS-W and CST to the Office of Teacher Certification.

3. To:

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

Certification Sequence

Sequences have been designed for students wishing certification in the academic subject areas of English, foreign language, mathematics, science, and social studies, and for students in other subject areas.

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To enter student teaching, students must have passed the teaching of a subject course with a minimum grade of B and have indices of 3.0 in education and 2.7 in the major. For an institutional recommendation for State certification, students must have earned a B or above in student teaching and must have completed the College/State-approved sequence for the respective subject area.

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Students must complete ESC 470 (Student Teaching in the Middle Grades and High School Grades), ESC 463 (Special Needs Students) and ESC 471 (Student Teaching Seminar) and submit their scores on the NYS ATS-W and CST to the Office of Teacher Certification.

4. Rationale:

Department of Music does not offer an undergraduate degree program leading to teacher certification. Therefore, "Music" should be deleted from the original proposal.

5. Date of departmental approval: November 21, 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

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

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

2. **From:**

Program Requirements for Undergraduate Secondary Teacher Education (Art, English, Foreign Language, Health, Mathematics, **[Music,]** 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 470 (Student Teaching)
- 3 ESC 471 (Student Teaching Seminar)

*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 410-462).
- To be eligible to enroll in Student Teaching (ESC 470) and ESC 471 (Student Teaching Seminar) 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 ESC 463 (to be taken during student teaching) and ESC 471 (Student Teaching Seminar) with a grade of 3.0 or higher in each course
4. Complete the major in the area of certification with an overall index of 2.7 or better.
5. Complete all degree requirements with an overall college index of 2.7 or better.
6. Complete one year of college-level study of a language other than English.
7. Complete two State-mandated workshops on (a) Child Abuse Identification and Reporting and (b) School Violence Intervention and Prevention.
8. Complete all required NYS liberal arts and science requirements.
9. Individuals seeking certification in foreign languages must submit scores for the ACTFL OPI (oral proficiency interview).

Additional requirements for undergraduate Middle School and High School Teacher Candidates in Social Studies:

Entrance Requirements

1. Declare a major in History
2. Meet with social studies education program coordinator.

Continuation and Exit Requirement

Successfully complete at least one 3-credit undergraduate course in each of the following social science areas: Anthropology, Sociology, Geography, Political science, Economics, and Psychology

1. **To:**

Program Requirements for 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 470 (Student Teaching)
- 3 ESC 471 (Student Teaching Seminar)

*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:

6. File an application with the undergraduate advisor in the Department of Middle and High School Education;
7. 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);
8. Have an overall college index of 2.7;
9. Complete Eng 120 and COM 100 with a grade of 3.0 or better or an alternate course chosen in consultation with the advisor.
10. Must have declared a major in the area of certification.

After entering the program, students must:

4. Consult with an education adviser;
5. Submit scores on the NYS LAST Teacher Certification examination;

6. Complete the appropriate subject area method course(s) (ESC 410-462). To be eligible to enroll in Student Teaching (ESC 470) and ESC 471 (Student Teaching Seminar) students must:

5. Complete all education courses with a combined index of 3.0 or better.
6. Complete each Education methods course with a 3.0 or better.
7. Submit scores on the NYS ATS-W, and CST Teacher Certification Examinations to the certification officer.
8. 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:

10. Complete all course requirements as outlined above.
11. Complete student teaching with a grade of B or better.
12. Complete ESC 463 (to be taken during student teaching) and ESC 471 (Student Teaching Seminar) with a grade of 3.0 or higher in each course
13. Complete the major in the area of certification with an overall index of 2.7 or better.
14. Complete all degree requirements with an overall college index of 2.7 or better.
15. Complete one year of college-level study of a language other than English.
16. Complete two State-mandated workshops on (a) Child Abuse Identification and Reporting and (b) School Violence Intervention and Prevention.
17. Complete all required NYS liberal arts and science requirements.
18. Individuals seeking certification in foreign languages must submit scores for the ACTFL OPI (oral proficiency interview).

Additional requirements for undergraduate Middle School and High School Teacher Candidates in Social Studies:

Entrance Requirements

1. Declare a major in History
2. Meet with social studies education program coordinator.

Continuation and Exit Requirement

Successfully complete at least one 3-credit undergraduate course in each of the following social science areas: Anthropology, Sociology, Geography, Political science, Economics, and Psychology

4. Rationale:

The Department of Music does not offer an undergraduate degree program leading to teacher certification. Therefore, "Music" should be deleted from the original proposal.

5. Date of departmental approval: November 21, 2012

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

Department of Middle and High School Education

Curriculum Change

Hegis # 2205.00

Program Code: 31964

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

2. **From:**

Program Requirements for Undergraduate Secondary Teacher Education in Social Studies

Students majoring in History who are interested in getting their certification in teaching social studies at the secondary level can take the following sequence of required courses in addition to required courses for their History major. Upon successful completion, the students will be recommended by Lehman College for certification by the New York State Department of Education.

Required Courses: **[41]** credits in total

[23] credits in the following required ESC courses:

3 credits in ESC 301: Psychological Foundations of Education

3 credits in ESC 302: Historical Foundations of Education

3 credits in ESC 429: Language, Literacy, and Technology

4 credits in ESC 433: Teaching World History to Middle and High School Students

4 credits in ESC 434: Teaching U.S. History to Middle and High School Students

3 credits in ESC 470: Supervised Student Teaching

3 credits in ESC 463: Special Needs Students

3 credits in ESC 471: Student Teaching Seminar

18 credits: One undergraduate course in each of the following social science areas:

3 credits: Anthropology

3 credits: Sociology

3 credits: Geography

3 credits: Political science

3 credits: Economics

3 credits: Psychology

Courses must be chosen in consultation with the coordinator of the social studies program.

Entrance, Continuation, and Exit Conditions

To enter the program, students must:

1. Pass all CUNY skills tests.
2. Pass COM 100 with a grade of B or better.
3. Declare a major in History.
4. Meet with the social studies program education coordinator.

To continue in the program, students must:

1. Complete all courses with a combined index of 2.7 or better.
1. Complete ESC 433 and ESC 434 with a combined index of 3.0 or better.
2. Take LAST, TS-W, and CST exams and submit scores to the Office of the Dean of Education.
3. Take one course in each the following social science disciplines: political science, economics, geography, psychology, sociology, and anthropology.
4. Complete ESC 470 (Student Teaching in the Middle Grades and High School Grades), ESC 463 (Special Needs Students), and ESC 471 (Student Teaching Seminar)

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

1. Complete all course requirements as outlined above.
2. Complete student teaching with a grade of B or better in each course.
3. Complete the major in the area of certification with an index of 2.7 or better.
4. Complete all degree requirements with an 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 arts and science requirements.
8. Individuals seeking certification in foreign languages must submit scores from the ACTF.

3. To:

Program Requirements for Undergraduate Secondary Teacher Education in Social Studies

Students majoring in History who are interested in getting their certification in teaching social studies at the secondary level can take the following sequence of required courses in addition to required courses for their History major. Upon successful completion, the students will be recommended by Lehman College for certification by the New York State Department of Education.

Required Courses: 44 credits in total

26 credits in the following required ESC courses:

- 3 credits in ESC 301: Psychological Foundations of Education
- 3 credits in ESC 302: Historical Foundations of Education
- 3 credits in ESC 429: Language, Literacy, and Technology
- 4 credits in ESC 433: Teaching World History to Middle and High School Students
- 4 credits in ESC 434: Teaching U.S. History to Middle and High School Students
- 3 credits in ESC 470: Supervised Student Teaching
- 3 credits in ESC 463: Special Needs Students
- 3 credits in ESC 471: Student Teaching Seminar

18 credits: One undergraduate course in each of the following social science areas:

- 3 credits: Anthropology
- 3 credits: Sociology
- 3 credits: Geography
- 3 credits: Political science
- 3 credits: Economics
- 3 credits: Psychology

Courses must be chosen in consultation with the coordinator of the social studies program.

Entrance, Continuation, and Exit Conditions

To enter the program, students must:

1. Pass all CUNY skills tests.
2. Pass COM 100 with a grade of B or better.
3. Declare a major in History.
4. Meet with the social studies program education coordinator.

To continue in the program, students must:

1. Complete all courses with a combined index of 2.7 or better.
2. Complete ESC 433 and ESC 434 with a combined index of 3.0 or better.
3. Take LAST, TS-W, and CST exams and submit scores to the Office of the Dean of Education.
4. Take one course in each the following social science disciplines: political science, economics, geography, psychology, sociology, and anthropology.
5. Complete ESC 470 (Student Teaching in the Middle Grades and High School Grades), ESC 463 (Special Needs Students), and ESC 471 (Student Teaching Seminar)

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

1. Complete all course requirements as outlined above.
2. Complete student teaching with a grade of B or better in each course.
3. Complete the major in the area of certification with an index of 2.7 or better.
4. Complete all degree requirements with an 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 arts and science requirements.
8. Individuals seeking certification in foreign languages must submit scores from the ACTF.

4. **Rationale:**

The number of credits for the program as well as the total number of ESC credits was tallied incorrectly. The total number of credits should be 44 and the total number of ESC credits should be 26. The number of credits was upped to 44 because an additional course was added to the major and not counted in the original credit tally.

5. **Date of departmental approval:** November 21, 2012

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

1. **Type of change:** Experimental course
2. **Course Description:** SOC 352: Selected Topics in Social Research. 4 hours, 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 is our beginning methods of social research course and 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:** Dec. 5, 2012

Attachment III

Lehman College Senate
Library, Technology & Telecommunications Committee
January 30th, 2013

1. Meeting was held Wednesday January 30 at 11 AM.
2. Election of new chair. Committee voted on Stefanie Havelka for new chair as follows:
4- yes, 0 - no, 4- no. Stefanie Havelka thanked committee.
3. Library Updates:
 - a. IT HelpDesk Center has satellite desk in library for first two weeks. Library, Librarians and students are very pleased with it.
 - b. Macs in the reference area have been updated two current operating system
 - c. 4 of library group study rooms on the third floor have been upgraded and include now multimedia technology (screens, input devices etc.)
 - d. iPads: 24 ipads2 will be 1 day in house loans. 14 iPads can be reserved for information literacy teaching (on day advance notification needed).
Circulating iPads: 10 of the 24 iPads 2s will be 2 day outside loans
Aleph (the library catalog) now has a mobile version developed by 57street. Library will include this version shortly in mobile library.
 - e. New copyright committee to ensure copyright standards among CUNY libraries
4. IT Update:
 - a. Student portal will be released in spring, similar to Lehman connect portal for faculty
 - b. College's new media asset repository, Digital Connect (Media Core) will be released (similar to YouTube)
 - c. Express computer stations will be set up in library, IT center and Student Life building
 - d. WIFI: currently working on finishing up the upgrade to new management system to manage access points. IT is also working on complete new WiFi setup where students and faculty only have to logon with their device ones and then device will remain network setup forever.
 - e. WIFI outdoor set up in spring
5. Tech fee proposals:
 - a. Due on February 6:
6. Other News:
 - a. Library will collaborate with IT on tech fee proposal
 - b. Lehman online class offering website will be re-designed
 - c. Proposal for new faculty professional development website for online education
7. Committee will set up Lehman Connect team site and meetings will be held every month on Monday (a week before senate meeting).
8. Thanks to outgoing chair Jim Carney for his work and support.

Respectfully submitted
January 30th, 2013

Stefanie Havelka, Committee Chair