

LEHMAN COLLEGE

The City University of New York

Lehman College Senate Meeting

Wednesday, October 17, 2007 at 2:00 P.M.

Carman Hall B-04

AGENDA

1. Approval of the minutes of the Senate Meeting of September 26, 2007
2. Announcements and Communications:
 - a. President Ricardo R. Fernández
 - b. Representative of the Student Conference
3. Reports of Standing Committees:
 - a. Governance: Prof. Duane Tananbaum
 - b. Admissions, Evaluations and Academic Standards: Prof. Kevin Sailor
 - c. Undergraduate Curriculum: Prof. Barbara Jacobson
 - d. Graduate Studies: Prof. Timothy Alborn
 - e. Academic Freedom: Prof. Rosalind Carey
 - f. Library, Technology, and Telecommunication: Mr. James Carney
 - g. Campus Life and Facilities: Prof. Elhum Haghghat
 - h. Budget and Long Range Planning: Prof. Eric Delson
 - i. University Faculty Senate: Prof. Manfred Philipp
4. Old Business: None
5. New Business:
 - Resolution regarding the language of tiering and proposed changes in admissions policies for freshmen students
 - Resolution on the Iraq War

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**Minutes of
The Lehman College Senate Meeting
Wednesday, September 26, 2007**

21 **Senators Present:**

Alborn, T.; Bailey, M.; Banoum, B.; Barnes, C.; Bonastia, C.;
Boone, R.; Brown, K.; Bullaro, G.; Calvet, L.; Carey, R.;
Chowdhury, N.; Decker, C.; DiPaolo, M.; Dixon, S.; Domínguez, A.;
Efthymious, J.; Fernández, R.; Fiol-Matta, L.; Fleitas, J.; Fletcher, D.;
Folsom, C.; Georges, C.; Gottlieb, M.; Graulau, J.; Haghighat, E.;
Happaney, K.; Harushimana, I.; Holloway, J.; Jacobson, B.; Jafari, M.;
Johnson, A.; Joseph, R.; Kleiman, S.; Kulagina, K.; Kunstler, R.;
Levitt, J.; Lopez, M.; Lowenstein, D.; Magdaleno, J.; Marianetti, M.;
Matthews, E.; Merzel, C.; Mineka, J.; Morales-Díaz, A.; Munch, J.;
O'Hanlon, T.; Pant, H.; Papazian, M.; Perry-Ryder, G.; Philipp, M.;
Pierre, K.; Polirstok, S.; Prohaska, V.; Qian, G.; Ramos, R.; Reid, A.;
Rice, A.; Sailor, K.; Silverman, H.; Tananbaum, D.; Tilley, J.;
Tramontano, W.; Trimboli, S.; Troy, R.; Tsiamtsiouris, J.; Verdejo, V.;
Voge, S.; Whittaker, R.; Wilder, E.; Xia, Z.; Zucchetto, V.; Zuss, M.;
Zwiren, M.

22 **Senators Absent:**

Afrani, D.; Ajasin, G.; Albelda, A.; Amaechi, C.; Biggs, J.; Clark, D.;
Daci, H.; DeRoo, Z.; Enweronye-Okiro, P.; Esteves, C.; Ezeh, S.;
Feinerman, R.; Garanin, D.; Gonzalez, M.; Hsueh, T.; Hurley, D.;
Jervis, J.; Jones, L.; Khalili, J.; Lacson, J.; Mazza, C.; Myrie, D.;
Negron, V.; Niedt, P.; Palaj, M.; Rose, J.; Salvatore, R.; Sanford, V.;
Swinton, S.; Tabachnikov, A.; Tegeder, D.; Totti, X.; Watson-Turner, S.;
Wheeler, D.; Williams, L.

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29 President Ricardo Fernández called the meeting to order at 2:10 p.m.

30 **Minutes Adopted**

31 A motion was made and seconded to adopt the minutes of the Senate
32 meeting of May 16, 2007. The minutes were unanimously approved.
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34 **Announcements and Communication**

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36 **President Ricardo R. Fernández-**

- 37 1. A point of order was raised from the floor by Prof. John Mineka who said he had
38 submitted a resolution on the Iraq war that was not on the agenda. President Fernández
39 advised him that resolutions have to be submitted two weeks prior to a meeting.
40 2. President Fernández welcomed everyone to the new academic year, faculty and others.
41 There will be a great deal of activities this year, within the City University, with a

42 number of changes being proposed. There's also a Commission that the Governor has
43 appointed that will make a series of recommendations on higher education within three
44 months. This will become part of the agenda for the Governor and the budget for next
45 year. Beyond that, we will launch what President Fernández expects will be an ambitious
46 CUNY COMPACT III request, which will include a significant number of lines and
47 much needed resources.

48 3. The President requested floor rights for Dr. Luis G. Pedraja, a guest from the Middle
49 States Association. Dr. Pedraja met with the President, Provost and others today, in
50 connection with the Middle States Review of the College.

51 Dr. Pedraja presented a brief review of the accreditation process. He explained that
52 regional accreditation associations started in the United States in the early part of the
53 twentieth century. Universities came together to identify what standards they wanted to
54 hold in common to make it easier for degrees and grades to transfer from one institution
55 to another. In time universities developed a set of standards they wanted to live by to
56 maintain the quality and integrity of higher education in the United States. What does that
57 mean, he asked, especially for students, faculty, and administrators? First, it says the
58 degree means something. You often hear of students whose degrees are from non-
59 accredited schools, and they then have difficulties in being accepted in the work place.
60 Their degrees are not recognized. Accreditation means that your degree is recognized and
61 valued and enables you to get such benefits as student loans. All Title IV funding
62 requires a school to be accredited. There are six regions in the United States with Middle
63 States being the third largest. It accredits all the universities and colleges in New York,
64 New Jersey, Maryland, Pennsylvania, Delaware, the District of Columbia, Puerto Rico
65 and the Virgin Islands. What are standards about? Dr. Pedraja said the Association has
66 fourteen standards that range from faculty, general education and educational offerings.
67 More information can be found on the web site: www.msche.org. Middle States looks at
68 an institution through the lens its mission statement. If the mission is to train nuns, that's
69 one situation. If the mission is to train students for a bachelor of arts or a bachelor of
70 sciences, that's another situation. The standards are a little more flexible than they used to
71 be. Middle States does not look at structure but at function. Does a school function in a
72 way it should? An emphasis is placed on assessment. Formerly, the emphasis was on
73 institutional effectiveness. In other words, if a school had all the resources and good
74 faculty and library, would students come to learn? Unfortunately, this is not the case.

75 Students have different learning styles. Now the Association is asking: how do you know
76 the students have learned what you say they've learned? What objective measures do you
77 have in place to determine that, at the course level, at the department level, and
78 institutional level, it all works? That becomes an important part of what the Association
79 looks for in accreditation. The Association also looks at faculty and general education.

80 The Association is now starting to look at Lehman---a process that takes place every ten
81 years. Next fall the chair of the visiting team will come, and in the spring of '09 there will
82 be a full team visit with peer evaluators who will look at Lehman's self-study and give
83 the college feedback.

84 4. President Fernández noted that the chair of the Senate needed to be elected. This is the
85 person who chairs this meeting in the absence of the President. Nominated, seconded and
86 approved was Prof. Alicia Georges, of the Department of Nursing, who previously
87 fulfilled this function.

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89 **b. Student Conference-**

90 1. Student Chair Alfred Domínguez, a senior at Lehman College, expressed his
91 commitment to the College. Though he will graduate in December, he fully expects that
92 he will continue to be involved with Lehman. On September 19, the Student Conference
93 had its first meeting and discussed several initiatives for the coming year. First are the
94 graduation issues: the Conference feels that students need to be recognized at graduation
95 by calling at least the names and recognizing those students participating in student
96 government. The group would like to see two separate graduations (graduate and
97 undergraduate) a year instead of just one. The next initiative relates to longer hours for
98 the library; Lehman has shorter library hours than other CUNY campuses. Also proposed
99 is replacing social security numbers as identification numbers. As for transcript fees, the
100 students say they are too high. The last item discussed at the Student Conference meeting
101 was information dissemination. Last semester we had a successful Student Conference
102 Day, and we would like to repeat it. And, Mr. Domínguez added, we would like to make
103 our presence known in classes. Sometime next month we intend to have a Volunteer Day
104 to help benefit the campus, whether it is racking leaves or painting the benches, or
105 anything that shows we are committed to our school.

106 2. The next meeting will be from 3 to 5 p.m. on October 3 in Room 313 in the Music
107 Building.

REPORTS OF THE STANDING COMMITTEES-

a. Committee on Governance-

1. Prof. Vincent Prohaska indicated that half of the Governance Committee has to be elected at this meeting. There are currently five faculty members: Prof. Prohaska, Prof. Duane Tananbaum, Prof. James Jervis, Prof. Manfred Philipp, and Prof. Rosalind Carey. Three of the terms have expired: Prof. Prohaska, Prof. Duane Tananbaum, and Prof. James Jervis. So we need to either re-elect or replace. Prof. Prohaska nominated three people: Prof. Duane Tananbaum, Prof. James Jervis, and Prof. Marie Marianetti to serve on the Governance Committee. All were approved. Next, there was a faculty vacancy to fill on the Academic Freedom Committee. The Governance Committee nominated Dr. Robert Valentine of the History Department to replace Prof. Heather Sloan. The motion was seconded and passed. A vacancy was open on the Library, Technology and Telecommunications Committee. Nominated by the Governance Committee was Prof. Patricia Cockram of the English Department and nominated from the floor was Prof. Vassilios Gargalas, of the Department of Economics, Accounting and Business Administration. A ballot vote was taken and Prof. Patricia Cockram was elected.

2. Chair Alfred Domínguez of the Student Conference submitted a list of student nominees for the various Senate standing committees: Undergraduate Curriculum: Sonica Dixon, Lyda Williams, Ksenia Kulagina, Araceli Morales-Díaz, Mickaela Chase, and Rona Kashish. Graduate Studies: Colleen Murphy. Academic Freedom: Kadian Brown, Nusrat Chowdhury and Mohamed Ayub. Governance: Alfred Domínguez, Kendra Pierre, Jenniffer Efthymious, and Nusrat Chowdury. Campus Life and Facilities: Melisa Bailey, Kendra Pierre, Jenniffer Efthymious, and Araceli Morales-Díaz. Library, Technology and Communications: Rovna-Lyn Joseph, Vered Albelda and Randy Polanco. Budget and Long Range Planning: Alfred Domínguez, Nusrat Chowdhury, Vered Albelda, Alan González and Ravi Rampersaud. The list was approved as a slate by the Senate.

b. Committee on Admissions, Evaluations and Academic Standards-

Prof. Kevin Sailor said that Committee meetings will typically be held at 1 p.m. on Tuesdays and sometimes, alternately on Wednesdays at 2 p.m. The Committee will meet next on October 2 and plans to take up some continuing business from last semester. One

140 of the issues to be examined concerns final exams for seniors; two policies are now in
141 place.

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143 c. **Undergraduate Curriculum –**

144 There was no report.

145 d. **Committee on Graduate Studies-**

146 There was no report.

147 e. **Committee on Academic Freedom-**

148 There was no report.

149 f. **Committee on the Library, Technology and Telecommunications-**

150 1. Prof. Esther Wilder reported two issues that have been the focus of the Committee.
151 The first one is the College's print management system, and the second is the student
152 technology survey.

153 2. The print management requires students to log on to their Lehman email accounts to
154 print in color and to copy. For the time being students do not need to log in to print in
155 black and white. The system has presented many problems especially for the reference
156 librarians because much of their time has been spent explaining to students how to
157 activate their Lehman email accounts and how to set up print system accounts and pin
158 numbers. Even though students do not need to go through the print management system
159 in order to print in black and white, the current system still has presented many
160 problems. (At the same time, the decision to remove black and white printing from the
161 print management system has eased the burden on library faculty.) Earlier this summer,
162 the LT&T Committee members met with staff from Media Relations and with Student
163 Services to discuss ways to overcome some of these problems. The group felt it would
164 be helpful if students became more aware of the importance of activating their Lehman
165 email accounts and discussed some strategies to encourage this. More recently, the
166 Library has been pursuing strategies to make this system run more efficiently. In order
167 to relieve reference librarians from the burden of spending so much time explaining the
168 new system to students, one of the multi-function printers that is close to the reference
169 desk is being relocated downstairs. Student workers will be available in the library to
170 help students use the print management system. Nonetheless, problems remain and the
171 print management system has been a burden for both faculty at the Library as well as

172 staff at the IT Center. At the same time, it is worth noting that the system has cut down
173 on paper wastage, which was one of the original objectives. As previously noted,
174 students need to jump through a variety of hoops in order to copy and print in color with
175 this new system. Library faculty and staff have also been disillusioned with the vendor,
176 OCS (Output Control Software) that provided the system. For example, they said they
177 would provide online instructions, but they never came. As a result, the Library provided
178 written instructions. Meanwhile, problems continue. In short, the librarians have
179 described the print management system as “unworkable and burdensome.”

180 3. Last year the Senate passed a resolution to have faculty and student surveys staggered at
181 two-year intervals. The Committee decided it would begin this year with a Student
182 Technology Survey and then have a Faculty Technology Survey two years from now. At
183 the last LT&T meeting, a review was made of a variety of technology surveys that had
184 been carried out at other schools and appointed a student technology subcommittee to
185 prepare a draft survey. It was decided that this survey should be sufficiently short to
186 encourage student response. Moreover, its intent is to focus on ways that students might
187 want to see resources spent to improve the technology infrastructure on campus. It was
188 also decided that the survey should be developed, keeping in mind the goals of the college
189 in terms of developing the IT infrastructure. Unfortunately, at the last meeting no student
190 members of the committee were present (although one observer came). The Committee
191 certainly would benefit from more student input in developing such a survey. In any case,
192 if anyone (student or faculty) has any ideas about the kinds of question they would like to
193 see included, please contact Prof. David Fletcher at David.Fletcher@lehman.cuny.edu
194 or Mr. James Carney at James.Carney@lehman.cuny.edu.

195 4. The next meeting of the LT&T Committee will be from 12 to 1:30 p.m. on October 16.

196 **g. Committee on Campus Life and Facilities-**

197 Prof. Elhum Haghighat did not have a report but did have announcements. The
198 Committee’s first meeting will be held on the same day as the next Senate meeting, at
199 3:30 p.m. on Wednesday, October 17 in Shuster Hall, Room 325. For the information of
200 the Senate, there was a wonderful article in Lehman Lightning about the new science
201 facility. A copy was left outside the auditorium on the table.

202 **h. Committee on Budget and Long-Range Planning-**

203 There was no report.

204 i. University Faculty Senate-

205 1. Prof. Manfred Phillip reported on the Plenary meeting last night. There were a couple of
206 resolutions. One was on faculty authority to set admission standards. Over the summer
207 there was considerable press coverage on CUNY standards. The resulting resolution
208 affirmed the rights of college senates and faculty councils to set admission standards in
209 accordance with each college's governance plan. The second resolution was on faculty
210 hiring. It has to do with the need or lack of departmental P and B approval for adjunct
211 hiring. The University Faculty Senate affirms the plain meaning of the bylaws and insists
212 that this right and responsibility of P and B not be compromised.

213 2. At the June meeting the Board of Trustees, a new policy was passed on research
214 misconduct. It had been presented without advance notice. On the Governor's
215 Commission on Higher Education, that Commission has met on the City College campus
216 to the exclusion of the public. Contact has been made with the senior adviser to Governor
217 Spitzer to discuss the work of the Commission, and how it will affect CUNY and SUNY.
218 It was clear that the Commission will concentrate mainly on SUNY and to a lesser degree
219 on CUNY. It will be beneficial to CUNY if the Commission endorses the CUNY
220 COMPACT, and there are indications it will do so. The Governor's adviser plans to visit
221 every CUNY and SUNY campus and hold conversations with the campus communities,
222 which means he'll be coming to Lehman.

223 3. The National Science doctoral program restructuring, which has been in the works
224 for several years continues, and it looks like it will continue several more years, possibly
225 until 2009.

226 4. The University Faculty Senate fall conference on testing and standardized
227 evaluations will be held on November 9.

228 5. The SUNY Academy of Humanities and Sciences will have its higher education
229 seminar on October 5 with the authors of a new book, "Passing the Torch," on what
230 happened to open admissions. The authors are Paul Atwell and David E. Lavin.

231 6. Undergraduate admission numbers were presented to the CUNY Board of
232 Trustees on Monday. They show that CUNY is changing fairly quickly in its
233 ethnic structure and makeup. The large increases are with Hispanic students for
234 the senior colleges, but most of all with the Asian and Pacific Islander students.
235 Declining numbers are with blacks and to a small extent with whites. A decrease
236 is also registered with Native Americans and Native Alaskans, who are

237 represented in small numbers. In all categories, absolute numbers are increasing;
238 the ratios and proportions have changed.

239

240 Noting the new technology that the Senate meeting room was equipped with, President
241 Fernández invited Mr. Jerry Barnard to demonstrate some of the new electronic
242 capabilities which may be utilized in future presentations in the Senate. Mr. Barnard then
243 gave a demonstration of the new system that was installed for audio and video. There is a
244 similar system in the other lecture hall in Carman Hall. When the system is turned on, the
245 screen automatically comes down. Such things as motion pictures can be controlled and
246 projected from the podium. Lighting is sufficient so that it's possible to write and take
247 notes. It's also possible to make a laptop insertion into the system, which would then
248 appear on the screen. An input from an iPod or a video can also be put into the system,
249 and a dual power projector is in the system so one thing can be projected on one side and
250 something else on the other.

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ADJOURNMENT

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The meeting was adjourned at 3:50 p.m.

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Respectfully submitted,



Esdras Tulier

**Report from the Committee of Admissions, Evaluations, and
Academic Standards**

The committee recommends the following final examination policy be rescinded. Although a quorum was not present, this recommendation reflects the unanimous opinion of those present.

“A graduating senior may be exempted from a final examination if the policy of the department or program is to exempt graduating seniors from final examinations”

New Course

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ART

CURRICULUM CHANGE

1. Type of change: New Course**2. Course Description:**

ART 109, Observation and the Visual Experience, 3 hours, 3 credits
Introduction to the techniques, concepts, history and aesthetic elements of observational drawing as a means of recording and reflecting upon experience.

3. Rationale:

Drawing is way of demonstrating an understanding of the visible world; it is the result of intense looking and thinking. Students will keep sketchbooks throughout the semester as a journaling exercise, as they learn to 'think on paper'. Lectures will present historical and contemporary examples of drawing as both a means of conceptualization and as fully realized visual statements. Drawing exercises will emphasize accurate perception of objects in space, building skills that will allow students a deeper understanding of visual sense data, as well as the ability to construct their own increasingly complex images. Verbal critiques of these exercises will foster oral expression as students describe the successes and failures of the drawings produced by the class. Exhibition reviews and formal analysis essays will require students to look carefully at drawings made by professional artists and describe that experience verbally. The course will provide a solid foundation in the theory and practice of drawing.

4. Academic Objectives and Justification for the Course:

The aim of this course is to introduce students to the basic techniques of representational drawing while emphasizing its role in recording and interpreting experience. This will be accomplished through written assignments and in-class discussion as well as drawing exercises, in order to enrich studio practice by verbal communication and reflection on historical precedents. A typical class meeting will consist of one hour of lecture, one hour of working on drawing assignments, and one hour of critique and discussion.

5. Syllabus/Sample Text: Syllabus:

1. Artists' sketchbooks, Renaissance to the present — Gesture and contour
2. Form and perception — Negative space drawing
3. Modes of representation: Perspective — Bedroom drawing I & II
4. Techniques of representation: Mass — Weight and modeled drawing
5. Exhibition review I
6. Techniques of representation: Value — Light and shade drawing

7. Modes of representation: Reification — Invented forms
8. Essay: Formal Analysis
9. Interpreting the Self — Self-portrait drawing
10. Constructing identity — Portrait drawings of classmates
11. Mood and Narrative — Bedroom drawing III
12. Exhibition review II

6. Effect on Curriculum Offering Outside of the Departments: None.

7. Faculty: The course will be taught by faculty members currently in the department.

8. Estimated Enrollment and Frequency: 20 students per semester, once a year.

9. Date of Departmental Approval: 9/28/07

New Course

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ART

CURRICULUM CHANGE

1. Type of change: New Course**2. Course Description:****ART 110, Elements of Visual Communication, 3 hours, 3 credits**

Introduction to the techniques, concepts, history and aesthetic elements of two-dimensional design as a means of visual communication.

3. Rationale:

Design is the opposite of chance; it is a conscious organization of elements. The goal is for students to become active agents in this decision-making process. Lectures will illustrate critical thinking in the design process, using historical and contemporary examples. Design projects will allow students to test the theories presented in lectures as well as giving them vital hands-on art experience. Critiques will serve to make students accountable for decisions they make in the development of design projects, and require that they articulate their ideas verbally. The formal analysis essay and the oral presentation will further develop these skills, by requiring students to translate visual information into words and to present their own historical research to the class. By the end, students will have a critical understanding of visual communication in a variety of media, and a solid foundation in the theory and practice of design.

4. Academic Objectives and Justification for the Course:

Students will learn effective communication in visual media through lectures, design projects, dialogue/critiques, written analyses and an oral presentation. A typical class meeting will consist of one hour of lecture, one hour of working on design projects, and one hour of critique and discussion. Students will think critically about the formal aspects of their environment and develop the means to express their ideas in the language of design.

5. Syllabus/Sample Text: Syllabus:

1. Line — Descriptive line
2. Line — Division of ground plane
3. Shape — Rectilinear, organic, composite, positive and negative/Metamorphosis
4. Space — Research historical modes of representing spatial relationships
5. Space — Construction of pictorial space
6. Texture — Tactile vs. visual, invented creature
7. Essay: Formal analysis

8. Value — 10-step scale/Old Master study

9. Color — Interaction of color

10. Color — Four Seasons

11. Composition — Compare, contrast, convert

12. Composition — poster, integrating image and type

13. Oral Presentation — Historical design movement or life of an artist

6. Effect on Curriculum Offering Outside of the Departments: None.

7. Faculty: The course will be taught by faculty members currently in the department.

8. Estimated Enrollment and Frequency: 20 students per semester, once a year.

9. Date of Departmental Approval: 9/28/07

LETTER OF INTENT

LEHMAN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

**INTERDISCIPLINARY BACHELOR OF SCIENCE PROGRAM
IN
ENVIRONMENTAL SCIENCE**

**DEPARTMENT OF
ENVIRONMENTAL, GEOGRAPHIC AND GEOLOGICAL SCIENCES**

COLLABORATING DEPARTMENTS:

**BIOLOGICAL SCIENCES
CHEMISTRY
PHYSICS AND ASTRONOMY**

Proposed Implementation Date: Fall 2009

LETTER OF INTENT

INTERDISCIPLINARY BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE

The Department of Environmental, Geographic and Geological Sciences, in collaboration with the Departments of Biological Sciences, Chemistry, and Physics and Astronomy, proposes an interdisciplinary undergraduate major in Environmental Science. Environmental issues are set to become one of the major societal concerns of the 21st century. The intent of the proposed program, developed through collaboration involving Lehman College's Departments of Environmental, Geographic and Geological Sciences, Biological Sciences, Chemistry, and Physics and Astronomy, is to prepare students to meet the demands and challenges of professional careers in the fields of Environmental Sciences. We believe this is best accomplished by a robust and well-structured multi-disciplinary program stressing student engagement with authentic situations, issues and materials that encourages vital exchange of ideas and concepts, and offers opportunities for collaborative student-faculty research. Existing partnerships with the New York Botanical Gardens, The Bronx Zoo, The Bronx River Project, and The American Museum of Natural History will play a pivotal role in connecting students with professionals in the field and exposing them to contemporary, real world issues and concerns.

I. PURPOSE AND GOALS

Our goal is to prepare urban students to begin Environmental Science careers, to become active proponents for their communities in the scientific and policy processes surrounding environmental issues, and to meet the environmental science employment demands of local, state and federal governmental agencies, private consulting, and industry, or to pursue advanced degrees in environmental/physical sciences such as that offered at Queens College, or at other institutions. The proposed curriculum will provide students with a strong integrated science foundation which may be enhanced by suggested minors focusing on the social, political, ethical, historical and legal issues surrounding environmental science. In addition to a rigorous sequence of foundation courses in the natural sciences, the proposed Environmental Science program will require students to select an advanced course sequence from a selection of specialization areas. This flexibility allows students to tailor their program to reflect their own interests and align it with a specific career objective. It can also be combined with a minor in a variety of specialization fields or as a second major for students in pre-law, pre-med, and public health programs, as well as any program of study that involves environmental issues.

The field of Environmental Sciences is one of the fastest growing employment sectors in the geosciences. Many governmental agencies and industries provide job-specific training at the entry level. Students who complete the BA degree program may also go on to graduate study, opening an even broader range of professional opportunities. Environmental science professionals engage in a variety of activities including conservation, risk assessment, land use, urban planning, policy, law, business and resource management. Employment opportunities for students exist in research, government agencies and private industry including the Bureau of Land Management, Department of Defense, Department of Energy, Department of Wildlife and Fish Services, Environmental Protection Agency, US Geological Survey and environmental consulting.

II. NEED

Environmental impacts of modern life, particularly in large cities, are a growing societal concern. Urban ecosystems are especially vulnerable to environmental disturbance as cities attempt to accommodate the majority of the ever expanding world population. The effects of significant local, regional and global environmental disturbance will impact the lives of urban populations with increasing force during the rest of this century. The wide-spread incidence of asthma among residents in the Bronx is only one example of the effects environmental conditions can have on urban populations. As environmental impacts increase and progress, it will be imperative that the most affected populations take part in the processes of planning, response, mitigation and resolution. There is little doubt that major environmental initiatives requiring trained environmental scientists will be launched at local, regional, national, and international levels. The proposed program will prepare our students, the vast majority of whom are urban dwellers, to become active participants and stakeholders in initiatives and decisions that will directly affect them and their communities.

It is vital to train environmental scientists who will be able to meet the environmental science employment demands of local, state and federal governmental agencies, private consulting, and industry. No other interdisciplinary Environmental Science program such as the one proposed here exists at other CUNY colleges. This timely initiative could put Lehman College and the City University of New York at the forefront of training the future environmental professionals, and preparing students to advanced degree programs in the relevant fields.

III. STUDENTS

Lehman students are drawn principally from the Bronx. They and their families are members of the urban communities that are the most susceptible to the local environmental impacts affecting the borough. The interest of Lehman students in environmental issues is apparent in increasing enrolments in the existing EGGS Department courses, Conservation of Environment and Processes of Global Change. In addition, we anticipate a significant number of transfer students from environmental science related programs at 2-year CUNY and SUNY institutions in the Bronx and Westchester. Lehman's partnerships with several of the New Visions small middle and high schools in the Bronx will also provide excellent opportunities for recruitment.

Projected Enrollment:

We anticipate a cohort of 15 students in the 1st year, and expect enrollment of new student to rise each year to the level of 30 incoming students by the 5th year.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Incoming Students	15	15	20	25	30
Total Number of Students	15	30	50	75	90

IV. CURRICULUM

The core of the proposed interdisciplinary undergraduate program in Environmental Science is a sequence of basic and advanced science courses from the four participating science departments. A series of required electives selected by students from a structured course list integrates relevant topics into the program from biological, chemical, geographic/geological and physical sciences as well as the social sciences, expanding the depth and breadth of preparation and offering the students flexibility to shape their studies.

Bachelors of Science in Environmental Science (120 credits)

I. Required Courses

A. General Education Distribution Requirement (47-54 credits):

1. **English** (6 credits).
2. **Foreign Language** (3-9 credits).
3. **Mathematics** (3-4 credits) This requirement is incorporated into the requirements for the major.
4. **Natural Science and Laboratory** (8-10 credits) This requirement is incorporated into the requirements for the major.
5. **Distribution Courses** (21 credits) This requirement is partially incorporated into the requirements for the major.
6. **Interdisciplinary** (6 credits).
7. **Writing-Intensive** (4 courses)

B. Environmental Science Program Requirements (46 credits):

1. Foundation Courses (46 credits):

Biology (4 credits)

BIO 167 Principles of Biology (4 credits)*

Chemistry (10 credits)

CHE 166 General Chemistry (3 credits)*

CHE 167 General Chemistry Laboratory I (2 credits)*

CHE 168 General Chemistry II (3 credits)

CHE 169 General Chemistry Laboratory II (2 credits)

Geology/Geography/Environmental Science (11 credits)

GEO 166 Processes of Global Change (4 credits)

GEP 210 Introduction to Environmental Science (3 credits)*

GEO 236 Environmental Geology (4 credits)

Mathematic and Statistics (8 credits)

MAT 175 Calculus I (4 credits). This course also fulfills the General Education requirement in Mathematics

MAT 231 Statistics for Biologists (4 credits) or MAT 132 Introduction to Statistics (4 credits).

Philosophy (3 credits)

PHI 247 Environmental Ethics (3 credits)

Physics (10 credits)

PHY 166 General Physics I (5 credits)

PHY 167 General Physics II (5 credits)

* This course counts towards the General Education Requirements.

2. Specialization Area Sequence Courses (a sequence of at least 12 credits selected from):

Course Number	Course Name	Credits
Environmental Biology Sequence		
BIO 230	Microbiology	4
BIO 335	Marine Biology	3
BIO 336	Marine Biology Lab	2
BIO 339	Ecology	4
Environmental Chemistry Sequence		
CHE 249	Quantitative Analysis	5
CHE 453	Green Chemistry (new course)	4
GEO 410	Environmental Biogeochemistry	4
Environmental Policy and Ethics Sequence		
PHI 235	Political Philosophy	3
PHI 250	Contemporary Social Ethics	3
POL 166	The American Political System	3
POL 314 or ECO 314	Politics and the Quality of Urban Life or Urban Economics	3
Physical Environment Sequence		
GEH 235	Conservation of the Environment	3
GEP 350	Special Projects in GIS	4
GEO 410	Environmental Biogeochemistry	4
PHY 250	Environmental Physics	4
Urban Environment Sequence		
GEH 235	Conservation of the Environment	3
GEH 232	Medical Geography	3
GEP 240 or ECO 314	Urban Geography or Urban Economics	3
GEO 230	Urban Environmental Management	3

II. Minor Requirement

The Environmental Science Program requires a minor. The following are suggested as appropriate minor programs:

Health Sciences
 Health Services Administration
 Health Education and Promotion
 History
 Geography
 Geographic Information Science
 Multilingual Journalism
 Philosophy
 Political Science
 Sociology

III. Electives

The following courses are suggested as electives:

Course Number	Course Name	Credits
ANT 360	Humans and the Environment	3

BIO 242	Flowering Plants	4
BIO 266	Invertebrate Zoology	4
BIO (GEP) 302	Biogeography	4
BIO (GEO) 332	Advanced Oceanography	3.5
BIO 400	Biological Chemistry	4
CHE 249	Quantitative Analysis	5
CHE332	Introductory Physical Chemistry	3
ECO 166	Introduction to Macroeconomics	3
ECO 167	Introduction to Microeconomics	3
GEO 303	Stratigraphy and Sedimentology	4
GEP 204	Basic Mapping: Applications and Analysis	4
GEP 228	Weather and Climate	4
GEP 230	Urban Environmental Management	3
GEH 235	Conservation of Environment	3
GEH 240	Urban Geography	3
HEA 301	Environmental Health	3
HIU 333	American Urban History	3
MAT 327	Statistical Inference	4
PHY 300	Modern Physics	4
PHY 303	Thermodynamics and Statistical Mechanics	4
PHY 310	Nuclear Physics	3
POL 241	Globalization	3
POL 368	Global Environmental Politics	3
POL 318	The Politics of Health	3
PSY 238	Environmental Psychology	3

Bachelors of Science in Environmental Science Four Year Program*:

Year 1	Fall	BIO 167 Principles of Biology (4 credits)	PHY 167 General Physics II (5 credits)	ENG 110 Principles of Effective Writing I (3 credits)	Elective (3-4 credits) or MAT 172 Precalculus (4 credits)
	Spring	GEO 166 Processes of Global Change (4 credits)	PHY 166 General Physics I (5 credits)	ENG 120 Principles of Effective Writing II (3credits)	MAT 175 Calculus I (4 credits)
Year 2	Fall	GEP 210 Introduction to Environmental Science (3 credits)	CHE166 Gen Chemistry I (3 cr) CHE 167 Gen Chemistry Lab I (2 cr)	Foreign Language (3 credits)	Distribution Course (3 credits)
	Spring	GEO 236 Environmental Geology (4 credits)	CHE 168 Gen Chemistry II (3 cr) CHE 169 Gen Chemistry Lab II (2 cr)	Foreign Language (3 credits) or Distribution Course (3 credits)	Elective (3-4 credits)
Year 3	Fall	Specialization Area Sequence Course (3-5 credits)	PHI 247 Environmental Ethics (3 credits).	Interdisciplinary LEH 300 (3 credits)	Distribution Course (3 credits)
	Spring	Specialization Area Sequence Course (3-5 credits)	MAT 231 Statistics for Biologists (4 credits) or MAT 132 Introduction to Statistics (4 creditis)	Interdisciplinary LEH 301 (3 credits)	Distribution Course (3 credits)
Year 4	Fall	Specialization Area Sequence Course (3-5 credits)	Elective (3-4 credits)	Elective (3-4 credits)	Distribution Course (3 credits)
	Spring	Specialization Area Sequence Course (3-5 credits) or Elective (3-5 credits)	Elective (3-5 credits)	Elective (3-4 credits)	Distribution Course (3 credits)

* Work is ongoing on an articulation agreement for transfer students who have completed an Associates Degree. We anticipate this articulation will be similar to the one that currently exists with Bronx Community College for the Geology Major.

V. FACULTY

Since the program is interdisciplinary, students take courses in the various participating departments. Additional sections of the Foundation Courses will be required starting in the second year of the program totaling 21 faculty program hours for the second year, 33 faculty program hours in the third year and subsequent years. Because students select from among a list of 5 Specialization Sequences, they will be dispersed into existing sections so that there will be minimal or no effect on faculty program time.

Faculty members with active programs in the pertinent areas/fields include, but are not limited to the following:

Environmental, Geographic and Geological Sciences:

Hari K. Pant, Heather Sloan, Julianna Maantay, Irene Leung, and Yuri Gorokhovich.

Biological Sciences:

Joseph Rachlin, Edward Kennelley, Dwight Kincaid, Liesl Jones, Gabriel Aisemberg, and Haiping Cheng.

Chemistry:

Ralph Salvatore, and 2 new faculty starting from fall 2008

Physics and Astronomy:

Dimitra Karabali, Eugene Chudnovsky, Dmitry Garanin, and Christopher Gerry.

Proposed Administrative Structure:

The BS Program in Environmental Science will be administered by a four member coordinating committee. The committee will oversee advisement, program development and recruitment. A program Director will be appointed from the Department of Environmental, Geographic and Geological Sciences, who will be responsible for the day to day administration of the program in coordination with the Chair of the Department of Environmental, Geographic and Geological Sciences, and the coordinating committee. The committee structured as follows:

1. Program Director from Department of Environmental, Geographic and Geological Sciences
2. Representative of Department of Biological Sciences
3. Representative of Department of Chemistry
4. Representative of Department of Physics and Astronomy

Rationale: The Department of Environmental, Geographic and Geological Sciences houses teaching and research activities in environmental, geographic information and geological sciences, and is taking the major initiative in developing the proposed program in coordination with the Departments of Biological Sciences, Chemistry and Physics and Astronomy.

VI. COST ASSESSMENT

The proposed curriculum is based on existing courses plus 3-4 new courses currently under development. It does not require new laboratories or facilities. The

administrative costs for the proposed program will be minimal since the program will make use of existing Lehman College administrative structure.

LEHMAN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

Program in Women's Studies

CURRICULUM CHANGE

1. **Type of Change:** Change of Title

2. **From:** WST 220: Perspectives on Women's Issues and Gender Studies. 3 hours, 3 credits:
Examination of women's experiences from the perspective of various disciplines such as psychology, sociology, masculinity theory, and history. Ways in which gender intersects with ethnicity, race, socio-economic class, to form social constructs.

3. **To:** WST 220: Introduction to Women's Studies. 3 hours, 3 credits.
Examination of women's experiences from the perspective of various disciplines such as psychology, sociology, masculinity theory, and history. Ways in which gender intersects with ethnicity, race, socio-economic class, to form social constructs.

4. **Rationale:** The new course title more accurately reflects the content of the course.

5. **Effects outside Program:** None

6. **Date of Women's Studies approval:** September 10, 2007.

LEHMAN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

Program in Women's Studies

CURRICULUM CHANGE

1. **Type of Change:** Change of Number.

2. **From:** WST 303 (HEA 302): Women and Health. 3 hours, 3 credits.

Physiological, psychological, political, and social determinants of the health and healthcare of women. PREREQ: Two courses in the behavioral sciences.

3. **To:** WST 302 (HEA 302): Women and Health. 3 hours, 3 credits.

Physiological, psychological, political, and social determinants of the health and healthcare of women. PREREQ: Two courses in the behavioral sciences.

4. **Rationale:** The change achieves conformity in number in the two courses crosslisted.

5. **Effects outside Program:** None

6. **Date of Women's Studies approval:** September 10, 2007.

LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF ENVIRONMENTAL, GEOGRAPHIC, AND GEOLOGICAL
SCIENCES
CURRICULAR CHANGE

HEGIS Code: 2206.00

Program Code: 452/2682

1. Type of Change:

New Course

2. Course Title and Description:

GEP 602 Biogeography and GISc
4 credits, 5 hours (3 hours lecture, 2 hours lab)

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.
Prerequisite: NONE

3. Rationale:

As GISc is used in every discipline, this course unites the concepts and information from physical geology, environmental science, and evolutionary biology and integrates them with the methodologies and theoretical framework of geography, thereby meeting the need of students in both the natural and social sciences. A thorough understanding of mapping, spatial analysis, and new computer-aided geo-statistical methodologies is critical within many scientific disciplines. Many aspects of biogeography are shared with the discipline of ecology, specifically those that have a spatial component, therefore this course also addresses species and community dynamics and distributions, the ecological effects of invasive species, competition, and dispersal. This course is intended to serve as one of the electives in the departmental graduate level certificate program in GISc, and the proposed new multidisciplinary Master's degree program in Geographic Information Science, Engineering, and Technology, a joint program under development with City College's Grove School of Engineering, and the Department of Earth and Atmospheric Sciences. The material presented does not require specialized prior experience or background beyond that normally expected in graduate students. No prior experience with GISc is assumed for this class.

4. Academic Objectives:

Through a series of lectures, GISc laboratory work, and the design of a GISc project, students will have the opportunity to learn about biogeographic theory and methodology, as well as GIS techniques and their applications to examining distribution patterns.

Key aspects of student support include:

- Fostering better understanding of broad biogeographic concepts and theories;
- Examining the trends, problems, and methods involved in biogeography;
- Developing and enhancing computer literacy, and the ability to conduct data exploration and data visualization of complex geographic information;
- Improving research abilities, especially ability to use primary data and unconventional data sources;
- Understand the current methods used to address questions in biogeography;
- Ability to utilize GIS functions of species distribution mapping and analysis to answer current questions in biogeography, and to apply these techniques conservation and management problems.

5. Syllabus and Texts:**Suggested Syllabus Topics:**

Introduction to Biogeography

Historical Biogeography

The Use of GISc in Exploring Biogeographical Problems

Limitations in Geographic Range: Mapping Ecological Processes

The Geography of Communities and Species Distributions

Species Distributions Through Space and Time

Geological Processes: Glaciation, Continental Drift, and Plate Tectonics

Climate and The Biomes

Biogeographical Regions

Speciation, Evolutionary Change, and Extinctions

Endemism and Diversification

Island Biogeography and Species Richness

Areography and Gradients of Diversity

Conservation Biogeography and Human Impacts on Biogeographical Change

Suggested Texts:

Biogeography, by Lomolino, Riddle, and Brown, 2006, Sinauer Associates, Inc.

Biogeography: Introduction to Space, Time and Life, by MacDonald, 2003, John Wiley & Sons.

Biogeography: An Ecological and Evolutionary Approach, by Cox and Moore, 2005, Blackwell Press.

Frontiers of Biogeography: New Directions in the Geography of Nature, by Lomolino and Heaney (Eds.), 2004, Sinauer Associates, Inc.

Foundations of Biogeography: Classic Papers with Commentaries, by Lomolino, Sax, and Brown (Eds.), 2004, University of Chicago Press.

Geographic Information Systems in Ecology, by Johnson, 1998, Blackwell Science Press.

6. Effect on Curriculum Offerings Outside the Department:

None.

7. Faculty:

The course will be taught by members of the faculty of the Department of Environmental, Geographic, and Geological Sciences.

8. Estimated Enrollment and Frequency:

Anticipated enrollment is 20 students. The course will be offered one time per year.
Current mean enrollment in courses offered by the department: 20

9. Date of Departmental Approval:

September 5, 2007

LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF ENVIRONMENTAL, GEOGRAPHIC, AND GEOLOGICAL
SCIENCES
CURRICULAR CHANGE

Hegis Code: 2206.00
Program Code: 452/2682

1. Type of Change:

New Course

2. Course Title and Description:

GEP 620: Demography and Population Geography with GISc
4 hours, 3 credits (2 hours lecture, 2 hours lab)

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.

Prerequisite: NONE

3. Rationale:

This course is designed to gain a broad understanding of the dynamics and metrics of human populations. A thorough understanding of mapping, spatial analysis, and new computer-aided geo-statistical methodologies is critical within many scientific disciplines. This course is intended to serve as one of the electives in the EGGGS Department's graduate level certificate program in Geographic Information Science, and the proposed new multidisciplinary Master's degree program in Geographic Information Science, Engineering, and Technology, a joint program under development with City College's Grove School of Engineering and the Department of Earth and Atmospheric Sciences. The material presented does not require specialized prior experience or background beyond that normally expected in graduate students. No prior experience with GISc is assumed for this class.

4. Academic Objectives:

Through a series of lectures, GISc laboratory work, and the preparation and presentation of a major paper exploring the population geography of a New York City neighborhood, students will have the opportunity to learn about major topics in population geography and demographics, as well as statistical analysis, GISc techniques, and their applications.

Key aspects of student support include:

- Fostering better understanding of population geography and demographics;
- Developing and enhancing computer literacy, and the ability to conduct data exploration via statistics and GISc;
- Improving research abilities;
- Ability to integrate traditional statistics with cutting-edge GIS technology.

5. Syllabus and Texts:

Suggested Syllabus Topics:

Introduction to the study of population
Acquiring and working with population data
Population growth and change
Ethnicity and socio-economics
Population distribution and composition
Theories of population change
Urbanization
Mortality
Fertility
Population and food supply
Population pressure and effects on the environment
Migration and immigration

Suggested Texts:

Population Geography: Problems, Concepts and Prospects, 8th ed., by G. L. Peters, R. P. Larkin, 2005, Kendall/Hunt Pub. Co.
Population: An Introduction to Concepts and Issues, 9th ed., by John R. Weeks, 2005, Wadsworth Publishing
Socio-economic Applications of Geographic Information Science, by Kidner, D., Higgs, G., and White, S. [Eds]. 2003. Taylor and Francis

6. Effect on Curriculum Offerings Outside the Department:

None.

7. Faculty:

The course will be taught by members of the faculty of the Department of Environmental, Geographic, and Geological Sciences.

8. Estimated Enrollment and Frequency:

Anticipated enrollment is 20 students. The course will be offered one time per year.
Current mean enrollment in courses offered by the department: 20

9. Date of Departmental Approval: September 5, 2007

13 September 2007

1. Type Of Change

Change to an existing policy

ADMISSION TO GRADUATE DEGREE PROGRAMS

General Admission Requirements for Matriculants (Graduate Bulletin 2007–2009, p. 22)

2. From:

To be admitted, an applicant must:

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university. **[Submit an official transcript.]**
2. Have demonstrated the potential to **[successfully]** pursue graduate study, that is, have attained a minimum undergraduate grade average of B in the field selected for the graduate major and a minimum grade average of B- in the undergraduate record as a whole (higher in some programs). For more specific information see the **[Program Graduate Adviser]**.
3. **[In all but education programs, have taken a minimum of 18 credits of previous work acceptable to the appropriate department in the proposed graduate major. For education programs, consult the Graduate Program Adviser].**
4. Submit a 500-word essay outlining your career goals.
5. If applying to the program in accounting, submit a**[n acceptable]** score on the Graduate Management Aptitude Test (G.M.A.T.).
6. If applying to the Master of Public Health program, submit a**[n acceptable]** score on the Graduate Record Examination Test (G.R.E.).
7. If applying to a program in the Division of Education, submit a**[n acceptable]** score on the Liberal Arts and Sciences Test (L.A.S.T.).
8. Submit letters of recommendation as required by the individual department.
9. If conditionally admitted, satisfy the conditions within the specified time period.
10. Meet additional departmental admission requirements as specified.
11. If submitting academic records from a non-English speaking country, demonstrate competency in English through T.O.E.F.L. scores of at least 500 (higher for **[some]** programs).

TO:

To be admitted, an applicant must:

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university.
2. Have demonstrated the potential to pursue graduate study successfully, that is, have attained a minimum undergraduate grade average of B in the field selected for the graduate major and a minimum grade average of B- in the undergraduate record as a whole (higher in some programs). For more specific information see the program requirements in this bulletin.
3. Submit official transcripts from all institutions previously attended showing all undergraduate and graduate courses taken.
4. Graduate programs vary in their requirements of previous undergraduate-level work. See the admission requirements for your desired program in this bulletin.
5. Submit a 500-word essay outlining your career goals. Some programs require additional or alternative essays. See the requirements for your desired program in this bulletin.
6. If applying to the program in accounting, submit a score on the Graduate Management Aptitude Test (G.M.A.T.).
7. If applying to the Master of Public Health program, submit a score on the Graduate Record Examination Test (G.R.E.).
8. If applying to a program in the Division of Education, submit a score on the Liberal Arts and Sciences Test (L.A.S.T.).
9. Submit letters of recommendation as required by the individual department.
10. If conditionally admitted, satisfy the conditions within the specified time period.
11. Meet additional departmental admission requirements as specified.
12. If submitting academic records from a non-English speaking country, demonstrate competency in English through T.O.E.F.L. scores of at least 500 (higher for most programs).

3. Rationale:

The changes outlined bring the printed requirements into agreement with current admissions practice. Requiring that students submit all official transcripts will provide more information to the program advisers when making admissions decisions and will make our procedure parallel to the admissions practice at other CUNY colleges.

4. Committee Approval Date: September 20, 2007

13 September 2007

1. Type of Change

Change to an existing policy

ADMISSION TO GRADUATE DEGREE PROGRAMS

Matriculants (Graduate Bulletin 2007–2009, p. 23)

2. FROM:

A completed application for **[applicants seeking]** matriculation consists of the application form, official college transcripts, letters of recommendation as required by the individual department, and, in some instances, test scores, i.e., the G.R.E., G.M.A.T., T.O.E.F.L., or **[New York State Liberal Arts and Sciences Test (J.L.A.S.T. [is required for education programs])]**, and **[/or]** an interview or audition. The number of recommendations required, the particular test required, and whether or not a personal interview or audition is required can be determined by referring to the **[portions]** of this bulletin that describe the individual graduate programs.

Completed applications must be on file in the Admissions Office by April 1 (Speech-Language Pathology, March 1; Social Work, March 15) for the Fall semester; November 1 for the Spring semester. The Speech-Language Pathology, Social Work, and Counselor Education Programs accept applications only for Fall admissions. Spring admission for Speech-Language Pathology depends on availability of seats. Call the department at 718-960-8138 or the Graduate Admissions Office at 718-960-8702 for more information.

[Completed applications should be on file in the Admissions Office by April 1 for the Fall semester and by November 1 for the Spring semester.] Admission to matriculated status requires review by the particular department the applicant wishes to enter. Only completed applications are put forward for department review.

TO:

A completed application for matriculation consists of the application form, official college transcripts **of all past undergraduate and graduate work**, letters of recommendation as required by the individual department, and, in some instances, test scores, i.e., the G.R.E., G.M.A.T., T.O.E.F.L., or L.A.S.T., and, **in some programs**, an

interview or audition. The number of recommendations required, **the topic(s) and format of the application essay**, the particular test required, and whether or not a personal interview or audition is required can be determined by referring to the **sections** of this bulletin that describe the individual graduate programs.

Completed applications must be on file in the Admissions Office by April 1 (Speech-Language Pathology, **Master of Public Health**, March 1; Social Work, March 15) for the Fall semester; November 1 for the Spring semester. The Speech-Language Pathology, Social Work, **Master of Public Health, Educational Leadership**, and Counselor Education Programs accept applications only for Fall admissions. Spring admission for Speech-Language Pathology depends on availability of seats. Call the department at 718-960-8138 or the Graduate Admissions Office at 718-960-8702 for more information.

Admission to matriculated status requires review by the particular department the applicant wishes to enter. Only completed applications are put forward for department review.

3. Rationale:

The changes outlined correct redundancies and acknowledge that complete academic transcripts must be submitted for the information of those making admissions decisions, and to make Lehman's policy parallel to the practice at other CUNY colleges.

4. Committee Approval Date: September 20, 2007

RESOLUTION OF THE LEHMAN COLLEGE SENATE SUBMITTED BY KEVIN SAILOR

Whereas, in the past several months, representatives of the University have used the language of tiering to provide a context for proposed changes in admissions at CUNY colleges. These reports of proposed changes in admissions policies for freshmen have highlighted differences in standardized test scores that are required for admission to "top-tier" senior colleges and the second tier senior colleges. We, the Lehman Senate, find several aspects of these reports deeply troubling.

1. The use of the term tier 1 or 2 to refer to different senior colleges indicates a difference in quality. The term does not describe a difference in function or provide a useful indication of the role of any senior college in the University. Therefore, the use of this term to indicate status or quality within the University appears to unfairly promote the interests of some institutions at the cost of others.
2. The perception that there is a real difference in the quality of senior colleges has been exacerbated by statements on the part of university officials that some but not all institutions are to be placed "in the top segment of universities and colleges." Although these statements may serve to facilitate student and faculty recruitment and the "top tier" institutions, they make recruitment more difficult at Lehman College. They are therefore made at our expense.
3. Strongly favorable comparisons of the admissions profiles of certain CUNY colleges to the most selective public and private institutions¹ that are coupled with over drawn distinctions in the admissions profiles between these schools and Lehman College serve to reinforce the perception that Lehman is a second class institution.
4. Reliance on the SAT scores of freshmen students to characterize the quality of our students in the media does not address the importance of high school record in college success and serves create an impression of skills differences among CUNY colleges that do not fairly characterize the academic skills of students at many institutions.
5. Lehman college faculty are productive contributors to their fields and have been highly successful in obtaining external funding for their research and scholarship. These achievements compare quite favorably to the "best" colleges in the CUNY system yet they do not seem to figure into the discussion of tiering.
6. The use of freshman students to characterize the student population at senior colleges ignores the high levels of transfer students at most of these institutions who in most cases are drawn from the same "feeder" schools and ignores the fact that most of the senior colleges educate the same cohort of students from New York City.

Therefore, Lehman College Senate resolves that the language of tiering and lower levels of financial support undermine the mission of Lehman College as the only senior college in the Bronx. Lehman College and the Bronx deserve the same level of support that the senior colleges in other boroughs receive.

RESOLUTION FROM THE GOVERNANCE COMMITTEE

Whenever the chair of the Lehman College Faculty Executive Committee or the chair of the Lehman College Senate is already a member of the CUNY Council of Faculty Governance Leaders, be it resolved that the chair of the Lehman College Governance Committee be designated as an additional Lehman College representative to the CUNY Council of Faculty Governance Leaders.

RESOLUTION ON THE IRAQ WAR for the October 17 Senate meeting

Whereas the war in Iraq was started by President Bush more than four years ago on the pretext of Saddam Hussein's possessing weapons of mass destruction (weapons found to be non-existent),

And whereas the war has become an extremely destructive fight against an insurgency lead by nationalist and Islamic groups (casualties including deaths of more than 3000 American soldiers and a toll of upwards of 100,000 Iraqi civilians killed, and thousands more injured and the displacement of more than four million refugees),

And whereas although Congress has appropriated money for the reconstruction of Iraq, the Iraqi infrastructure, including electricity, running water, sewage and public health is largely in ruins,

And whereas the recent "surge" of 30,000 men in American troop levels appears to have lead to little or no improvement in military or political conditions,

And whereas the Army and Marine Corps recruitment has begun to fall short, leading to a more intensive advertising campaign to enlist college-age youth for military service,

And whereas the President and his advisors appear to be proposing a large military presence in Iraq for the foreseeable future (such as ten to fifteen years),

And whereas American military expenditures have become astronomical (much inflated by mismanagement and corruption and approaching a half trillion dollars),

And whereas expenditure on domestic social programs, including health care and education is under pressure from the vast increase in military spending,

Be it resolved that the Lehman College Senate calls for an immediate end to the Iraq war and the return of all American military personnel from Iraq,

And urges Congressional representatives of both parties (especially those from New York State) to undertake to end the war and occupation of Iraq by legislative means, including reduction of the appropriations for the war,

And, furthermore, whereas the war in Iraq has devastated the infrastructure of the country and has resulted in a refugee population estimated at 2 million people in the other countries of the Middle East and a population of 2 million internally displaced people and

Whereas the Bush administration has provided negligible funding for refugee assistance and as of 2006 had admitted less than 500 refugees into the US (under pressure to be increased to 7000 for the year 2007),

Resolved that the Lehman College Senate urges the members of Congress (particularly our own New York State representatives) and the Bush administration to expand the appropriations for refugee humanitarian aid and increase the quota of Iraqi refugees admitted into the US.

And, be it further resolved, the Lehman College Senate calls on our own and other university communities to promote free and informative discussion, possibly including teach-ins, on the history of the war in Iraq, the war on terrorism, the causes of terrorism throughout the world, and the possible development of multilateral, long term solutions to Middle East problems,

And, more broadly, resolved that the Lehman College Senate calls for maintaining the American tradition of open discussion of political issues and for increased vigilance against efforts to suppress dissenting views and curb civil liberties,

Submitted by

John Mineka and Mary Carroll