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**Minutes of  
The Lehman College Senate Meeting  
Wednesday, April 17, 2019  
Senate Meeting**

**Senators Present:** Abdul, H.; Alborn, T.; Ali, S.; Allison, A.; Amend, A.; Austin, L.; Badillo, D.; Bazile, S.; Bergmann, R.; Blachman, S.; Boston, N.; Britt, K.; Budescu, M.; Burton-Pye, B.; Campeanu, S.; Cheng, H.; Clever, R.; Collett, J.; Cruz, D.; Cruz, J.; Daley, K.; Deprince, A.; Di Bello, M.; Dominguez, V.; Eisenberg, M.; Farrell, R.; Fera, J.; Hernandez, F.; Hernandez, T.; Jagmohan, A.; Jervis, J.; Luerssen, A.; Machado, E.; Magdaleno, J.; Mahon, J.; Mak, W.; Marianetti, M.; Markens, S.; Martín, Ó.; Mazza, C.; McCabe, J.; McKenna, C.; Munch, J.; O’Dowd, M.; Olewuike, J.; Olumuyide, E.; Prince, P.; Punu, K.; Reyes, D.; Rice, A.; Rivera, J.; Rivera, R.; Rivera-McCutchen, R.; Rotolo, R.; Saforo, E.; Sailor, K.; Schlesinger, K.; Schwittek, D.; Scott, K.; Sisselman, A.; Trimarchi, Y.; Valentine, R.; Wangerin, R.; Waring, E.; Yates, S.; Yavuz, D.; Yubi Gomez, J.

**Senators Absent:** Ali, T.; Alto, A.; Balde, G.; Cabrera, J.; Deckman, S.; DeJaynes, T.; Doyran, M.; Finger, R.; Forde, A.; Fortunato-Tavares, T.; Garcia-Otero, N.; Graulau, J.; Greaves, T.; Guzman, M.; Hyman, D.; Johnson, M.; Kolade, B.; MacKillop, J.; Mills, P.; Moreno, Q.; Musah, S.; Navarro, V.; Nwosu, P.; Oh, H.; Ohmer, S.; Paniagua, S.; Portalatin, S.; Qian, G.; Reyes, N.; Rodriguez-Allie, A.; Rosario, Y.; Sarmiento, R.; Sauane, M.; Sekyere, R.; Wynne, B.

The meeting was called to order by President José L. Cruz at 3:37 p.m.

**1. Approval of the Minutes**

The minutes of the March 6, 2019 Senate meeting were approved by unanimous voice vote.

**2. Announcements and Communications**

**a. Report of the President**

Dr. Cruz thanked all who participated in the Middle States site visit process. He shared that the members of the site visit team were impressed with the level of commitment towards advancing the Lehman College mission. Dr. Cruz informed that the Middle States site visit team met with approximately 150 members of the campus community, many of whom were determined onsite and were not part of the original schedule. The College will receive a draft report with the commendations and observations shared by the site visitors during the exit interview. The College will have a chance to correct factual errors and submit an official institutional response. Dr. Cruz added that the MSCHE Vice President in charge of Lehman’s

40 accreditation will present the case before the Commission in June, where a determination  
41 concerning the status of the College would be made.

42  
43 Dr. Cruz stressed that Standard 5 of the self-study process, Educational Effectiveness  
44 Assessment, was the area that the College required additional attention, particularly on the  
45 sustainability of efforts. He reminded that this area of the College, during the last Middle  
46 States process in 2009, was an area of concern with Middle States, which required the  
47 College to submit a periodic review report in 2014; the report was well received. However,  
48 Dr. Cruz continued, CUNY at the time had instituted the Pathways Program and much of the  
49 institutional attention was focused on the implementation of the new general education  
50 curriculum. As a result, general education assessment efforts were limited in scope with a  
51 focus on writing and quantitative reasoning. Dr. Cruz stressed that one way to ensure a  
52 sustainable culture of assessment, would be to create a standing committee on the assessment  
53 of educational effectiveness. He recommended that the Governance Committee report at the  
54 next meeting of the Senate on the possibility of creating such a committee. Dr. Cruz also  
55 recommended that the information be submitted to both the Office of Provost and the recently  
56 established, faculty led Academic Assessment Council for discussion.

57  
58 Dr. Cruz made a motion to rearrange the agenda items as follows: to move the Student  
59 Legislative Assembly report to later in the agenda. The motion carried and the order of the  
60 agenda items were approved as modified.

61  
62 **REPORTS OF STANDING COMMITTEES-**

63  
64 **1. Graduate Studies**

65 There was no report.

66  
67 The next meeting was scheduled for Wednesday, May 1, 2019 at 11:00 a.m. in CA B33.

68  
69 **2. Governance Committee**

70 Professor Joseph Fera presented the slate of nominees to serve on Senate Standing Committees. He  
71 recapped the elections process and shared that the committee had worked hard to ensure that each

72 school and department would be equally represented on all of the committees. Prof. Fera also  
73 explained that although the nominees for the Lehman College Association for Campus Activities,  
74 Auxiliary Enterprises, and Ombudsman would be voted on by the Senate, the President would  
75 ultimately have the final say in who is selected to serve therein. There were no additional  
76 nominations from the floor and a motion was made to approve the slate. The slate was approved by  
77 unanimous voice vote.

78  
79 Prof. Fera announced that the nomination period for At-Large elections had closed and that the  
80 election period would officially take place online from May 1<sup>st</sup> through May 15th. He informed all  
81 that this would be the second time At-Large elections would be held online. Prof. Fera thanked all  
82 for their help in the process and gave a special thanks to the Manager of Academic Support Services  
83 for Information Technology, John Dono; the AVP for Information Technology, Ediltrudys Ruiz; and  
84 the VP/CIO for Information Technology, Ronald Bergmann.

85  
86 Prof. Fera addressed the misunderstanding that resulted after the last meeting of the Senate  
87 concerning the Latin Honors proposal presented by the Undergraduate Curriculum Committee. He  
88 explained that there was some confusion as to whether the proposal was in fact approved. Prof. Fera  
89 clarified that the motion to table the Latin Honors proposal had been voted down, which was then  
90 followed by a vote on the proposal itself. Subsequently, he explained, the Latin Honors proposal  
91 was approved by majority voice vote. Prof. Fera stressed the importance of the role of  
92 parliamentarian, who serves as an advisor on the manner of conduct during Senate proceedings; he  
93 urged all to request clarification from the College's parliamentarian, Daniel Lemons, with questions  
94 for clarification whenever matters of the Senate appear unclear.

95  
96 See Attachment I

### 97 **3. Committee on Admissions, Evaluations and Academic Standards**

98 Professor Penny Prince asked for floor rights for Professor Danna Ethan, which was granted by the  
99 Senate. Prof. Ethan presented the recommendation of a posthumous degree for Joy Okeoma. The  
100 recommendation was approved by unanimous voice vote.

101

102 Prof. Prince announced that there would be a screening for the film, *Let My People Vote*, scheduled  
103 for April 17, 2019 at 6:00 p.m. in the Faculty Dining Room.

104  
105 Prof. Prince informed that the committee was charged, at the last meeting of Senate, with reviewing  
106 an item on a proposal submitted by the Undergraduate Curriculum Committee concerning student  
107 transfer credits. She presented the item alongside the committee's recommendation, which was to  
108 allow the decision to remain at the Departmental level.

109  
110 See Attachment II

111  
112 Dr. Cruz accepted the recommendation of a posthumous degree for Joy Okeoma. He also informed  
113 all that he would ask the provost and the deans to provide clarity on how departments manage the  
114 transfer credit issue on campus.

115  
116 The next meeting was scheduled for Wednesday, May 1, 2019 at 1:00 p.m. in MU 313.

117  
118 **4. Undergraduate Curriculum**

119 Professor Lynn Rosenberg presented proposals for curriculum changes in the following departments:  
120 Anthropology; Art; Computer Science; Health Sciences; Languages and Literatures; Middle and  
121 High School Education; and Philosophy. Prof. Rosenberg also presented proposals for the Macaulay  
122 Honors College and the School of Natural and Social Sciences. The presented proposals were  
123 approved by unanimous voice vote.

124  
125 See Attachment III

126  
127 The next meeting was scheduled for Wednesday, May 8, 2019 at 1:00 p.m. in SC 1407.

128  
129 **5. Academic Freedom:**

130 Professor David Manier informed all that the committee was charged with responding to how the  
131 Executive Order on "Free Inquiry" by President Donald Trump would affect academic freedom. He  
132 offered a summary on the provisions of the bill and discussed the implications thereof.

133

134 See Attachment IV

135

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

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

139

140 See Attachment V

141

142 On behalf of the Office of Student Disability Services, Mr. Castellano announced that the Lehman  
143 College Disabilities Studies Program would present a talk on “De-visualizing Technologies: The  
144 Joys and Friction of Blindness in the Digital Commons” on May 3rd at 11:00 a.m. in GI-226.

145

146 The next meeting was scheduled for Monday, April 29, 2019 at 11:00 a.m. in B-75.

147

148 **7. Campus Life and Facilities**

149 Professor Wingyun Mak communicated that earlier in the academic year, the committee informed  
150 the Senate of the issue of paratransit drivers’ inability to pickup and drop-off students at precise  
151 locations on campus. Prof. Mak informed that the committee worked in collaboration with the  
152 student disabilities office not only to address the matter, but to develop a universal flyer so that  
153 students across campus can better inform transportation services of their pickup and drop-off  
154 locations. She shared that the costs of the colored flyers were covered by the student disabilities  
155 office and thanked the office for their assistance.

156

157 See Attachment VI

158

159 Prof. Mak urged all members of the Senate to use the microphone when speaking as those with  
160 hearing impairments may not hear what is being said.

161

162 **a. Student Legislative Assembly—**

163 Ms. Nadia Baba thanked all for welcoming the Middles States site visit team and for  
164 providing them with the Lehman College experience. Ms. Baba informed that she and other

165 student leaders partook in the Middle States process as well; she thanked all for the  
166 opportunity.

167  
168 Ms. Baba reported that members of the Student Government Association (SGA) passed a  
169 resolution to abide by the standards that are in congruence with open educational resources  
170 at the College. Accordingly, she informed, both she and Prof. Joseph Fera would work on a  
171 draft to present at the next meeting of the College Senate.

172  
173 Ms. Baba announced that student senators hosted a student cohort forum event, which  
174 allowed student senators to hear the questions and concerns of their fellow peers; the event,  
175 she shared, was very successful. Ms. Baba went on to congratulate all members of the SGA  
176 that were elected to serve for the 2019-2020 academic year and wished all a wonderful spring  
177 break.

178  
179 The Chief Librarian, Prof. Kenneth Schlesinger, announced that New York State awarded  
180 CUNY \$4 million for educational resources for the next academic year. The proposal, he  
181 informed, would be split among all 24 campuses. He added that the library would be happy  
182 to partner with student government in helping them to achieve access to educational  
183 resources.

184  
185 **8. Budget and Long-Range Planning**  
186 Professor Haiping Cheng presented the second part of the report of the Joint Committee of Senate  
187 and FP&B Budget and Long Range Planning. He discussed the personnel trend report from the  
188 Office of Budget and Planning as well as the Lehman Foundation report from the Office of  
189 Institutional Advancement.

190  
191 See Attachment VII

192  
193 **9. University Faculty Senate Report**  
194 Professor Anne Rice reported on the February 19th UFS meeting.

195  
196 See Attachment VIII

197  
198 Prof. Rice also briefed on the meeting of March 26, 2019. She informed that the primary order of  
199 business was the submission of nominations for the Executive Committee for which the vote would  
200 be held at the next meeting of the UFS. Prof. Rice also shared that there were informational items  
201 on the announcement of an event commemorating the 50<sup>th</sup> anniversary of open admissions, a  
202 clarification of the Department of Education attendance policy, and the budget resolution.

203  
204 The next meeting was scheduled for 6:30 p.m. on May 14, 2019 at the Central Office.

205  
206 Dr. Cruz reminded all that commencement would take place on May 30<sup>th</sup> with an expected  
207 graduating class of up to 3,600 students and reminded that the graduating class can be expected to  
208 be the largest in Lehman's history. Dr. Cruz shared that he was proud to report that graduating  
209 students had earned acceptance into top institutions, received scholarships, and were granted  
210 fellowships in several programs, including Soros, Boren, Fulbright, Watson, and NSF.

211  
212 **Old Business**----None.

213  
214 **New Business**----None.

215  
216 **ADJOURNMENT**

217 President Cruz adjourned the meeting at 5:08 p.m.

218  
219 Respectfully submitted:

220  
221 Esdras Tulier

**GOVERNANCE COMMITTEE**  
Senate Report    April 17<sup>th</sup>, 2019

1. Senate Standing Committee Elections
  - a. 15-Day Nomination Process
  - b. All candidates willing to serve
  - c. Ballot prepared based on nominations, balancing department/school representation, provide access/opportunity to new members
  
2. At-Large Senate Elections
  - a. Nomination Period CLOSED
  - b. Election Period: May 1<sup>st</sup> – May 15<sup>th</sup>
  
3. Points of Clarity From Previous Senate Meeting
  - a. Latin Honors Proposal: motion to table voted down, policy approved
  - b. Ask questions, Clarify Motions being Voted On, Ask for Hand Count
  
4. Next Meeting: Fall 2019

**LEHMAN COLLEGE SENATE  
STANDING COMMITTEES BALLOT**

**Faculty Serving to June 2020**

**Academic Freedom**

David Manier, PSY  
Mohan Vinjamuri, SWK

**Academic Freedom**

Diane Auslander, HIS  
Duran A. Fiack, POL  
Richard Lahigani, E&B

**Admissions, Evaluations, Academic Standards**

Andrea Boyar, HS  
Sandra Campeanu, PSY  
Linda Scheetz, NUR

**Admissions, Evaluations, Academic Standards**

Sheila Blachman, CLLSE  
Andrei Jitianu, CHE  
Abigail Mellen, HIS

**Budget and Long Range Planning**

Mia Budescu, PSY  
Haiping Cheng, BIO  
Alexander Nunez Torres, ECO/BUS

**Budget and Long Range Planning**

Alison Behrman, SLHS  
Richard Derochers, THE  
Ruth Wangerin, ANT

**Library, Technology and Telecommunications**

Jennifer McCabe, MMTD  
Jennifer Van Allen, CLLSE  
Devrim Yavuz, SOC

**Library, Technology and Telecommunications**

Sherry Deckman, MHSE  
Donna McGregor, CHE  
Joseph J. Mohorcich, POL

**Campus Life and Facilities**

Kofi Benefo, SOC  
Wingyun Mak, PSY  
Janis Massa, ENG

**Campus Life and Facilities**

Alyse Anekstein, CLLSE  
Carole Baraldi, NUR  
John Ongley, PHI

**Undergraduate Curriculum**

Amod Choudhary, ECO  
David Hyman, ENG  
Daniel Stuckart, MHSE

**Undergraduate Curriculum**

Yuri Gorokvich, EEGS  
Julie Maybee, PHI  
Lynn Rosenberg, ENG

**Graduate Studies**

Edward Kennelly, BIO  
Carl Mazza, SWK  
Lalitha Samuel, HS

**Graduate Studies**

Janet DeSimone, CLLSE  
Liat Seiger-Gardiner, SLHS  
Joseph McElligot, ENG

**Lehman College Association For  
Campus Activities, Inc.**

(Terms Expire 6/2019)

(4 nominees needed)

Grace Bullaro, ENG  
David Manier, PSY

Ralph Boone, ENG  
Thomas O'Hanlon, JCT  
Penny Prince, MUS  
David Manier, PSY

**Auxiliary Enterprises Corporation**

(Term Expires 6/2019)

(2 nominees needed)

Jennifer McCabe

Jennifer McCabe, MMTD  
Tanja Haxhoviq., MAT

**Ombudsman**

(Term Expires 6/2019)

(2 nominees needed)

Alan Kluger, PSY

Alan Kluger, PSY  
Carl Mazza, SWK

## CAEAS Report to Senate 4.17.19

CAEAS met on April 1, 2019 to discuss this proposal, brought at the March Senate meeting:

*Effective summer 2019, when a course that is required or that can be used to fulfill a requirement for a major/minor, or that is a pre-requisite to such a course, is satisfied by an equivalent course of fewer credits than the Lehman course, the student may complete the major/minor with fewer credits than is normally required. That is, the student does not have to "make up" the missing credit(s) because the equivalent course was of fewer credits than the Lehman course.*

*Rationale: We often have cases in which equivalent courses are of fewer credits than the Lehman equivalent. This require students to take additional credits or get waivers from departments. For example, if a major requires MAT 132 (4 credits), students who transfer an equivalent course that is 3 credits must complete an additional credit of Mathematics to fulfil the major's requirement. If a course's content is equivalent, the requirement should be considered satisfied. Such students will still need to complete 120 credits for graduation, this policy does not grant them additional credits beyond the original course's value.*

**CAEAS Recommendation:**

**We recommend that these decisions remain at the Departmental level rather than instituting an across the board policy. We suggest departments discuss this with all faculty, with the awareness that they have the option of allowing students to graduate with fewer credits in the Major if the student has transferred in the equivalent coursework. Students may be asked to take an elective in the Major, or to fulfil the necessary additional credits for graduation with another class, but the course itself is honored.**

## **Posthumous Degree - Ms. Joy Okeoma**

WHEREAS, Herbert H. Lehman College of The City University of New York shares with the family and friends in the loss and memory of Ms. Joy Okeoma; and

WHEREAS, Joy Okeoma was a senior Health Education and Promotion major at Lehman College who was in excellent standing; was a future health educator whose dedication to her discipline would have made the Department of Health Sciences and Lehman College proud; and

WHEREAS, Joy Okeoma, because of her high GPA and dedication to continuing her education, was accepted as the first undergraduate student to be admitted to the Health Education and Promotion Master's Program dual credit option; and

WHEREAS, Joy Okeoma was deeply committed to her academic goals alongside her daughter, Sopuruchi Precious Okeoma, who will proudly earn her Bachelor of Science in Chemistry on May 30, 2019 from Lehman College; and

WHEREAS, Joy Okeoma was a kind and warm-hearted student, mother, wife and pastor whose presence among others was a reflection of her name; and chose her major because of her genuine passion to help others improve their health and well-being; and

WHEREAS, the faculty of the Department of Health Sciences have requested that Joy Okeoma be awarded a posthumous degree; and

WHEREAS, the Chair of the Department of Health Sciences and the Dean of the School of Health Sciences, Human Services, and Nursing have recommended that Joy Okeoma be awarded a posthumous degree; and

WHEREAS, the Provost has reviewed the recommendation and supports the granting of a posthumous degree to Joy Okeoma; and

WHEREAS, the Committee on Admissions, Evaluation and Academic Standards has reviewed the recommendations and support awarding a posthumous degree to Joy Okeoma, therefore it be

RESOLVED, that the Herbert H. Lehman College Senate comprised of faculty, students, and administrators, hereby recommends that José Luis Cruz confer a posthumous Bachelor of Science Degree to Ms. Joy Okeoma.

**Senate Meeting – April 17, 2019**

**Undergraduate Curriculum Committee (UCC) Report**

**The following proposals were approved unanimously, with one exception indicated below, by the UCC, with a quorum present on March 27, 2019 (6 of 10 members in attendance):**

1. Anthropology
  - Adding Minor to the bulletin
2. Art
  - Adding studio art minor to the bulletin
  - Adding art history minor to the bulletin
3. Computer Science
  - New course CMP 128
  - Change CMP 326 to 168
  - Change pre-req CMP 338, 342, 346 were approved
4. Health Sciences
  - Change in prerequisites EXS 430
  - Pathways HSD 266
5. Languages and Literatures
  - New course SPA 360
  - New course SPA 362
6. Macaulay Honors College
  - Change in degree requirements
7. Middle and High School Education
  - Change in title and prerequisites ESC 477
8. Natural and Social Sciences
  - New course NSS 150
  - New course NSS 160
  - New course NSS 200
9. Philosophy
  - Change cross-listing PHI 362 (~~364~~)
- 10. Next meeting: May 8, 2019, 1 p.m., SC 1407**

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

Name of Program and Degree Award: Anthropology, Minor  
Effective Term: Spring 2020

1. **Type of Change:** *Adding Minor to the Undergraduate Bulletin*

2. **From:**

3. **To:**

Anthropology Minor (12 credits)

The minor in Anthropology requires 12 ANT credits beyond the 100 level, of which at least 6 credits must be at or above the 300 level.

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

The minor exists but is missing from the undergraduate bulletin.

5. **Date of departmental approval:** February 28, 2019

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

**DEPARTMENT OF ART**  
**CURRICULUM CHANGE**

Name of Program and Degree Award: Studio Art Minor  
Effective Term: Fall 2019

1. **Type of Change:** Adding Minor

2. **From:**

3. **To:**

Studio Art Minor (12 - 18 credits)

Pre-Requisite to the minor\* (3 - 6 credits):

Many 200-level ART courses require one or two 100-level ART courses as pre-requisites

Twelve credits in ART courses at the 200-level or above.

\*Students who complete the appropriate 100-level ART pre-requisites before declaring the minor must complete only the remaining 12 credits.

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):** This minor exists but is missing from the undergraduate bulletin.

5. **Date of departmental approval:** 3/6/19

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

**DEPARTMENT OF ART**  
**CURRICULUM CHANGE**

Name of Program and Degree Award: Art History Minor  
Effective Term: Fall 2019

1. **Type of Change:** *Adding Minor*

2. **From:**

3. **To:**

Art History Minor (12-15 credits)

Pre-Requisites to the minor\* (3 credits):  
One 100-level ARH Course

Twelve credits in ARH courses at the 300-level or above.

\*Several 100-level ARH courses can be used to satisfy General Education requirements. Students who complete a 100-level ARH course before declaring the minor must complete only the remaining 12 credits.

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):** This minor exists but is missing from the undergraduate bulletin.

5. **Date of departmental approval:** 3/6/19

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK  
DEPARTMENT OF COMPUTER SCIENCE**

**CURRICULUM CHANGE**

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

2.

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 128
Course Title	Programming through Web Development
Description	Creation of attractive visual websites using HTML, CSS, and Javascript.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

A strong case can certainly be made that in our society everyone should have some exposure to computer programming. This is recognized by and the impetuous for

various initiatives from the Federal, State, and City governments as well as other organizations. Students in many majors, particularly those in STEM, Business, and Economics majors, can greatly benefit from even a rudimentary understanding of computer programming. The benefit bestowed upon these and other non-CS students is only compounded by further study in the field and such students may choose to explore computer science further if the introduction they receive provides them a satisfactory level of accomplishment and excitement. Our goal therefore is to introduce a much larger segment of the Lehman College student population to the art and science of computer programming than we ever have before through the first time offering of a CS0 Pathways course to satisfy a general graduation requirement that will serve as a catalyst to convince many students to pursue further studies in CS.

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

1. Design and Develop properly styled websites with dynamic content
2. Use HTML5 to develop properly structured web pages
3. Use CSS3 to apply proper style to web pages
4. Demonstrate proper use of variables and functions in JavaScript
5. Use JavaScript to respond to events
6. Use JavaScript to perform calculations and return results
7. Manipulate the DOM and CSSOM through JavaScript
8. Perform Logical Decisions using JavaScript
9. Perform Iteration using JavaScript
10. Work with Arrays to create, retrieve, update, delete the content stored in them

**5. Date of Departmental Approval: 10/3/18**

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

**DEPARTMENT OF COMPUTER SCIENCE**

**CURRICULUM CHANGE**

1. **Type of Change:** Course number, description, prerequisite

2. **From:**

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 326
Course Title	Programming Methods II
Description	Continuation of parameter passing with a focus on devising function definitions and tracing recursive calls. Sorting and searching algorithms and a comparison of their performance. GUI programming. Threads, Exceptions and Exception Handling. Object Oriented Programming techniques. <del>Lab exercises include designing, writing and debugging programs using commercial IDEs.</del>
Pre/ Co Requisites	A grade of B- or better in CMP 230.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	None
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. To:**

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP <u>168</u>
Course Title	Programming Methods II
Description	Continuation of parameter passing with a focus on devising function definitions and tracing recursive calls. Sorting and searching algorithms and a comparison of their performance. GUI programming. Threads, Exceptions and Exception Handling. Object Oriented Programming techniques.
Pre/ Co Requisites	<u>A grade of B- or better in CMP 167 or Departmental Permission. CIS 166 may be used as a PREREQ with Departmental Permission.</u>
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	None
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Computer Science majors should ideally take this course in their freshman year; thus the change to a 100 level course is a clear indicator of this for students.

**5. Date of departmental approval: 1/29/19**

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

**DEPARTMENT OF COMPUTER SCIENCE**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 338
Course Title	Data Structures and Algorithms I
Description	Abstract characterizations of data structures such as arrays, stacks, queues, trees and graphs will be studied along with algorithms that make use of such structures, including algorithms for sorting, searching, and memory management. Implementation issues will be considered, and students will write programs that embody these structures and algorithms.
Pre/ Co Requisites	CMP 232 and CMP 326
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. To:**

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 338
Course Title	Data Structures and Algorithms I
Description	Abstract characterizations of data structures such as arrays, stacks, queues, trees and graphs will be studied along with algorithms that make use of such structures, including algorithms for sorting, searching, and memory management. Implementation issues will be considered, and students will write programs that embody these structures and algorithms.
Pre/ Co Requisites	CMP 232, and CMP 326 <u>or</u> CMP 168
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

CMP 326 is being renumbered to CMP 168.

**5. Date of departmental approval: 1/29/19**

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

**DEPARTMENT OF COMPUTER SCIENCE**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 342
Course Title	Internet Programming
Description	Programming using languages for the Internet, such as Java or Visual Basic. Web server management, including administrative software tools.
Pre/ Co Requisites	CMP 326
Credits	4
Hours	4
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 342
Course Title	Data Structures and Algorithms I
Description	Programming using languages for the Internet, such as Java or Visual Basic. Web server management, including administrative software tools.
Pre/ Co Requisites	CMP 326 <u>or</u> CMP 168
Credits	4
Hours	4
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

CMP 326 is being renumbered to CMP 168.

5. **Date of departmental approval:** 1/29/19

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

**DEPARTMENT OF COMPUTER SCIENCE**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 346
Course Title	Object Oriented Techniques
Description	Study of design patterns and a virtual machine. Class file structure, the virtual machine computer architecture and instruction set, Just-In-Time compilation, different forms of garbage collectors and their merits, and performance enhancements.
Pre/ Co Requisites	CMP 326
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. To:**

Department(s)	Computer Science
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Computer Science
Course Prefix & Number	CMP 346
Course Title	Object Oriented Techniques
Description	Study of design patterns and a virtual machine. Class file structure, the virtual machine computer architecture and instruction set, Just-In-Time compilation, different forms of garbage collectors and their merits, and performance enhancements.
Pre/ Co Requisites	CMP 326 or <u>CMP 168</u>
Credits	4
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

CMP 326 is being renumbered to CMP 168.

**5. Date of departmental approval:** 1/29/19

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

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

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 430
Course Title	Research Methods in Exercise Science
Description	Concepts of research and evaluation in exercise science. Techniques of measurement and methods of analyzing and interpreting data.
Pre/ Co Requisites	PREREQ: <del>HSD 269 AND</del> EXS 323
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 430
Course Title	Research Methods in Exercise Science
Description	Concepts of research and evaluation in exercise science. Techniques of measurement and methods of analyzing and interpreting data.
Pre/ Co Requisites	PREREQ: EXS 323
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

HSD 269 is no longer required in the curriculum. This decision was made because it was determined that students are getting the necessary information required for a basic understanding of statistical methods in EXS 430. The course devotes about a third of its instruction to teaching basic statistical methods, with a focus on designs common to exercise science. EXS 323 provides sufficient and necessary background information to succeed in this course.

5. **Date of departmental approval:** January 30, 2019

## CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

<b>College</b>	Lehman College
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	HSD 266
<b>Course Title</b>	The U.S. Health Care Delivery System
<b>Department(s)</b>	Health Sciences Department
<b>Discipline</b>	Health Sciences
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites (if none, enter N/A)</b>	N/A
<b>Co-requisites (if none, enter N/A)</b>	N/A
<b>Catalogue Description</b>	Examination of the major issues in the organization and delivery of health and nutrition services. An overview of health care institutions, financing, management, and human resources.
<b>Special Features (e.g., linked courses)</b>	Course is a requirement for HSD programs (DFN, BSPH, HEA, and HSA)
<b>Sample Syllabus</b>	Syllabus is attached.
<b>Indicate the status of this course being nominated:</b>	
X <input type="checkbox"/> <b>current course</b> <input type="checkbox"/> revision of current course <input type="checkbox"/> a new course being proposed	
<b>CUNY COMMON CORE Location</b>	
<b>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</b>	
<b>Required</b> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	<b>Flexible</b> <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society <input checked="" type="checkbox"/> <b>US Experience in its Diversity</b> <input type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression
<b>Waivers for Math and Science Courses with more than 3 credits and 3 contact hours</b>	
Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.	
<b>If you would like to request a waiver please check here:</b>	<input type="checkbox"/> Waiver NOT requested

<p><b>If waiver requested:</b> Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.</p>	
<p><b>If waiver requested:</b> Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.</p>	
<p><b>Learning Outcomes</b></p> <p><b>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</b></p>	
<p><b>B. U.S. Experience in its Diversity</b></p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
<p>Course content is based upon a text book, U.S. census data, Government Accounting Office publications, federal, state, and local health department content as well as publications from the popular press (for example, following revise and repeal of the Affordable Care Act). Students use these data to study variation in health outcomes by race, income, and geography (i.e., rural vs. urban). Students “shop” for health insurance on NY’s exchange to demonstrate that they can gather and interpret cost and quality variation in health (and dental) insurance by family size, income, and insurance brand. Students demonstrate that they can gather, interpret, and communicate the course content via weekly homework, monthly quizzes, and a cumulative final exam with questions taken directly from the course content.</p> <p>Sample assignment based upon <a href="https://nystateofhealth.ny.gov/">https://nystateofhealth.ny.gov/</a>:</p> <p>Students are given an empty table shell with the column titles filled in. They are to fill in the cost in monthly premiums for health (including dental) insurance cost for bronze, gold, and platinum plans for individuals vs family, finding out the income at which a subsidy exists. They will do this for a Bronx zip code and comparator zip code (possibly in Westchester or Nassau counties) of their choice.</p>	<ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
<p>Students evaluate data comparing health outcomes from the U.S. health care system relative to industrialized nations with socialized health care system to critically evaluate whether the expense of the U.S. system results in better outcomes (e.g., longer life expectancy or lower maternal/child mortality). This is presented in class, reinforced with weekly homework questions, and becomes a theme in class: how to balance cost, quality, and access in providing health care with a finite budget. Faculty ask open ended questions during lecture for students to discuss these topics and debate solutions.</p> <p>Sample assignment:</p> <p>In a one-page homework assignment, make a table comparing health outcomes for three specific outcomes from the list of provided topics. Compare the US (based upon <a href="https://www.cdc.gov/datastatistics/index.html">https://www.cdc.gov/datastatistics/index.html</a>) to the outcomes of an industrialized nation of the student’s choice. Health topics include: rates of childhood immunizations, life expectancy, STI/HIV rates, reproductive health and birth data, and/or chronic disease. Compare and contrast the findings in a paragraph following the table.</p>	<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>
<p>Students are required to submit either a 5-page final paper or give a 10-minute final presentation on the U.S. Health Care System. Examples of topics include: how recent immigrants without documents access the health care system; how do foster children pay for health care; how family members can be reimbursed to provide home health care; how diabetic</p>	<ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

<p>homeless access the healthcare system and manage their disease; or what happens to Medicaid benefits following incarceration.</p> <p>A detailed rubric will be provided for their research project: APA format will be required, a TurnItIn score &lt;25%, a minimum of five peer-reviewed scholarly citations (websites and secondary sources are allowed but do not count toward the five-citation requirement). Students who give a presentation will also be required to generate a one-page infographic using Canva (or similar) that would be suitable for sharing with the vulnerable population they researched.</p>	
<p>A course in this area (II.B) <b>must meet at least three of the additional learning outcomes</b> in the right column. A student will:</p>	
<p>Students in HSD266 are introduced to the history and evolution of the provision of and funding for health care in the U.S. The history of the industrial revolution, the rise of unions (both the AMA as well as employee-based), the economic concept of community development block grants for funds going from the federal government to the states, and other public affairs are covered in great detail. Students will demonstrate that they have achieved this objective and understand the provision of health care in the US via three short quizzes, and a cumulative final exam that reinforces the course content.</p> <p>Three quizzes (no midterm) and final exam offer lower taxonomy level multiple choice or answer questions in addition to matching (defining vocabulary like deductible, coinsurance, copayment, and premium or Medicare Parts A, B, C, and D) or placing on a continuum of cost or choice (PPO, POS, EPO, IPA, and HMO). Higher taxonomy level questions are also asked, examples include short answer questions for students to describe moral hazard and health insurance, what has been the impact of expanded Medicaid eligibility, define the Medicare Part D donut hole or to describe the impact of the American Medical Association on medical education.</p>	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</li> </ul>
<p>Students learn to analyze and explain why the U.S. does not have universal health insurance like other industrialized nations. They learn about the evolution of health insurance in the U.S. from employer-sponsored benefits to get workers back to the job faster to the expensive benefit packages offered by modern U.S. employers. Students also learn about Medicare and Medicaid, why it took until 1965 to pass such legislation, and students read different perspectives on expansion of these programs. Students demonstrate what they have learned first in a reflection homework assignment. At the end of the semester as described previously, students research in much greater detail on a theme in our history of a vulnerable population (i.e., foster kids, prison population, transgender, rural minorities) not having equal access to the health care system and what possible solutions could be.</p> <p>Sample homework assignment:</p> <p>Write a three-paragraph essay selecting one of the two philosophies presented in class – social justice and market justice – describing which theory they think is responsible for the creation of Medicare and Medicaid and how the theory relates to differences in reimbursement, criteria for enrollment, and program administration (federally vs. state administered).</p>	<ul style="list-style-type: none"> <li>Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>
	<ul style="list-style-type: none"> <li>Explain and evaluate the role of the United States in international relations.</li> </ul>
<p>When discussing the Affordable Care Act and the evolution of the legislation as the executive branch changed parties, HSD266 students learn to identify and differentiate the role of the legislative branch in writing the legislation, the executive branch in signing it, and the judicial</p>	<ul style="list-style-type: none"> <li>Identify and differentiate among the legislative, judicial, and executive branches of government and</li> </ul>

<p>branch in enforcing it (including discussion of expanded Medicaid access and the 2018 Hobby Lobby ruling). Students demonstrate knowledge and understanding of their government via weekly homework assignments and a final homework essay.</p> <p>Sample final homework essay prompt:</p> <p>President Trump has delayed changing the ACA until after the 2020 elections. In a five-paragraph essay, what do you think the executive office will propose, how will Congress react, and based on previous Supreme Court decisions, what do you think the judicial system will do? Please submit via TurnItIn. It is ok to use the first person in this essay as it is your opinion about what you think might happen with a conclusion specifying what you hope will happen.</p>	<p>analyze their influence on the development of U.S. democracy.</p>
<p>Multiple lectures discuss who has access to the U.S. healthcare system and who does not. Why is there unequal access to the U.S. healthcare system based on race, ethnicity, income, gender, and sexual orientation? Why do specific populations have worse health outcomes than others? What are potential solutions to decreasing the health vulnerability of the medically underserved? As summarized above, students demonstrate their knowledge and understanding of how a vulnerable population has unequal access to the health care system. Approximately half the class write an APA-formatted five-page paper and the other half opts to give a presentation and generate an infographic thereby sharing their research and expanding the rest of the class' knowledge about health care disparities with discussion in the class about patterns and potential solutions. Students must pay attention to their classmates' presentations as there are questions on the final exam based upon these presentations.</p>	<ul style="list-style-type: none"> <li>• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</li> </ul>

## **HSD 266: U.S. Health Care Delivery System**

### **Course Description:**

Examination of the major issues in the organization and delivery of health and nutrition services. The class provides an overview of health care institutions, financing, management, and human resources.

### **Course Content**

This course focuses on the social, political, and economic aspects of providing healthcare in America in 2019 and beyond. The course introduces students to:

- the historical development of the health care system and its changing paradigms,
- the current structure, organization, and delivery of health care services,
- the influences on health care public policy decisions,
- factors such as cost, access, and quality that determine the allocation of health care resources,
- which groups or categories of people have limited or compromised access to healthcare, and
- the American values and ethics that create policy paradoxes and establish health care priorities.

**Required Text:** Leiyu Shi and Douglas Singh. Essentials of the U.S. Health Care System. Fifth Edition. (Sudbury, MA: Jones and Bartlett Publishers, 2018) plus supplemental materials provided in Blackboard.

Unless you have specific reasons for getting this book from the book store, I recommend looking online for less expensive, used options. You are welcome to use the 4<sup>th</sup> edition (published in 2017). Course materials are drawn largely from the required text, supplemented by some articles and on-line content shared within the lecture slides and/or on blackboard. Students **MUST** obtain the text by the second week of class when homework will be assigned from the text book. Online access to the text is not required.

### **Learning Objectives:**

The primary aim of this course is to explain the historical development and current structure of the U.S. health care system, including how health care is paid for and provided. Specifically, upon completion of the course students will be able to:

1. explain the general structure of the U.S. health care system, including its historical development from Westward Expansion through the Affordable Care Act;
2. distinguish among the values and assumptions that underlie the changing priorities of the US health care system
3. identify and analyze the roles and interrelationships between components of the health care delivery system including health care facilities, services, and personnel;
4. research and analyze published health care data;
5. examine health disparities in terms of access to care, quality of care, and health outcomes;
6. discuss important current health care and health care reform issues;
7. describe different types of health insurance programs and managed care organizations, including those privately and publicly funded (i.e., Medicare and Medicaid).

### **Student Learning Activities:**

- For each class, students are required to *read the assigned text* for that lecture and be prepared for discussion.
- Every lecture includes a powerpoint slide deck based upon the assigned text with supplemental content and additional references. Slides are posted in Blackboard for students to use to study for quizzes and the final exam.

- Homework is assigned weekly as indicated in the syllabus and modified in course slides.
  - Homework assignments include multiple choice questions based upon the text with one or two short answer questions to provide opportunity for students to analyze and discuss their viewpoints on the weekly chapter. Two short essays are assigned as homework (in lieu of the multiple choice question): one essay is on theories of social vs. market justice and the second essay is on the future of the Affordable Care Act. These essays are short, three paragraphs to be written based on the text, slides, and any additional primary research they wish to include.
    - Essays provide an opportunity for students to learn about APA format, primary vs. secondary research, and how to paraphrase vs. plagiarize (papers are submitted via TurnItIn).
- This class does not have a midterm exam, rather there are three short quizzes and a cumulative final exam.
- Students give a final presentation OR write a final paper on a topic discussed with faculty; a list of approved topics is shared or students can submit their own topic for approval
  - Acceptable topics are those about a specific vulnerable population and how they access (or are prevented in accessing) the U.S. health care system. Examples include the homeless, veterans, rural poor, transgender, undocumented immigrants, undocumented elderly immigrants.
  - Alternative final topics could be service in nature, such as providing background and information to the class on how to find out about and enroll in a clinical trial; how to apply to receive payment for providing home health care to a family member; how to obtain free or low cost health care services such as dental work, eye or podiatry services, or sexually transmitted infection services.
- Students practice obtaining primary source information using Google Scholar and PubMed.
- Exploration of the New York State Health Insurance Exchange as well as the web sites of the New York City Health Department, New York State Department of Health, and the federal Department of Health and Human Services occurs in class and to complete homework assignments.
- Read professional journal articles and supplemental materials to expand understanding of content presented in the text book.

### **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 information, contact the Office of Student Disability Services, Schuster Hall, Room 238, 718-960-8441.

If you require any form of classroom accommodation, please inform me either during office hours or before class.

### **Tutoring Services**

The College has two tutoring centers on campus. The Academic Center for Excellence (ACE) provides appointment-based and drop in tutoring in the humanities, social sciences and writing, as well as general writing skills. The Science Learning Center (SLC) provides drop-in tutoring for natural and computer science courses. To obtain more information about the ACE and the SLC, please visit their website at <http://www.lehman.edu/issp>, or please call the ACE at 718-960-8175 and the ALC at 718-960-7707.

### **Blackboard and Email**

**All students MUST use their CUNY Lehman email account when communicating with instructor and accessing CUNY portal and Blackboard system.**

To access blackboard or for email login or CUNY portal information, go through the Lehman website at [www.lehman.cuny.edu](http://www.lehman.cuny.edu). **Please don't print out the slides.** Supplemental materials are in the slides that is not on the test and you'll kill a lot of trees. Thank you. You are welcome to take notes on the slides however if your computer screen does not reflect what we are discussing, you will be asked to close your laptop or leave class. **Use of technology is at the discretion of the professor and if your technology distracts me or your classmates, you will not be allowed to use technology.** Sit in the back of the class if you use a laptop so your screen doesn't distract others. Turn your cell phone, phone-watch, and any device that makes a noise off. You will be asked to leave if your technology disrupts the lecture.

If you have any questions about your Lehman email address or your password or if you have any problems accessing the site, please contact Lehman's IT Department located in Carmen 1<sup>st</sup> floor. Students can also go to the Lehman home page of the college's website ([www.lehman.cuny.edu](http://www.lehman.cuny.edu)) for email login or CUNY portal information. Before Class begins. If you need help getting access, go to IT center on the first floor of the Carmen building. For problems call IT 718 960 1111.

### **Attendance Policy**

Class attendance is of vital importance for this class and will impact your grade. Three (3) unexcused absences will result in an F for the attendance portion of their grade. Attendance is taken at the start of class. If you miss attendance, it is the STUDENT's RESPONSIBILITY to find me at the end of class to explain why they were late. If the student fails to do this, they will be marked absent. If a student is late three times, it will count as an absence.

### **Academic Integrity**

#### Policies and Procedures

Refer to the College Student Handbook page 27 for rules on cheating and plagiarism. Or refer to <http://www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf> *Papers and presentations are graded for content with sloppy papers (i.e., grammar, punctuation, and/or spelling errors) graded to reflect the effectiveness of the argument. If the paper or presentation is sloppy, the grade will reflect it. Please use the tutoring services for assistance with writing your final paper.* For all written materials, including papers and short-answers to test questions, are submitted via TurnItIn. Please refer to Lehman's policies on academic integrity. Papers with TurnItIn grades >30% will get zero credit. For additional information, consult the Lehman College student handbook policy on plagiarism.

**Note:** *Students must maintain a 2.0 (C) grade point average to keep their financial aid. Student may (W) withdraw without a grade of "WD" the first week.*

**SYLLABUS CHANGES:** Occasionally, changes to the syllabus may be necessary. Students will be notified of any changes to the syllabus *in class and in the slides via Blackboard and via Blackboard Announcements.* **IF YOU MISS CLASS AND DO NOT HEAR ABOUT THE CHANGE YOU ARE STILL RESPONSIBLE FOR THE MATERIAL.**

<b>Course Requirements</b>	<b>Evaluation</b>	<b>Date Due</b>
Attendance	5%	Every class
Home Work	15%	As assigned, due the next class
Three short quizzes	10% each or 30 %	Monthly
Final Paper/Presentation	20 %	Last class

Final exam, cumulative

30 %

Finals week

Grades are defined as follows:

A = 93-100

B+ = 87-89

C+ = 77-79

D+ = 67-69

A- = 90-92

B = 83-86

C = 73-76.

D = 60-66

B- = 80-82

C- = 70-72

F = < 60

## Day-to-Day Class Schedule

### 1. Week 1. Chapter 1: **Major Characteristics of Health Care Delivery** and Overview of Class

Present the syllabus, rules about technology, grading expectations as well as a broad overview of the class and expectations of students. Homework posted and to be submitted via BB, answering questions posted on the last slide as well as confirming the student read the syllabus, know quiz and test due dates as well as the final paper or presentation.

### 2. Week 2. Chapter 2: **Foundations of US Health Care Delivery**

Students learn about the concepts of a holistic approach to health care delivery, what are determinants of health, and a discussion of equity by exploring the prevailing, contrasting theories of market justice and social justice. Homework to read Chapter 2 and complete essay contrasting theories of underlying the foundation of the US health care system.

### 3. Week 3. Chapter 3 **Historical Overview of US Health Care Delivery**

Students will learn about Medical services, training, and health care professionals in Preindustrial, Industrial, and Corporate America. Students will be reminded about the first quiz next week (homework to study for quiz).

### 4. Week 4. Chapter 4 **Health Care Providers and Professionals**

Class begins with a short quiz. Lecture covers the diversity of jobs in the health care field including clinicians and physician extenders, allied health professions, public health and health services, as well as describing health care hiring trends. Homework is to fill out the tableshell posted in Blackboard for students to identify potential career choices, what are the licensure/certification/education requirements, what are the employment trends, and salary potential.

### 5. Week 5. Chapter 5 **Technology and Its Effects**

Class begins by returning the quiz and discussing answers. The lecture covers various forms of medical technology explaining the application of both medical and information technology, electronic medical records, and the role of technology in saving money as well as expanding health care expenditures. Multiple choice question homework with one short answer is posted in Blackboard.

### 6. Week 6. Chapter 6 **Financing and Reimbursement Methods**

Lecture defines financing, and various health care financiers, and health insurance. Students discuss options for aligning incentives and the role of financing and reimbursement to influence behavior. Medicare and Medicaid financing is covered. Multiple choice question homework with one short answer is in Blackboard.

### 7. Week 7. Chapter 7 **Outpatient Services and Primary Care**

Students learn about the shift from the provision of healthcare to inpatients now shifting toward outpatient care. The lecture will explore different outpatient settings and compare/contrast reimbursement for the

same services if provided as an outpatient vs. inpatient. Homework to study for short quiz on chapters 4, 5, 6, and 7.

#### 8. Week 8. Chapter 8 **Hospitals**

Class begins with a short quiz. The lecture presents an overview of the history of hospitals in America covering expansion, downsizing, and vertical vs. horizontal integration of health care delivery systems. Ethical considerations in health care as well as licensure and certification is covered. Multiple choice question homework with one short answer is in Blackboard.

#### 9. Week 9. Chapter 9 **Managed Care and Integrated Systems**

The second quiz is returned and discussed. Lecture describes the functions and process of managed care and reviews how health insurance works. The alphabet soup (HMO, PPO, EPO, POS) of managed care plans is defined as well as description of how managed care reviews health care utilization. Homework is to (hypothetically) shop for health care on the New York exchange and complete a tableshell posted in Blackboard finding the health insurance costs for individual, individual + child, and family in a zip code of their choice for at least three types of health insurance.

#### 10. Week 10. Chapter 10 **Long-term Care Services**

The objective of this lecture is to define long term care, the settings where LTC is provided, who provides LTC and how are they licensed and certified. How LTC is paid for, the role of Medicare and Medicaid, and LTC insurance is discussed. Multiple choice question homework with one short answer is in Blackboard. Students are to submit their final paper/presentation topics.

#### 11. Week 11. Chapter 11 **Populations with Special Health Needs**

Lecture describes different vulnerable and underserved populations and the specific health challenges facing them. Grading rubric for the final discussed. Homework: study for final quiz.

#### 12. Week 12. QUIZ; Lecture on Chapt 12 & 13. Health Policy and **Cost, Access, and Quality**

A short quiz on chapters 9-11 (good practice for the final). Lecture summarizes much of the content already explored in class, ensuring students understand how cost, access, and quality contribute to rapidly growing US health care expenditures. Excerpts from Chapter 13 covered, exploring U.S. health care policy and why the US doesn't have universal health care. Final homework is to submit a short essay reflecting on the lack of universal health care and predicting whether the legislature, courts, or executive branch will act first in altering the ACA.

#### 13. Week 13. Chapter 13 **Health Policy and Review for final**

Students will also receive a review sheet of concepts covered in class with an opportunity to review for the final. Homework: Submit final paper or presentation

14. Week 14. FINAL PRESENTATIONS or submit final paper via Turnitin

15. Exam week. Final Exam Chapters 1-13

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

**DEPARTMENT OF LANGUAGES AND LITERATURES**

**CURRICULUM CHANGE**

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

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 353
Course Title	Special Topics in Spanish (Peninsular) Literature
Description	Study of selected themes (e.g., women) or modes (e.g., parody) or literary forms and strategies (e.g., first person narrative) in Peninsular literature.
Pre/ Co Requisites	Department Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

This course, SPA 353, fulfills the 3-credit “Spanish Literature” requirement for the BA in Spanish and the BA in Teaching Spanish 7-12. SPA 353 will be added to the list of acceptable courses for the “Spanish Literature” requirement which includes SPA 301, 321, 322, 323, 330, 340, 341, & 342.

SPA 352 Special Topics in Hispanic Literature has traditionally fulfilled credits as an elective or one of the required courses for Latin American literature or Spanish (Peninsular) literature for the Spanish B.A. In order to be clear whether a course should be counted towards the Latin American literature or the Spanish (Peninsular) literature requirement, two separate courses, SPA 353 & SPA 354 are being proposed. Once put in place, the department will refrain from using the course code SPA 352 in the future.

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

- Read and discuss Spanish-language literature, paying particular attention to theme, style, and point of view.
- Demonstrate their grasp of the genre’s history and of the social contexts in which Spanish language literature has been produced.
- Refer knowledgeably to the biographies of the authors under study.
- Conduct independent research.

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

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

**DEPARTMENT OF LANGUAGES AND LITERATURES**

**CURRICULUM CHANGE**

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

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Spanish
Course Prefix & Number	SPA 354
Course Title	Special Topics in Latin American Literature
Description	Study of selected themes (e.g., women) or modes (e.g., parody) or literary forms and strategies (e.g., first person narrative) in Spanish/ Latin American literature.
Pre/ Co Requisites	Department Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

This course, SPA 354, fulfills the 3-credit “Latin American Literature” requirement for the BA in Spanish and the BA in Teaching Spanish 7-12. SPA 354 will be added to the list of acceptable courses for the “Latin American Literature” requirement which includes SPA 320, 332, 333, & 343.

SPA 352 Special Topics in Hispanic Literature has traditionally fulfilled credits as an elective or one of the required courses for Latin American literature or Spanish (Peninsular) literature for the Spanish B.A. In order to be clear whether a course should be counted towards the Latin American literature or the Spanish (Peninsular) literature requirement, two separate courses, SPA 353 & SPA 354 are being proposed. Once put in place, the department will refrain from using the course code SPA 352 in the future.

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

- Read and discuss Latin American literature in Spanish, paying particular attention to theme, style, and point of view.
- Demonstrate their grasp of the genre’s history and of the social contexts in which Latin American literature has been produced.
- Refer knowledgeably to the biographies of the authors under study.
- Conduct independent research.

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

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

**MACAULAY HONORS COLLEGE**

**CURRICULUM CHANGE**

Effective Term: Spring 2020

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

2. **From:**  
**Macaulay Honors College**

Program Director: Gary Schwartz (Leonard Lief Library, Room 315)

The Macaulay Honors College at Lehman College admitted its first class in September 2002. Member of the Honors College are designated "Macaulay Scholars." They receive full tuition, stipends, laptop computers, and an opportunities fund for academic enrichment experiences, such as study abroad. A "Cultural Passport" provides entree to concerts, the theater, museums, and other cultural institutions in New York City. ~~Passport activities also will put students in contact with people active in many facets of city life, the arts, government, business, and science.~~

Criteria for selection include the student's high school academic record, SAT/ACT scores, an essay, two letters of recommendation, and an interview.

Students intending to apply for Macaulay must apply directly from high school; Macaulay does not accept transfers from any institution. Students wishing to apply should consult the Macaulay homepage through the CUNY Portal at [www.cuny.edu](http://www.cuny.edu) and select "Apply Online," as well as the Lehman homepage at [www.lehman.edu/lehman/honorscollege](http://www.lehman.edu/lehman/honorscollege).

~~The curriculum of the Honors College is seminar based, and the program offers rich opportunities for academic enhancement and intellectual growth, supplemented by study abroad, internships, preparation for graduate school, and global engagement. Macaulay Scholars at Lehman College fulfill the same requirements in their majors as stipulated in the College Bulletin for all Lehman College students. Upon graduation, Macaulay Scholars are issued a joint diploma from Macaulay Honors College and Lehman College.~~

**TO:**  
**Macaulay Honors College**

Program Director: Professor Gary Schwartz (Leonard Lief Library, Room 315)

The Macaulay Honors College at Lehman College admitted its first class in September 2002. Member of the Honors College are designated "Macaulay Scholars." They receive full tuition, a laptop computer, and an opportunities fund for academic enrichment experiences, such as study abroad. A "Cultural Passport" provides entree to concerts, the theater, museums, and other cultural institutions in New York City. Macaulay Central at 35 West 67<sup>th</sup> Street, through its Career Development Office and rich program of events exposes students to and puts them in contact with accomplished individuals active in many facets of city life, the arts, government, business, and science. Macaulay offers abundant opportunities for academic enhancement and intellectual growth, supplemented by study abroad, internships, preparation for graduate school, and global engagement.

All Macaulay Scholars are personally guided through their four years by a Macaulay Academic Advisor on their home campus who is dedicated to maximizing their college careers. This is the unique hallmark of a Macaulay education.

Criteria for selection include the student's high school academic record, SAT/ACT scores, an essay, two letters of recommendation, and an interview.

Students intending to apply for Macaulay must either apply directly from high school or as transfer students through the Macaulay Bridge Program. Upon successful completion of the four required New York City Seminars, Macaulay Bridge Program students become Macaulay Scholars. Macaulay does not accept transfers from any other institution. Students wishing to apply should consult the Macaulay homepage through the CUNY Portal at [www.cuny.edu](http://www.cuny.edu) and select "Apply Online," as well as the Lehman homepage at [www.lehman.edu/lehman/honorscollege](http://www.lehman.edu/lehman/honorscollege).

#### MACAULAY AT LEHMAN REQUIREMENTS:

1. All Macaulay Scholars at Lehman College fulfill the same requirements in Pathways (General Education) and in their majors as stipulated in the College Bulletin for all Lehman College students. Upon graduation, Macaulay Scholars are issued a joint diploma from Macaulay Honors College and Lehman College.
2. The seminar based core curriculum of Macaulay Honors College is the four sequential New York City seminars focusing on aspects of life, culture, history, and governance of NYC.
3. Three additional honors seminars chosen from those offered by the Lehman Scholars Program or Macaulay Central or another MHC CUNY campus.
- 4.

Two years of the same foreign language or the equivalent. Students beginning a foreign language take 4 semesters (elementary + intermediate); students continuing in a language may place into one of the four semesters or place out of further required foreign language study based on AP testing or other criteria.

Alternatively, students may take one year of elementary language study and two Lehman Scholars Seminars substituting them for the intermediate year of foreign language study.

5. Completion of a capstone project, begun in the second semester of junior year and submitted by November 1 or April 1 of the student's last semester (or semester of graduation).

6. Students are required to complete 30 certified hours of community service.

7. Students are required to complete an internship or study abroad program.

#### MACAULAY BRIDGE PROGRAM AT LEHMAN REQUIREMENTS:

1. All Macaulay Scholars at Lehman College fulfill the same requirements in Pathways (General Education) and in their majors as stipulated in the College Bulletin for all Lehman College students. Upon graduation, Macaulay Scholars are issued a joint diploma from Macaulay Honors College and Lehman College.

2. The seminar based core curriculum of Macaulay Honors College is the four sequential New York City seminars focusing on aspects of life, culture, history, and governance of NYC.

3. Two courses or seminars chosen from courses or seminars offered by:

- A. Honors Programs or equivalent curriculum at college campus of origin.
- B. The Lehman Scholars Program
- C. Macaulay Central
- D. Another Macaulay Campus

4. Macaulay Bridge Students are exempt from the foreign language requirement.

5.  
Completion of a capstone project, begun in the second semester of junior year and submitted by November 1 or April 1 of the student's last semester (or semester of graduation).

6.  
Students are required to complete 30 certified hours of community service.

7.  
Students are required to complete an internship or study abroad program.

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

Changes to the description better reflect current focus of MHC, including addition of new Bridge component. Changes also explicitly state program requirements that are lacking in current bulletin.

5. **Date of MHC approval:** March 5, 2019.

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

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

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education (ESC)
Course Prefix & Number	ESC 477
Course Title	ESC 477 <del>Fieldwork II</del>
Description	Integration of student's work experience with theoretical orientation. Emphasis on the relationship between models of teaching and learning in secondary school or continuing education settings.
Pre/ Co Requisites	ESC 301. <del>NOTE: No student may receive credit for both ESC 476-477 and ECE 476-477 or ESS 376-377.</del>
Credits	1
Hours	<del>45</del>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education (ESC)
Course Prefix & Number	ESC 477
Course Title	ESC 477 <u>Field Work 2</u>
Description	Integration of student's work experience with theoretical orientation. Emphasis on the relationship between models of teaching and learning in secondary school or continuing education settings. <u>NOTE: Requires placement in a school setting.</u>
Pre/ Co Requisites	ESC 301
Credits	1
Hours	<u>1</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This course is currently inactive and last appeared in the 1999-2001 Undergraduate Bulletin. We wish to activate it as part of our effort to move toward more clinically-rich programs. We are requesting a title change to make the course consistent with ESC 476, Field Work 1. Further, we are eliminating the prerequisites for maximum flexibility. The sum of credits in the undergraduate minor and certification sequences remains unchanged.

5. **Date of departmental approval: November 15, 2018**

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

**SCHOOL OF NATURAL AND SOCIAL SCIENCES**

**CURRICULUM CHANGE**

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

2.

Department(s)	School of Natural and Social Sciences (NSS)
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Introduction to Scientific Research
Course Prefix & Number	NSS 150
Course Title	Introduction to Scientific Research
Description	Recommended for second semester freshman and sophomore students (both incoming freshman and transfer students) interested in laboratory-based research in the sciences. Introduction to scientific research methods and techniques, research ethics and the importance of keeping a clear and detailed notebook. The course will include a series of presentations by the instructor and research active faculty, graduate student researchers and current research students from Lehman College.
Pre/ Co Requisites	PREREQ: Department Permission
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	none
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

Early exposure to the wonders of scientific research is a well-known source of student recruitment into the sciences. The Introduction to Scientific Research Course will be designed to target second semester freshman and sophomore students (both incoming freshman and transfer students) who express an interest in laboratory or other scientific research.

The broader goals of the course will be to expose undergraduate students to research and career options in the sciences. Specific emphasis will be placed on exposing students to the multiple facets of undergraduate research, namely, scientific research methods and techniques for data collection, a basic introduction to research ethics and the importance of keeping a clear and detailed laboratory notebook. In addition, the course will be designed to fostering networking and communication skills and motivating students to consider research as a possible career path.

It is the goal of the course to create a general sense of excitement among students about the possibility of engaging in undergraduate research as part of their undergraduate tenure and consider the possible value that a career in scientific research and related fields can offer.

The course will be comprised of an introduction to scientific research methods, basic research ethics and a series of research presentations by research active faculty, graduate student researchers and current undergraduate research students. This design is intended to allow new students the opportunity to engage with students already pursuing research in the sciences and potentially align with appropriate faculty research mentors.

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

- Acquire basic knowledge about the potential benefits of and opportunities available for careers in scientific research.
- Better understand the importance of keeping a detailed and clear notebook.
- Obtain a basic grasp of elemental research ethics.
- Obtain a basic sense of scientific research methods and techniques for data collection.
- Obtain exposure to the different types of scientific research being conducted on campus.

**5. Date of Approval by School Executive Committee: December 11, 2018**

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

**SCHOOL OF NATURAL AND SOCIAL SCIENCES**

**CURRICULUM CHANGE**

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

2.

Department(s)	School of Natural and Social Sciences (NSS)
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Science and Scientific Research
Course Prefix & Number	NSS 160
Course Title	Research Shadowing Experience
Description	Allows a student to shadow a faculty member, research student or current research scholar (at any level) over a 14-week period during the semester or a 6-week period during the summer. Not credited towards major or minor.
Pre/ Co Requisites	Department Permission
Credits	1
Hours	1
Liberal Arts	[ ] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	none
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

A well-known method for garnering exposure to research on an undergraduate level is to allow undergraduate students to volunteer with or shadow other students already engaged in research. Many of our students have families and work either full- or part- time while pursuing their studies. These

students are often interested in scientific research but have reservations about what a research program would require of them. Specifically, they are hesitant about the potential time commitment that joining a research group would require.

This course would be designed to allow such a student (in their sophomore year or in their first semester at Lehman as a transfer student) to shadow a faculty member, research student or current research scholar (at any level) over a 14-week period during the semester or a 6-week period during the summer.

Students enrolled in this course would engage with their shadowing partner during their scientific laboratory endeavors as well as attend other group activities such as group meetings. In this model, the enrolled student is engaged in relatively low-stakes activities that allow them to network within the research active community on campus. The research scholar they are shadowing inherently acts as a research peer mentor to the volunteer student. Rather than the traditional final examination this course will culminate in a student presentation (oral or poster - as determined by the faculty mentor) that highlights the research performed by their research scholar mentor and reflections of the student.

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

- Acquire basic knowledge about the potential benefits of and opportunities available for careers in scientific research
- Have a better understanding of what is required from a research student
- Create and present the scientific research project they have been engaged in shadowing

**5. Date of Approval by School Executive Committee: December 11, 2018**

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

**SCHOOL OF NATURAL AND SOCIAL SCIENCES**

**CURRICULUM CHANGE**

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

2.

Department(s)	School of Natural and Social Sciences (NSS)
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Science and Scientific Research in the Biomedical Sciences
Course Prefix & Number	NSS 200
Course Title	Biomedical Research and Career Seminar
Description	For students in the Research Initiative for Scientific Enhancement (RISE) programs, although open to all qualified students. NSS 200 will focus on activities that help prepare students for success in graduate school and in a scientific career with a specific focus on Biomedical research. This course is designed as a combination “workshop” and “seminar” with <i>alternating</i> biweekly workshop activities and invited speakers who present their research from different scientific disciplines. RISE scholars are required to enroll each semester in the seminar as part of the condition of remaining as a RISE scholar.
Pre/ Co Requisites	CHE166 and 169, BIO 166 and 167, and permission by course instructors, who are faculty members of the RISE program.
Credits	1 (may be repeated for a maximum of 4 credits)
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	none
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

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Scientific World

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**3. Rationale:**

Designed specifically for students interested in entering the Research Initiative for Scientific Enhancement (RISE) programs, although open to all qualified students with permission of the instructor.

The pursuit of a degree in science and/or scientific research requires exposure to opportunities and skills that our students do not generally acquire in our regular discipline-based courses. To address this issue, this course will expose students to information that will empower them to make more informed decisions along this front. NSS200 will focus on preparing our science students for success in graduate school and in scientific careers related to biomedical research as required by the NIH-RISE grant.

The course is ideal for students interested in research or pursuing a research career and is designed to give them the chance to meet scientists involved in cutting edge research, learn about various research fields and explore the world of scientific research and discovery. In addition, the course will be organized to help students with the development of key 21<sup>st</sup> century soft skills and fundamental career planning. Conscious career planning, including knowledge of the working environment and one's own strengths and weakness, has been shown to increase resilience and success in the professional environment. It is our aim to help our science students develop these and other research-based skills as part of their undergraduate tenure.

Other important components of NSS200 will include time management and self-regulation practices (that is, learning to be better learners), selection of graduate schools, preparation for the GRE, understanding graduate school finances, exploration of biomedical careers, preparation for presentations, identification and selection of summer REU opportunities, research ethics and responsible conduct of research and preparation of personal statements.

Guest speakers from around the campus and the country will be invited to present talks on their research and workshop topics such as, but not limited to learning to network, introduction to research in particular schools, possible summer experiences, preparing for the GRE and careers in scientific research. Since the course is primarily based on guest presentations and class participation during workshop weeks, attendance is critical to maximize the benefits of the class.

May be repeated up to 4 times.

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

- Create and adhere to a study block study program.
- Acquire basic knowledge about the opportunities available in scientific research
- Better understand research techniques (such as data collection, data presentation and data interpretation)
- Better understand research ethics
- Complete the Responsible Conduct of Research assignment
- Complete an REU application
- Write a CV and a personal statement
- Explore the graduate schools that they would like to apply to
- Make a scientific poster and slides in power-point
- Give presentations in both poster and presentation format

5. **Date of Approval by School Executive Committee:** December 11, 2018

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

**DEPARTMENT OF PHILOSOPHY**

**CURRICULUM CHANGE**

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

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

Department(s)	Philosophy
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Philosophy
Course Prefix & Number	PHI 362 ( <del>364</del> )
Course Title	Analytic Philosophy
Description	Intensive study of the writings of Moore, Russell, Carnap, Wittgenstein, and others.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Philosophy
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Philosophy
Course Prefix & Number	PHI 362
Course Title	Analytic Philosophy
Description	Intensive study of the writings of Moore, Russell, Carnap, Wittgenstein, and others.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

PHI 364 is erroneously is listed as a crosslisting for PHI 362. This proposal corrects this error in the undergraduate bulletin and in CUNYfirst.

5. **Date of departmental approval: March 26, 2019**

REPORT TO PRESIDENT CRUZ AND THE  
FACULTY SENATE ON RECENT PRESIDENTIAL  
EXECUTIVE ORDER ON “FREE INQUIRY”

- PREPARED BY PROF. DAVID MANIER,  
CHAIR, ACADEMIC FREEDOM COMMITTEE

EXECUTIVE ORDER:  
“IMPROVING FREE INQUIRY, TRANSPARENCY,  
AND ACCOUNTABILITY AT COLLEGES AND  
UNIVERSITIES”

SIGNED ON MARCH 21, 2019, WITH THE STATED PURPOSE “TO  
ENHANCE THE QUALITY OF POSTSECONDARY EDUCATION BY  
MAKING IT MORE AFFORDABLE, MORE TRANSPARENT, AND MORE  
ACCOUNTABLE. INSTITUTIONS OF HIGHER EDUCATION ... SHOULD  
BE ACCOUNTABLE BOTH FOR STUDENT OUTCOMES AND FOR  
STUDENT LIFE ON CAMPUS.”

## PROVISIONS OF BILL: 1) “IMPROVING FREE INQUIRY ON CAMPUS”

- HEADS OF FEDERAL AGENCIES ARE DIRECTED TO “TAKE APPROPRIATE STEPS, IN A MANNER CONSISTENT WITH APPLICABLE LAW, INCLUDING THE FIRST AMENDMENT, TO ENSURE INSTITUTIONS THAT RECEIVE FEDERAL RESEARCH OR EDUCATION GRANTS PROMOTE FREE INQUIRY.” AGENCIES AFFECTED INCLUDE DEFENSE, HEALTH AND HUMAN SERVICES (NIH), TRANSPORTATION, ENERGY, EDUCATION; EPA, NSF, AND NASA.

## 2) “IMPROVING TRANSPARENCY AND ACCOUNTABILITY ON CAMPUS.”

- THE SECRETARY OF EDUCATION (SECRETARY) SHALL ...
- (I) MAKE AVAILABLE ... A SECURE AND CONFIDENTIAL WEBSITE AND MOBILE APPLICATION THAT INFORMS FEDERAL STUDENT LOAN BORROWERS OF HOW MUCH THEY OWE, HOW MUCH THEIR MONTHLY PAYMENT WILL BE WHEN THEY ENTER REPAYMENT, AVAILABLE REPAYMENT OPTIONS, HOW LONG EACH REPAYMENT OPTION WILL TAKE, AND HOW TO ENROLL IN THE REPAYMENT OPTION THAT BEST SERVES THEIR NEEDS;
- (II) EXPAND AND UPDATE ANNUALLY THE COLLEGE SCORECARD, OR ANY SUCCESSOR, WITH THE FOLLOWING *PROGRAM-LEVEL* DATA FOR EACH CERTIFICATE, DEGREE, GRADUATE, AND PROFESSIONAL PROGRAM, FOR FORMER STUDENTS WHO RECEIVED FEDERAL STUDENT AID:
  - (A) ESTIMATED MEDIAN EARNINGS; (B) MEDIAN STAFFORD LOAN DEBT; (C) MEDIAN GRADUATE PLUS LOAN DEBT (IF APPLICABLE); (D) MEDIAN PARENT PLUS LOAN DEBT; AND (E) STUDENT LOAN DEFAULT RATE AND REPAYMENT RATE; AND
- (III) EXPAND AND UPDATE ANNUALLY THE COLLEGE SCORECARD, OR ANY SUCCESSOR, WITH THE FOLLOWING *INSTITUTION-LEVEL* DATA ... FOR FORMER STUDENTS WHO RECEIVED FEDERAL STUDENT AID

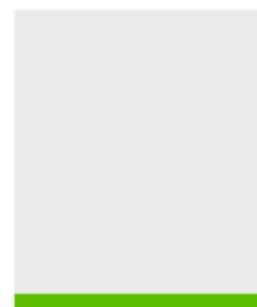
# CUNY Lehman College



Bronx, NY

10,311 undergraduates

Average  
Annual Cost



\$5,454

Graduation  
Rate



40%

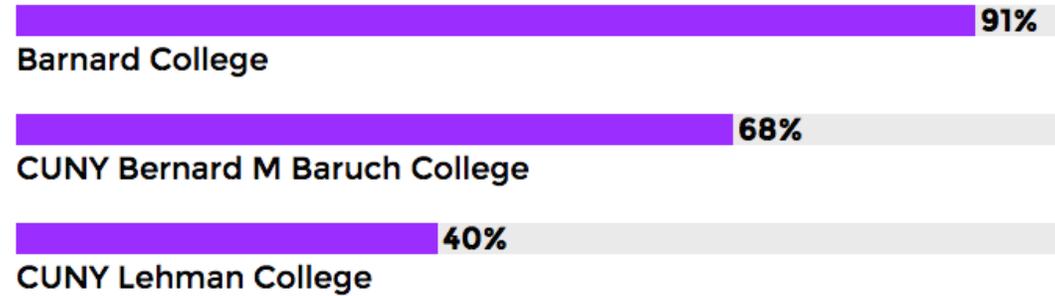
Salary After  
Attending



\$43,100

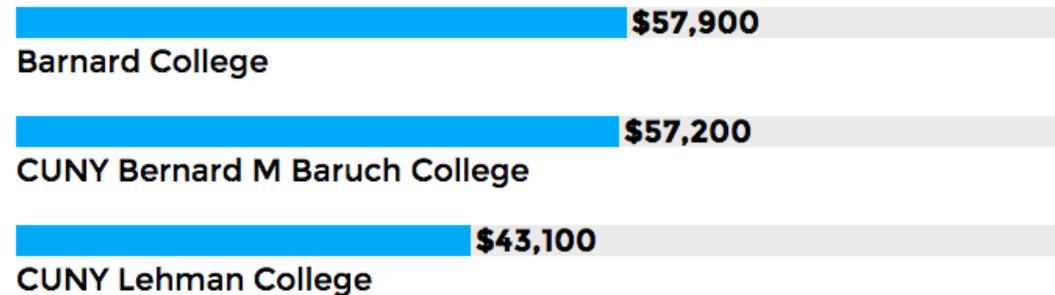
## Graduation Rate i

*4-year school*



## Salary After Attending i

*4-year school*



### 3) REPORTS WILL BE SUBMITTED FROM CABINET-LEVEL OFFICERS WITH THE FOLLOWING GOALS:

- 1) IDENTIFYING AND ANALYZING POLICY OPTIONS FOR *SHARING THE RISK* ASSOCIATED WITH FEDERAL STUDENT LOAN DEBT AMONG THE FEDERAL GOVERNMENT, INSTITUTIONS, AND OTHER ENTITIES.
- 2) PROVIDING POLICY RECOMMENDATIONS FOR REFORMING THE *COLLECTIONS* PROCESS FOR FEDERAL STUDENT LOANS IN DEFAULT.
- 3) PROVIDING INFORMATION ABOUT SUCCESSFUL STATE AND INSTITUTIONAL EFFORTS TO PROMOTE STUDENTS' *TIMELY AND AFFORDABLE COMPLETION* OF A POSTSECONDARY PROGRAM OF STUDY, INCLUDING ABOUT TRANSFER CREDITS, DUAL ENROLLMENT PROGRAMS, AND PROGRAMS FOR INCREASING STUDENT SUCCESS AT COMPLETION OF THEIR DEGREES, ESPECIALLY HIGH-RISK STUDENTS.

# CONTEXT

- AT A SIGNING CEREMONY AT THE WHITE HOUSE, MR. TRUMP SAID HE WANTED TO GIVE NOTICE TO “PROFESSORS AND POWER STRUCTURES” SEEKING TO PREVENT CONSERVATIVES “FROM CHALLENGING RIGID, FAR-LEFT IDEOLOGY.” (NYT, 21 MAR 2019).
- STUDENT SPEAKERS AT THE SIGNING CEREMONY RECOUNTED ANECDOTES OF PRESSURE THEY RECEIVED FROM THEIR UNIVERSITIES WHEN THEY ATTEMPTED TO ENGAGE IN ACTIVITIES SUCH AS PRO-LIFE DEMONSTRATIONS (PLANTING SMALL CHRISTIAN CROSSES ON CAMPUS PROPERTY REPRESENTING TERMINATED PREGNANCIES) AND CHRISTIAN EVANGELISM (HANDING OUT “JESUS LOVES YOU” FLYERS ON VALENTINE’S DAY).

## FURTHER CONTEXT

- IN 2017, THE UNIVERSITY OF CALIFORNIA AT BERKELEY CANCELED A TALK BY THE FAR-RIGHT PROVOCATEUR MILO YIANNPOULOS AMID INTENSE PROTESTS BY MASKED ACTIVISTS, WHO SET FIRES AND THREW STONES. TRUMP TWEETED THE NEXT MORNING, “IF U.C. BERKELEY DOES NOT ALLOW FREE SPEECH AND PRACTICES VIOLENCE ON INNOCENT PEOPLE WITH A DIFFERENT POINT OF VIEW — NO FEDERAL FUNDS?” (NYT, 21 MAR 2019)

# IMPLICATIONS

- MEMBERS OF UNIVERSITY COMMUNITIES WHO THINK THEIR ACADEMIC FREEDOM HAS BEEN VIOLATED MAY BE ABLE TO FILE COMPLAINTS WITH FEDERAL AGENCIES (COORDINATED THROUGH THE OFFICE OF THE SECRETARY OF DOE), WHICH MAY THREATEN TO CUT OFF FEDERAL GRANT MONEY TO UNIVERSITIES THAT ARE JUDGED TO HAVE COMMITTED VIOLATIONS.
- THESE COMPLAINTS MIGHT BE EXPECTED TO RECEIVE MORE FAVORABLE ATTENTION WHEN THEY ACCORD WITH THE PRO-CONSERVATIVE AND PRO-CHRISTIAN BIAS ENTAILED IN THE POLITICAL CONTEXT OF THIS EXECUTIVE ORDER.

# FURTHER IMPLICATIONS

- PRESSURE WILL BE INCREASED ON UNIVERSITIES TO PROVIDE MORE OPEN AND EXTENSIVE STATISTICS ABOUT GRADUATES, INCLUDING MEDIAN EARNINGS, LOAN DEBT BURDEN, AND DEFAULT RATES.
- UNIVERSITIES MAY BE EXPECTED TO “SHARE THE BURDEN” WITH THE FEDERAL GOVERNMENT FOR STUDENT LOANS, COLLECTION PROGRAMS, AND LOAN DEFAULTS.
- INCREASED PRESSURE WILL BE PUT ON UNIVERSITIES TO PROMOTE STUDENTS’ TIMELY AND AFFORDABLE COMPLETION OF A POSTSECONDARY PROGRAM OF STUDY, SUCH AS REGARDING TRANSFER CREDITS, DUAL ENROLLMENT PROGRAMS, AND PROGRAMS FOR HIGH-RISK STUDENTS. (PROGRAMS FOR HIGH-RISK STUDENTS MAY INCLUDE SEEK, WHICH SERVES STUDENTS WHO ARE ECONOMICALLY DISADVANTAGED AND/OR ACADEMICALLY UNDERPREPARED. DUAL ENROLLMENT PROGRAMS MAY REFER ESPECIALLY TO COLLABORATIVE EFFORTS BETWEEN HIGH SCHOOLS AND COLLEGES, SUCH AS CUNY’S COLLEGE NOW.)

## RESPONSE FROM AAUP (JULIE SCHMID, EXECUTIVE DIRECTOR)

- ON THE TOPIC OF CAMPUS FREE SPEECH, PRESIDENT TRUMP'S EXECUTIVE ORDER ... IS TROUBLING IN THAT IT SERVES A BROADER GOAL OF ATTEMPTING TO DISCREDIT HIGHER EDUCATION. LIKE THE PRESIDENT'S ATTACKS ON OTHER PERCEIVED ENEMIES, WHETHER THEY BE JOURNALISTS, SCIENTISTS, OR ACADEMIC INSTITUTIONS ... THE ORDER SEEMS LARGELY DESIGNED TO UNDERMINE THE PUBLIC TRUST. IT IS ALSO TROUBLING THAT IN HIS REMARKS THE PRESIDENT SOUGHT TO DRIVE A WEDGE BETWEEN STUDENTS AND FACULTY, CASTING HIS EXECUTIVE ORDER AS A "CLEAR MESSAGE TO THE PROFESSORS" THAT THEIR FUNDING WAS NOW AT RISK WHILE ALSO RAISING THE SPECTERS OF "POLITICAL INDOCTRINATION" AND "COERCION."
- (SOURCE: [WWW.AAUP.ORG](http://WWW.AAUP.ORG) )

# CONCLUSION

- **HOW THE ORDER WILL BE IMPLEMENTED IS NOT YET CLEAR.**
- **THE ORDER MAY HAVE SIGNIFICANT IMPLICATIONS FOR LEHMAN COLLEGE, INCLUDING REGARDING HOW COMPLAINTS ABOUT VIOLATIONS OF ACADEMIC FREEDOM MAY BE FILED WITH THE FEDERAL GOVERNMENT, THE POLITICAL BIAS THAT MAY BE ASSOCIATED WITH HOW SUCH COMPLAINTS WILL BE HANDLED, AND CONSEQUENCES FOR FEDERAL GRANT MONEY.**
- **MORE PRESSURE WILL BE PLACED ON UNIVERSITIES IN RELATION TO STUDENT LOAN PROGRAMS, INCLUDING INCREASED TRANSPARENCY AND "SHARING THE RISK."**
- **MORE PRESSURE MAY BE PLACED ON INSTITUTIONS LIKE LEHMAN COLLEGE TO PROMOTE STUDENTS' TIMELY AND AFFORDABLE COMPLETION OF A POSTSECONDARY PROGRAM OF STUDY, INCLUDING ABOUT TRANSFER CREDITS, DUAL ENROLLMENT PROGRAMS (COLLEGE NOW), AND PROGRAMS FOR HIGH-RISK STUDENTS (SUCH AS SEEK).**



## **Library Technology and Telecommunications Senate Committee Meeting**

Meeting Date: April 10, 2019

Meeting Location: Carman Hall Room 162

Attendance: Stephen Castellano, John DeLooper, Susan Ko, Professor Jennifer McCabe, Prof. Devrim Yavuz, Prof. Chul-Young Roh, Prof. Jennifer Van Allen

**Student Senator Representatives:** Not present

### **Library Report:**

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

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

\*\* Given its temporary renovated space - Library resolved to relax its existing Food and Drink Policy. It will now tolerate drinks with secure lids and light snacks and finger foods. Foods that must be consumed with utensils are not allowed - nor will we permit food deliveries. Students are responsible for depositing their trash in order to keep the Library clean and orderly. However - food and drink are not permitted in Computer Labs.

### **Division of Information Technology**

\*\* Following a variety of demos, a pilot Lehman 360 Dashboard for Faculty is expected to be released shortly after Spring Break. Similar to L360 for students, the new faculty dashboard will include class information, alerts, and notifications. It will also allow for department chairs to share information. We look forward to your feedback.

\*\* After review with a variety of college constituencies, the 2019/20 IT Roadmap is has been posted on the Lehman website.

\*\* Following our initial discussion, the Library Technology and Telecommunications Committee reviewed a draft of the Lehman College Listserv recommendations. In addition, VP Ron Bergmann and I met with David Manier, Chair of the Academic Freedom Committee, and Joseph Fera, Chair of the Governance Committee, to receive their suggestions in formulating the draft. We would like to invite the Lehman community to continue the discussion on listserv recommendations at our next meeting

on April 29<sup>th</sup> at 11 AM in Room B-75. Following input from the community, we will finalize a set of guidelines for review and presentation to the Senate next semester.

### **Blackboard Report**

\*\* The Bronx Ed Tech Showcase comes to Lehman College on Friday, May 3<sup>rd</sup>. The Showcase is a collaborative event with Hostos and Bronx Community College. The Showcase is a great opportunity to see what colleagues from Bronx Community College and Hostos are doing with technology in the classroom. The showcase is also a great networking event. We hope that you join us. Register on our Showcase Website.

### **Online Education**

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

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

Respectfully submitted,

Stephen Castellano  
Chair, Library Technology and Telecommunications Committee

# RIDESHARE PICK-UP & DROP-OFF LOCATIONS

Do you travel to Lehman via a rideshare service and want to get picked up/dropped off at a specific building?



Use the building address listed below instead of the general Lehman address or gate number.

Building	Address	Gate
Carman Hall	2790 Goulden Ave.	1
Davis Hall	2850 Goulden Ave.	2
Child Care Center	2870 Goulden Ave.	3
Shuster Hall	2900 Goulden Ave.	4
Central Communication Station/Public Safety	2912 Goulden Ave.	5
Science Hall	2990 Goulden Ave.	6
APEX	250 Bedford Park Boulevard West	7
Concert Hall	2855 Paul Ave.	10

**Public Safety: 718-960-7777**

**Student Disability Services: 718-960-8441**

# Lehman Senate Budget Committee Report-Part II

Based on committee meeting on 2/27/2019

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

<b>Senators</b>	<b>FP&amp;B members</b>	<b>Administration</b>	<b>Students</b>
Haiping Cheng	<b>Brian Murphy</b>	Rene Rotolo	Brysoily De La Cruz
Mia Budescu	<b>Dene Hurley</b>	Bethania Ortega	William Washington
Alexander Nunez Terres	<b>Ryan Raum</b>	<b>Christina Chiappa</b>	Nasley Garcias-Otero
<b>GUL TIRYAKI-SONMEZ</b>	Marie Marianetti		<b>Guest</b>
Sheila Blachman	<b>David Badilo</b>		<b>Elhum Haghighat</b>
Daniel Kabat	<b>Wesley Pitts</b>	*Bold=attended	

**The Budget committee meeting was called to order at 1:40 pm by Haiping Cheng on Feb 27, 2019, in Shuster 336.**

- **Approve minutes of Nov. 14, 2018 Budget meeting.**
  - **Budget report:** Budget Director Bethania Ortega:
    - 2<sup>nd</sup> Quarter update: details on next slide.
  - **Academic Affairs Report:** Provost Nwosu, Academic Affairs and Student Success
    - Faculty travel fund (FY19), Spring call for proposal (request) will come soon, paired with PSC-CUNY travel grant
    - Campus Ceremony fund has approved by the President’s cabinet, a break down by schools was shared
    - Membership budget remain unchanged
    - Faculty search update: 17 replace lines and 5 new lines funded through enrollment revenue;
      - School of A&H                    6 (5 + 1)
      - School of Education            2 (1 + 1)
      - School of HS2N                 7 (4 + 3)
      - School of NSS                    7
- Faculty search AY2019-2020 (FY19)  
 New line: 5, allocation not decided  
 Replacement line: possible 11, confirmed 1.

**\*Personnel trend report:** Budget Director Bethania Ortega                    (\*report at next Senate meeting)

**\*Lehman Foundation report:** VP Ebersole, Institutional Advancement and Director of Lehman Foundation

## Lehman College - Staffing Analysis Report (Fall 2004 to Present)

### Full-Time Employee headcount - Fall 2004 to Fall 2018

Classification	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11 (ERI)	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18*	Total I/(D)	Percent I/(D)	Trend
I&DR Teaching	302	301	311	334	339	348	355	338	358	351	354	349	349	348	357	55	18%	
Counselors & Librarians	14	15	14	15	13	14	14	16	15	15	13	14	14	14	16	2	14%	
<b>Total Faculty</b>	<b>316</b>	<b>316</b>	<b>325</b>	<b>349</b>	<b>352</b>	<b>362</b>	<b>369</b>	<b>354</b>	<b>373</b>	<b>366</b>	<b>367</b>	<b>363</b>	<b>363</b>	<b>362</b>	<b>373</b>	<b>57</b>	<b>18%</b>	
<b>Annual I/(D) in Faculty</b>	<b>22</b>	<b>0</b>	<b>9</b>	<b>24</b>	<b>3</b>	<b>10</b>	<b>7</b>	<b>-15</b>	<b>19</b>	<b>-7</b>	<b>1</b>	<b>-4</b>	<b>0</b>	<b>-1</b>	<b>11</b>			
I&DR Support	95	97	96	103	103	117	129	122	123	123	123	127	138	138	156	61	64%	
ECP's (I&DR 13 lines)	15	15	18	21	19	19	21	23	22	23	26	27	27	25	26	11	73%	
Non-Instructional	80	84	74	85	88	103	116	114	109	123	122	120	135	137	143	63	79%	
Civil Service	247	254	244	239	253	262	272	254	261	264	276	274	267	271	258	11	4%	
<b>Total Full-time</b>	<b>753</b>	<b>766</b>	<b>757</b>	<b>797</b>	<b>815</b>	<b>863</b>	<b>907</b>	<b>867</b>	<b>888</b>	<b>899</b>	<b>914</b>	<b>911</b>	<b>930</b>	<b>933</b>	<b>956</b>	<b>203</b>	<b>27%</b>	
<b>Annual I/(D) in Staffing</b>	<b>20</b>	<b>13</b>	<b>-9</b>	<b>40</b>	<b>18</b>	<b>48</b>	<b>44</b>	<b>-40</b>	<b>21</b>	<b>11</b>	<b>15</b>	<b>-3</b>	<b>19</b>	<b>3</b>	<b>23</b>			

- \*Staff numbers are based on the last October payroll; Fall '18 headcount based on payroll data

- I&DR Support includes COAS, CLT's, and HEO series for I&DR (Academic departments only); Non-Instructional includes HEO Series, CLT's for other than I&DR (non-Academic depts); Civil Service includes, Gittleson series, Custodial Assistants, Security Officers, and Skilled Trades; ECP includes both academic and non-academic areas; Fall 2011 represents the net of the Early Retirement Incentive (ERI), which included 12 faculty positions.

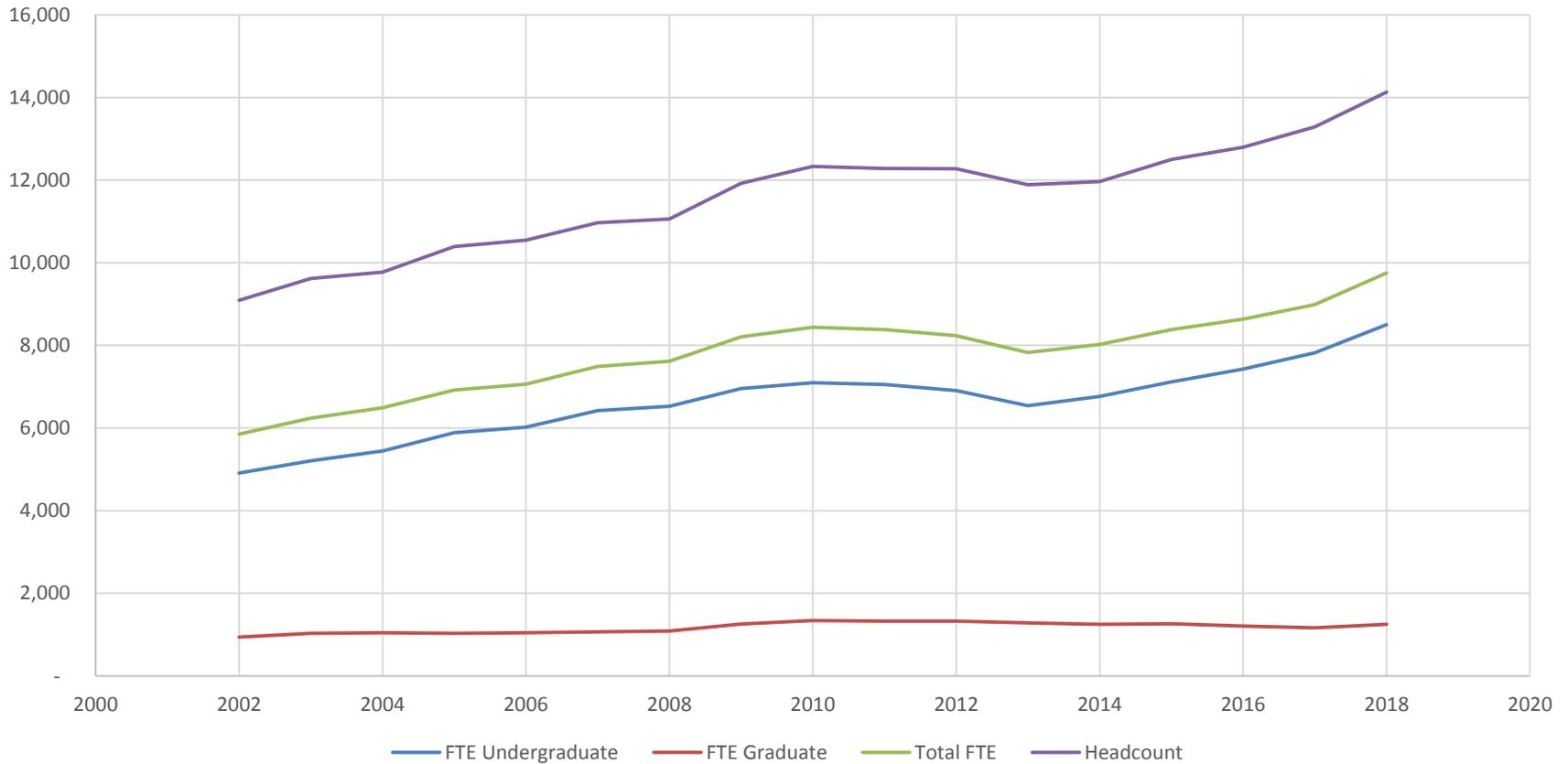
### Lehman College - Staffing Analysis Report (Fall 2004 to Present)

	FY 05	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17	FY 18	FY 19	FY19-FY05		
																Total I(D)	Percent I(D)	
<b>Tax-Levy Budget (000's)</b>	54,784	57,141	62,760	69,726	76,375	81,830	80,643	81,865	85,767	86,607	89,786	88,415	111,231	96,417	100,692	45,908	84%	
<i>*Budget excludes Centrally Managed funds.</i>																		
	FY 05	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17	FY 18	FY 19	Total I(D)	Percent I(D)	
<b>ECP's</b>	\$1,961	\$2,041	\$2,599	\$3,094	\$2,914	\$2,954	\$3,370	\$3,697	\$3,563	\$3,698	\$4,188	\$4,437	\$4,699	\$4,161	\$4,677	2,716	139%	
<i>ECP HCount</i>	15	15	18	21	19	19	21	23	22	23	26	27	27	25	26	11	73%	
<i>Annual I(D)</i>	\$157	\$81	\$558	\$494	-\$180	\$40	\$417	\$327	-\$134	\$135	\$490	\$249	\$261	-\$538	\$517			
<i>Annual Percent I(D)</i>	9%	4%	27%	19%	-6%	1%	14%	10%	-4%	4%	13%	6%	6%	-11%	12%			
<i>Percent of the TL Budget</i>	4%	4%	4%	4%	4%	4%	4%	4%	5%	4%	4%	5%	5%	4%	4%			
	FY 05	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17	FY 18	FY 19	Total I(D)	Percent I(D)	
<b>PS Regular (net of ECP)</b>	\$41,015	\$42,480	\$47,469	\$50,461	\$55,498	\$59,475	\$61,456	\$61,751	\$62,864	\$64,078	\$64,763	\$65,412	\$85,533	\$73,136	\$74,669	33,654	82%	
<i>Annual I(D)</i>	\$1,801	\$1,465	\$4,990	\$2,992	\$5,037	\$3,976	\$1,981	\$295	\$1,113	\$1,214	\$685	\$649	\$20,121	-\$12,397	\$1,534			
<i>Annual Percent I(D)</i>	5%	4%	12%	6%	10%	7%	3%	0%	2%	2%	1%	1%	31%	-14%	2%			
<i>Percent of the TL Budget</i>	75%	74%	76%	72%	73%	73%	76%	75%	73%	74%	72%	74%	77%	76%	74%			
	FY 05	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17	FY 18	FY 19	Total I(D)	Percent I(D)	
<b>PS Adjunct (P/T Faculty)</b>	6,797	8,464	8,014	8,137	9,228	10,419	9,778	8,599	8,182	8,372	9,108	9,898	14,148	14,364	15,750	8,953	132%	
<i>Annual I(D)</i>	\$523	\$1,666	-\$450	\$124	\$1,090	\$1,191	-\$640	-\$1,179	-\$417	\$189	\$737	\$790	\$4,250	\$216	\$1,386			
<i>Annual Percent I(D)</i>	8%	25%	-5%	2%	13%	13%	-6%	-12%	-5%	2%	9%	9%	43%	2%	10%			
<i>Percent of the TL Budget</i>	12%	15%	13%	12%	12%	13%	12%	11%	10%	10%	10%	11%	13%	15%	16%			

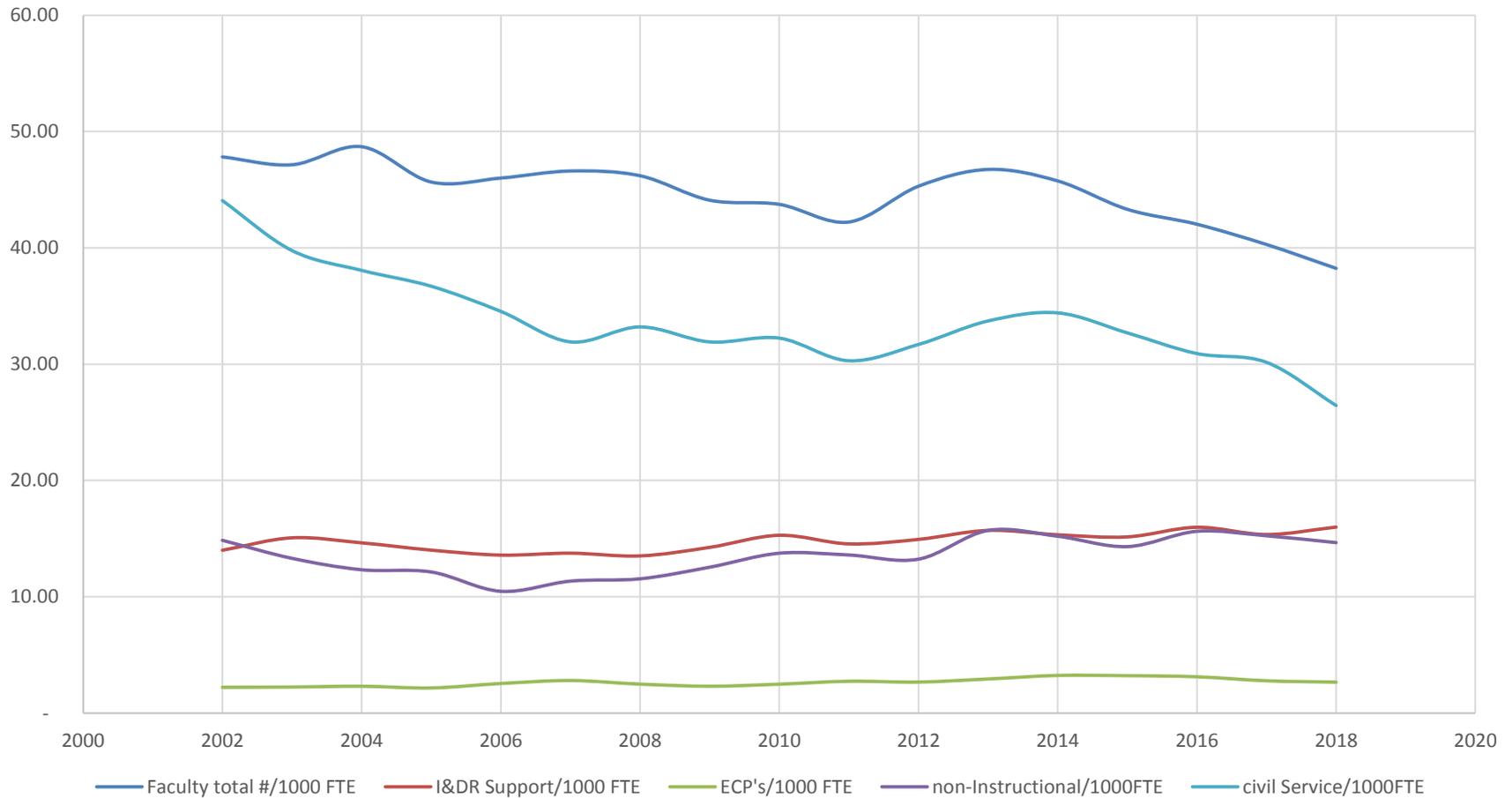
Annual Average Enrollment	FY 05	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17	FY 18	FY 19	Total I(D)	Percent I(D)	
FTE Undergraduate	5,889	6,020	6,424	6,530	6,954	7,095	7,054	6,904	6,544	6,770	7,116	7,427	7,820	8,505	9,156	3,267	55%	
FTE Graduate	1,032	1,045	1,064	1,089	1,255	1,341	1,330	1,330	1,286	1,252	1,265	1,209	1,165	1,249	1,244	212	21%	
Total FTE	6,921	7,065	7,488	7,619	8,209	8,436	8,384	8,234	7,830	8,021	8,381	8,636	8,985	9,754	10,400	3,479	50%	
Headcount	10,391	10,548	10,971	11,063	11,924	12,335	12,281	12,279	11,886	11,968	12,502	12,797	13,290	14,130	14,787	4,396	42%	
<i>Annual I(D) in total FTE</i>	432	144	423	131	590	227	(52)	(150)	(404)	191	360	255	349	769	646			
<i>Annual I(D) in headcount</i>	617	157	423	92	861	411	(54)	(2)	(393)	82	534	295	493	840	657			

- *Faculty*
- *I&DR Support includes COAS, CLT's, and HEO series for I&DR (Academic departments only);*
- *Non-Instructional includes HEO Series, CLT's for other than I&DR (non-Academic depts);*
- *Civil Service includes, Gittleson series, Custodial Assistants, Security Officers, and Skilled Trades;*
- *ECP includes both academic and non-academic areas);*
  
- *\*Staff numbers are based on the last October payroll; Fall '18 headcount based on payroll data*

# Enrollment at Lehman 2002-2018



# Personnel/1000FTE 2002-2018

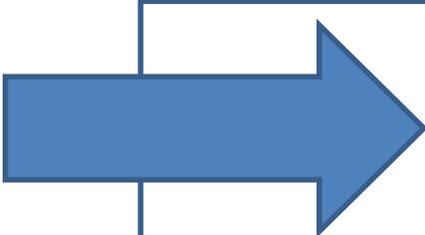


# Summary of Lehman Foundation Report

Based on VP Ebersole, March 6, 2019 report

**NY State Funding**

College Operation



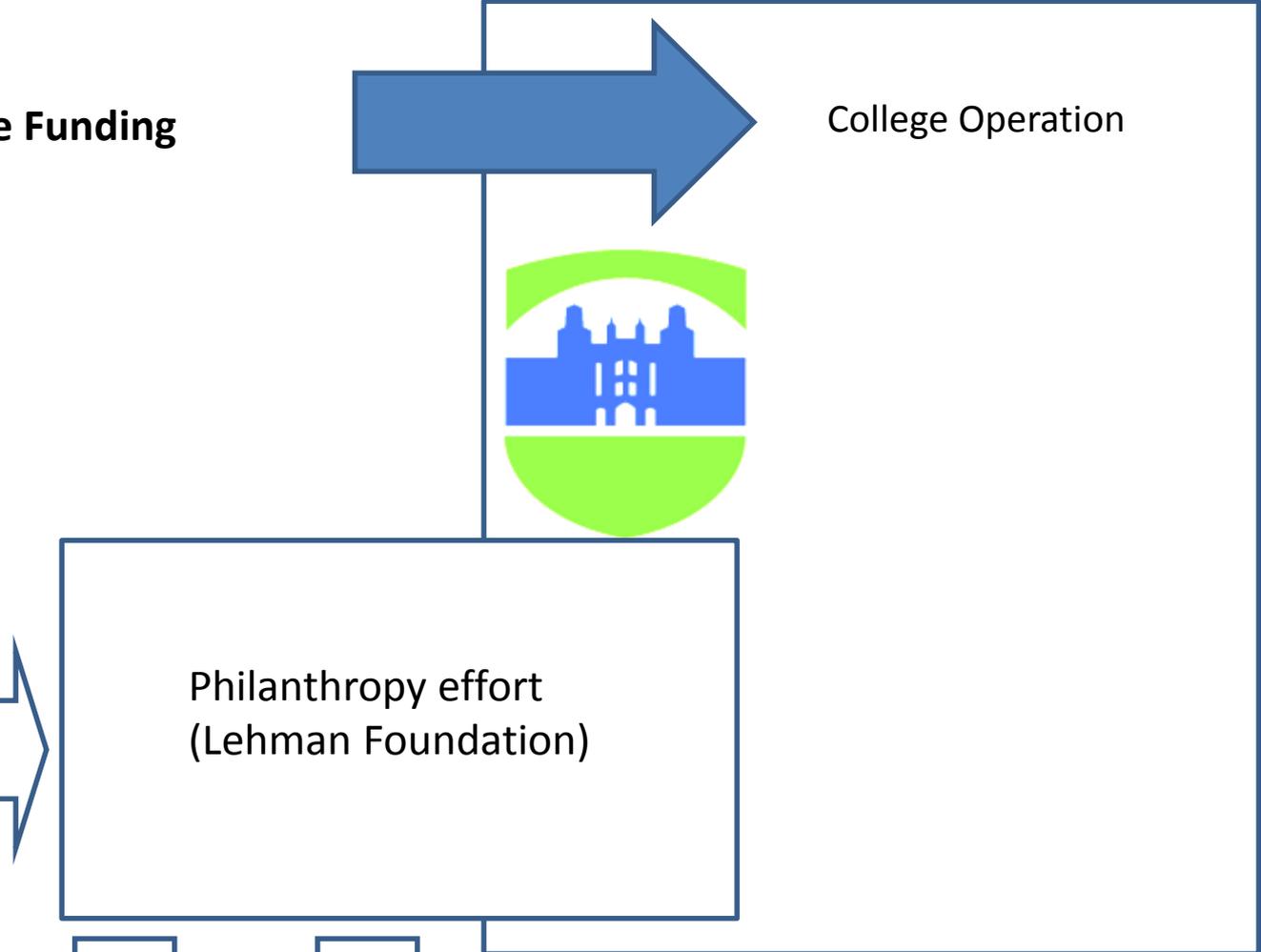
Income	Fiscal year 2017-18
Alumni	\$220,234.26
Other Individuals	\$684,922.45
Foundations	\$883,226.00
Corporations	\$607,834.81
Fundraising Consortia	\$7,297.64
Other Organizations	\$3,551,185.88
Deferred Gifts	-
New Pledges	\$300,000.00
Gifts in Kind	\$549,506.00
<b>Grand Total</b>	<b>\$6,804,207.04</b>



Philanthropy effort (Lehman Foundation)

Scholarships  
\$??

Programs  
\$ ??



# Given at Lehman

Income	Fiscal year 2014-15	Fiscal year 2015-16	Fiscal year 2016-17	Fiscal year 2017-18
Alumni	\$ 635,515	\$ 450,305	\$ 1,168,535	\$220,234.26
Other Individuals	\$ 2,684,419	\$ 966,523	\$ 1,538,810	\$684,922.45
Foundations	\$ 1,395,557	\$ 2,090,149	\$ 3,624,947	\$883,226.00
Corporations	\$ 801,709	\$ 823,645	\$ 1,193,242	\$607,834.81
Fundraising Consortia	\$ 130	\$ 200	\$ 2,291	\$7,297.64
Other Organizations	\$ 2,867,397	\$ 5,352,660	\$ 2,957,458	\$3,551,185.88
Deferred Gifts	\$ 325,000	\$ 50,000	\$ 485,000	-
New Pledges	-	\$ 59,404	\$ 65,000	\$300,000.00
Gifts in Kind	\$ 612,462	\$ 521,950	\$ 543,105	\$549,506.00
<b>Grand Total</b>	<b>\$ 9,322,189</b>	<b>\$ 10,314,836</b>	<b>\$ 11,578,388</b>	<b>\$6,804,207.04</b>

**The 410<sup>th</sup> Plenary Session  
of The University Faculty Senate  
of The City University of New York  
CUNY Central Office, 205 East 42<sup>nd</sup> Street, Room 818/819  
Tuesday, February 19, 2019  
6:30 p.m.**

## Agenda

1. Adoption of the Agenda
2. Approval of the Minutes of December 11, 2018
3. Old Business –
  1. Presentation by SUNY UFS President Gwen Kay and Faculty Council of Community Colleges President Nina Tamrowski – 6:30 p.m. – 6:45 p.m.
  2. Presentation and Discussion of Proposed Changes to the UFS Charter – Kerin Coughlin – 6:45 p.m.
4. Reports
  1. Standing Committees
  2. Advisory Committees
  3. Budget Advisory Committee – Ned Benton
  4. Chair
5. New Business

### Committee meetings:

Library and Information Technology Committee – 4:30 – 5:50 p.m., Room 1014

Status of the Faculty Committee – 4:30 – 6:00 p.m., Room 1102

Student Affairs – 4:30 – 6:00 p.m., Room 1002

Academic Freedom – 4:30 – 6:00 p.m., Room 0963

Enrollment Management Committee – 5:00 – 6:00 p.m., Room 0962

Community College Caucus – 3:30 – 4:25 p.m., Room 1002

Contingent Caucus 6:00 – 6:20 p.m., Room 1014 (UFS offices)

Social starts at 6:00 p.m. Refreshments will be served.

## Minutes

UFS Chair Burke called the meeting to order at 6:30 p.m. in Rooms 818/819 at the CUNY Central Office, 205 East 42<sup>nd</sup> Street. 81 of the 144 voting members were present.

**Baruch:** Present – Harel, Martell, and Wine. Absent – Bazzoni, Ellis, Hessel, Thompson and Wymbs. Vacancies – 1. **BMCC:** Present – Carson, Freas, Matarese, Rose, Tesfagiorgis, Wiseman and Alternate Clock. Absent – Amaral, Brockington, Hoff, Navarro and

Perdomo. **Bronx CC:** Present – Apostolakis, Garay, Kaighobadi, Kossak and Stewart-Titus. Absent – Lawton and Mukerjee. **Brooklyn:** Present – Bassell, Cohen, Hainline, Levy, Wong and Alternate Grayson. Absent – Belyayeva, Okome, Sowers, Vitale and Wilson. **CCNY:** Present – Brass, Crain, Gutierrez-Vicario, Kornhauser and Alternate Stemberg. Absent – Binz-Scharf, Jeruzalmi and Li. Vacancies – 4. **CSI:** Present – Feola and Verzani. Absent – Gruber, Halley, Lavender, Sanchez and Wong. **CUNY Law School:** Present – Sokkar-Harker. Absent – Kassem. **Graduate Center:** Present – Burke, Giannikos and Nolan. Absent – McDougall and Rogers-Dillon. **Guttman:** Present – Alternate Greaves. Absent – Hindman and Rodriguez. **Hostos CC:** Present – August, Trachman and Worrell. Absent – Pimentel. **Hunter:** Present – Wallach and Young. Absent – Kuhn-Osius, McCauley, Nicolai, Ramasubramanian and Walsh. Vacancies – 4 and 1 (p/t). **John Jay:** Present – Carbonell, Crossman, Kapstein, Katz, Kimora, Mulder, Tovar and Alternate Benton. Absent – Kaplowitz. **Kingsborough CC:** Present – Parker, Schnee, Spear Stubin and Wetzell. Absent – Feeley and Nagel. **LaGuardia CC:** Present – Albrecht, Berke, Keyes, Klein and Alternates Aykol and Stadler. Absent – Feldman, Fernandez, Gaines and Licari. **Lehman:** Present – Duncker, Gonzalez-Corzo, and Alternate Wangerin. Absent – Alexander-Street, Hyman, McGovern, Rice and Tilley. **Medgar Evers:** Present – Barker, Franz, Lashley and Toure. **NYCCT:** Present – Bennett, Coughlin, Gelman and Hounion. Vacancies – 3 and 1 (p/t). **Queens:** Present – Brody, Glickman, McElwaine, Pastore, Sanudo, Zevin and Alternate Harris. Absent – Cedeira-Serantes, Costigan, Leites and Nelson. **Queensborough CC:** Present – Clingan, Pecorino, Rome and Tai. Absent – Ford, Kuszai, Litvak and Rosen. **York:** Present – Grosskopf and Alternates Deutsch-Keahey and Diao. Absent – Gerena, Levy and Louis.

Governance Leaders present were: Bastas (LaGuardia), Benton (John Jay), Brody (Queens), Nolan (Graduate Center), Pecorino (Queensborough), Sokolski (LaGuardia), Verzani (CSI) and Wallach (Hunter). Guests present include Gwen Kay (SUNY Faculty Senate), Christy Fogal (SUNY Faculty Senate), Nina Tamrowski (Faculty Council of Community Colleges), Kay Conway (BMCC), Anais Wong (Graduate Center), Sandi Cooper, Emerita, Drew Hubner (Hostos), Sharon Persinger (Bronx CC) and Shirley Raps (Hunter). Executive Director Cotter, Administrative Assistant Pasela, and Secretary Blanchard were also present.

1. Adoption of the Agenda – Adopted as Proposed
2. Approval of the Minutes of December 11, 2018 – Adopted as Proposed
3. Old Business –
  1. Presentation by SUNY UFS President Gwen Kay and Faculty Council of Community Colleges President Nina Tamrowski – 6:30 p.m. – 6:45 p.m. President Tamrowski outlined the origin, development and implementation of SUNY’s decentralized online initiative, as well as some of the challenges professors face in light of them. President Kay discussed the recently passed Resolution on the proposed budget and its implications for the University. She then discussed proposed changes to general education policies throughout the SUNY system, namely that discussions are ongoing. They then took questions.
  2. Presentation and Discussion of Proposed Changes to the UFS Charter – Kerin Coughlin – 6:45 p.m. – Professor Coughlin updated the Senate on the changes made to the Charter in light of the discussion during and after the December Plenary. Discussion revolved around greater equity in shared governance,

especially with regard to the expansion of part-time representation; a motion was proposed by Professor McElwaine to that effect. It was suggested that a special committee be formed to consider this matter. Discussion turned on the nature of representation and enfranchisement itself, as well as the prospects for proportional representation throughout the Senate. Discussion also revolved around the nature of the Charter revision/amendment process. Several senators spoke both for and against the motion; others proposed the formation of a Charter Review Committee. After considerable debate, a vote on the motion was conducted and the motion failed to achieve a Perez majority.

#### 4. Reports

1. Standing Committees – the reports by the committees were provided in writing to the Senate.
2. Advisory Committees
  1. Budget Advisory Committee – Ned Benton – Prof. Benton accounted for the desirability of a resolution on the New York State budget in light of the budget resolution passed by the SUNY UFS. A motion to adopt the resolution was offered. Some amendments to the language were suggested by the body regarding adjunct faculty compensation and increased overall funding; it was agreed that these would be incorporated into a revised draft in time for the next meeting of the Budget Advisory Committee. After further debate, a vote on the resolution was conducted. It passed unanimously.

There being no further business the meeting adjourned at 8:06 p.m.

Respectfully submitted,

Matthew J. Cotter