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**Minutes of
The Lehman College Senate Meeting
Wednesday, October 10, 2012
Senate Meeting**

7 **Senators Present:** Ahmed,S.; Amend,A.; Bamshad, M.; Banoum, B.; Bayne, G.;
8 Becker, S.; Bergmann, R.; Brannigan, O.; Buckley, M.; Calvet, L.;
9 Carey, R.; Clark, V.; Deas, M.; Dellapina, M.; Dobson, C.;
10 Fayne, H.; DelaCruz, J.; Delevan, C.; Feinerman, R.;
11 Fernández, R.; Genao, D.; Gross, C.; Haghighat, E.;
12 Harcourt-Smith, W.; Hattori, T.; Hurley, D.; Huyhn, M.;
13 Jacobson, B.; Jafari, M.; Jervis, J.; Magdaleno, J.; Marianetti, M.;
14 Markens, S.; Matthews, E.; Morrobel-Sosa, A.; Nadeem, S.;
15 O'Connor, N.; Obaro-Best, O.; O'Hanlon, T.; Olivencia, M.;
16 Ortíz, N.; Pettipiece, D.; Pollard, R.; Prince, P.; Rice, A.;
17 Rivera-McCutchen, R.; Sailor, K.; Schlesinger, K.; Tananbaum, D.;
18 Townsend, J.; Troy, R.; Valentine, R.; Waring, E.; Wilder, E.

20 **Senators Absent:** Ametam, F.; Arredondo, G.; Carrellas, P.; Choudhary, A.;
21 DelaCruz, J.; Delevan, C.; Farrell, R.; Feliz, O.; Francis, A.;
22 Frimpong, R.; Gálvez, A.; Georges, A.; Gerry, C.; Greenberg, J.;
23 Holloway, J.; Kayaalp, O.; Lora, J.; Machado, E.; Martín, O.;
24 Mazza, C.; Morones, L.; Onyedum, J.; Rachlin, J.; Rambarran, R.;
25 Rubio, S.; Schwartz, G.; Tal, M.; Washington, E.;
26 Williams-Gray, B.; Williams-Wallen, D.; Zucchetto, V.
27

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

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

32 A motion was made and seconded to adopt the minutes of the Senate meeting of September
33 5, 2012 with the following change in lines 183-184: Prof. Duane Tananbaum was nominated
34 by Prof. James Jervis to serve as chair of the Senate. The minutes were approved
35 unanimously.
36

37 **2. Announcements and Communications—**

- 38 a. President Ricardo R. Fernández announced upcoming events taking place tomorrow, October
39 11: At 11 a.m., a celebration of Constitution Day. The speaker will address the Constitution
40 and the Right to Privacy. The president thanked Prof. Ira Bloom for obtaining the speaker. At

41 12:30 p.m., *Festival de la Palabra*, in honor of Hispanic Heritage Month, will take place at
42 the Lovinger Theatre. This panel of Latin American writers will be at Hostos Community
43 College today and tomorrow at Lehman. This event is also taking place at Fordham and New
44 York Universities, among others. The president acknowledged the hard work of Acting
45 Associate Dean Terrence Cheng, who coordinated the event. Also this week, the ribbon-
46 cutting ceremony of the Science Facility will be held on Friday, October 12. There will be a
47 breakfast at 8:30 a.m. and tours of the first and third floors. The College obtained a one-day
48 permit for the opening to take place. Occupancy is expected in the spring 2013 semester. The
49 building is LEED-rated, (Leadership in Energy and Environmental Design) and a gold rating
50 is expected. Finally, the Natural Science Network, supported by a three-year grant from the
51 National Science Foundation, will hold a conference tomorrow. President Fernández
52 encouraged all to attend.

53
54 **b. Student Legislative Assembly—**

55 Mr. Michael Olivencia, chair of the Student Legislative Assembly, presented the report. See
56 Attachment I.

57
58 **3. REPORTS OF THE STANDING COMMITTEES**

59 **a. Graduate Studies—**

60 1. Prof. Janet DeSimone presented proposals from the Department of Biological Sciences and
61 the Department of Middle and High School Education. The proposals were moved, seconded
62 and approved. See Attachment II.

63 2. The next meeting of the Graduate Studies Committee is on November 14 at 11 a.m. in
64 Carman Hall, room B33.

65
66 **b. Governance Committee—**

67 1. Professor Duane Tananbaum presented the report. He stated that he attended the CUNY
68 Faculty Governance Leaders meeting on September 26. At the meeting, Chancellor Matthew
69 Goldstein explained that he would like faculty engagement for Pathways but does not require
70 their endorsement. In response to a question, Vice Chancellor Alexandra Logue discussed the
71 differences between credit hours, contact hours, and workload hours. She did not explain why
72 the University is requiring that all Pathways courses to be 3 credits and 3 hours.

73 2. Prof. Tananbaum also reported that the Governance Committee met on September 30. The
74 Committee discussed reinstating a physical education program or major. They also discussed
75 specifying starting and ending dates for Senate committee terms.

76 3. The Governance Committee will meet on November 1 at 12 p.m. in Carman Hall, Room
77 201.

78
79 **c. Committee on Admissions, Evaluations and Academic Standards—**

80 Prof. Anne Rice presented the following resolution for Admissions Standards for Fall 2013
81 Regularly Admitted Students for consideration by the Senate:

82
83 **Resolved**, that the admissions standards for Fall 2013 regularly admitted freshman students,
84 currently set at a minimum CAA (high school average) score of 81, be modified to a
85 minimum CAA score of 82, with all other admissions requirements remaining the same as
86 those for Fall 2012.

87
88 Prof. Rice presented a power point presentation to support the resolution. See Attachment III.
89 Discussion followed. The resolution was moved and approved with 5 opposed and 1
90 abstention.

91
92 **d. Undergraduate Curriculum—**

93 1. Prof. Jacobson presented proposals from the Department of Economics and Business; from
94 the Department of Earth, Environmental and Geospatial Sciences; from the Department of
95 English; from the Department of Health Sciences; from the Department of Physics and
96 Astronomy and from the Department of Sociology. Discussion followed. Prof. Duane
97 Tananbaum inquired about the differences in language in the proposals initially posted on the
98 website and today's proposals for EEGS and Sociology, particularly SOC 223. Prof. Jacobson
99 explained that the Undergraduate Curriculum Committee decided not to have any reference to
100 Pathways in the proposals; and the departments agreed to remove the references to Pathways.
101 Thus, the explicit references to Pathways have been deleted from the EEGS and Sociology
102 proposals. The proposals were moved and approved with one abstention. See attachment IV.

103 2. The Undergraduate Curriculum Committee meeting will take place on October 17 at 12:30
104 p.m. in Carman 263.

105 3. An update to Pathways: The updated website, *Pathways Initiative at Lehman*, is now
106 available to all faculty and staff. The website includes every document submitted since the
107 beginning in March 2011. The site now has charts with how many courses have been
108 submitted, percentage approved, and comparison to other colleges

109 4. Floor rights were granted to Associate Provost Robert Whittaker to discuss Pathways. He
110 reported that the Central CUNY Common Core Curriculum Review Committee (CCCCRC)
111 consists of a series of faculty sub-committees which are charged with reviewing courses and
112 certifying that they meet the learning objectives of the Required Core and Flexible Core areas
113 for which they are proposed. So far, Lehman has submitted 72 courses. 25 have been
114 approved, 11 have been returned for revision (more information) and 36 have yet to receive a
115 response. There are approximately 22 courses in preparation for submission. More will be
116 added to this list-perhaps another 10 or 15. Throughout CUNY, 702 courses have been
117 submitted to the CCCRC; of these 172 have been approved (about 25%). We are ahead of the
118 average. By the end of this term, it is expected that a total of 1,400 courses will be submitted
119 to the CCCRC. There is some concern generally, both at Lehman and at other colleges, that
120 the work of the CCCRC is moving too slowly and that this will impact the effectiveness of the
121 new general education graduation requirements, which are to go into effect with the Fall 2013
122 term.

123

124 e. **Academic Freedom—**

125 1. Prof. Mario González-Corzo stated that there is no new business to report. He asked the
126 Senate to bring any issues of academic freedom to the Committee.

127 2. The next meeting is on October 17 in Carman Hall, room 282.

128

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

130 Prof. James Carney stated that there is no report and the next meeting is on October 17 at 3:30
131 p.m.

132

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

134 1. Prof. Deborah Sanders presented the report. She stated that the faculty parking lot is less
135 congested thanks to 20 additional parking spaces and 8 additional spaces for students, which
136 were created in the summer.

- 137 2. She reported that the child care center is scheduled to open in early December. There will
138 be occupancy for 140 children. The modules were delivered in late September.
- 139 3. Prof. Sanders discussed CUNY Conserves. CUNY has allocated funds for energy. This is
140 an opportunity for the campus to save on energy. The money saved can be used for other
141 projects. All are encouraged to close windows, report movement sensors not working and
142 turn off electrical devices.
- 143 4. The next meeting is on October 31 in Shuster 318:
144

145 President Fernández stated that until recently, all energy costs had been paid by CUNY. This
146 year, the costs will be paid by the College. There is a specific amount of money assigned to
147 the college for energy. If the cost is exceeded, the college will have to dig into other budgets.
148 He requested that inefficient use of energy be reported.
149

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

- 151 1. Prof. Hai-Ping Cheng presented the report. See Attachment V.
- 152 2. The next Committee meeting is on December 5 at 3:30 p.m. in Shuster 336.
153

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

155 1. Prof. Peter Alexanderson presented the report. He stated that during last night's University
156 Faculty Senate meeting at the Graduate Center, the subject of energy sustainability was
157 discussed. As of July 1, the individual campuses are responsible for their energy costs.
158 Campuses are expected to take meaningful steps to save money on energy. 42% of the energy
159 budget goes to lighting.

160 2. There are 3 steps in the Sustainability School: **a.** A sustainability council on each campus
161 composed of 6-7 members. Vice President Vincent Clark stated that there is a sustainability
162 website. Obtaining energy from steam (steam-curling) is happening at another campus. **b.**
163 Cooperative effort between CUNY and New York City. **c.** CUNY and NYC's effort to work
164 with private industry.

165 Prof. Alexanderson stated that a way to save money is to raise or lower the thermostat by 1
166 degree. This action results in \$4 million in savings. He encouraged all to get on board. The
167 Pathways initiative was also discussed at the October 9th meeting.
168

169 4. **Old Business**—None.

170

171 5. **New Business**— None.

172

173 **ADJOURNMENT**

174 President Fernández adjourned the meeting at 4:34 p.m.

175

176

177

178

Respectfully submitted,


Mary T. Rogan



CUNY Lehman College
The Student Government Association (S.G.A.)
Wednesday, October 10th, 2012

Officer: Michael Olivencia, Vice President of Legislative Affairs

1. Announcements and General Updates:

a. Lehman College Senate:

- i. VPLA Olivencia create senate groups to research each issue:
 - a. Library Hours Extensions
 - b. Better departmental communication and student service in response to the inclusion of the CUNYFirst installment and the many Financial Aid, Bursars' Office, class selection issues incurred by students.

b. 1st SLA Meeting:

- i. VPLA Olivencia conducted the first SLA meeting Wednesday, September 19th 2012.
- ii. VPLA Olivencia proposed **Operation R.E.A.C.T.** (Reaching Every Aspect of the Campus Today) which passed unanimously.

c. Governance Committee Meeting:

- i. VPLA Olivencia attended the first Governance Committee meeting, September 25th. The issue of free hour was addressed, as were library hours and Wi-Fi printing.

d. University Student Senate

- i. VPLA Olivencia attended the USS meeting, Sunday, September 21st, along with Officers Carty and McMillian.

e. Youth Voter Registration Jam

- i. VPLA Olivencia attended the Youth Voter Registration Jam, Tuesday, September 23rd and was able to receive some USS delegates who attended.

f. Leadership Retreat

- i. VPLA Olivencia and Senators Sandra Rubio, Nelson Ortiz, Oreva Obaro-Best, Anthony Rambarran, Jeffery Townsend, and Genesis Moran attended Leadership Retreat on September 28-30, 2012.
- ii. We conducted an information session on Sunday, September 30th, 2012 during which we introduced ourselves; informed the present students of what SGA is, what we do, and how they (the students) can help us be more affective.
- iii. The session was considered a success as the SGA team received praises from both students and administration.

Regards;
 Michael Olivencia
Vice President of Legislative Affairs

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

DEPARTMENT OF BIOLOGICAL SCIENCES

M.A. Program in Biology

Hegis # 0401.00

Program Code 02563

1. **Type of Change:** degree requirements
2. **From:**

Degree Requirements

All students (matriculated or nonmatriculated) should consult with the Departmental Graduate Adviser regarding their programs. The following three tracks toward the Master of Arts degree are available:

• **Independent Laboratory Research (Track A). 30 credits.**

A student may elect to substitute 3 to 6 credits in original laboratory research (BIO 799.1, 799.2, and 799.3) for 3 to 6 credits of coursework. When a student is ready to select a research problem, a research advisory committee of faculty members will be established in consultation with his or her thesis adviser,* to guide the investigation. A thesis based on this research must be defended satisfactorily in an oral presentation prior to its submission in partial fulfillment of the requirements for the degree of Master of Arts. Approved copies of the thesis must be deposited in the Lehman College Library and the Department of Biology.

*Students who choose a thesis adviser at the New York Botanical Garden or at another institution must have an "in-house" adviser. This individual must be a full-time faculty member of the Department of Biological Sciences at Lehman College and a member of the graduate faculty in biological sciences.

• **Comprehensive Examination (Track B). 30 credits.**

Students who select this track must complete 30 credits and then must pass a comprehensive examination (which is the CUNY Doctoral Program in Biology's First Examination). Passing this examination will not only meet the requirements for the Master of Arts degree but also qualify the student to proceed into the CUNY Doctoral Program in Biology. A grade of 65 is deemed a passing grade to meet the requirements for the Master of Arts degree, while a grade of 70 is the minimal passing grade that will allow the student to proceed into the CUNY Doctoral Program in Biology (subject to satisfactory meeting of other admission requirements).

• **Tutorial (Track C). 34 credits.**

A student must include 4 credits of tutorial (BIO 792.2) as part of 34 credits required in this track. This tutorial is performed under the supervision of a member of the graduate faculty in Biological Sciences. It is intended to involve the student in the performance of a carefully supervised project. The project may involve research in the laboratory, a library review of relevant topics, or a combination of the two. The results of this project will be written and submitted to the Department of Biological Sciences in partial fulfillment of the requirements of the master's degree. This document will become part of the departmental library.

3. To:

Degree Requirements

All students (matriculated or nonmatriculated) should consult with the Departmental Graduate Adviser regarding their programs. The following three tracks toward the Master of Arts degree are available:

• **Independent Laboratory Research (Track A). 30 credits.**

A student may elect to substitute 3 to 6 credits in original laboratory research (BIO 799.1, 799.2, and 799.3) for 3 to 6 credits of coursework. When a student is ready to select a research problem, a research advisory committee of faculty members will be established in consultation with his or her thesis adviser,* to guide the investigation. A thesis based on this research must be defended satisfactorily in an oral presentation prior to its submission in partial fulfillment of the requirements for the degree of Master of Arts. Approved copies of the thesis must be deposited in the Lehman College Library and the Department of Biology.

*Students who choose a thesis adviser at the New York Botanical Garden or at another institution must have an "in-house" adviser. This individual must be a full-time faculty

Senate Meeting of October 10, 2012

Graduate Studies Committee

member of the Department of Biological Sciences at Lehman College and a member of the graduate faculty in biological sciences.

• **Comprehensive Examination (Track B). 30 credits.**

Students who select this track must complete 30 credits and then must pass a comprehensive examination (which is the CUNY Doctoral Program in Biology's First Examination). Passing this examination will not only meet the requirements for the Master of Arts degree but also qualify the student to proceed into the CUNY Doctoral Program in Biology. A grade of 65 is deemed a passing grade to meet the requirements for the Master of Arts degree, while a grade of 70 is the minimal passing grade that will allow the student to proceed into the CUNY Doctoral Program in Biology (subject to satisfactory meeting of other admission requirements).

• **Tutorial (Track C). 34 credits.**

A student must include 4 credits of tutorial (BIO 792.2) as part of 34 credits required in this track. This tutorial is performed under the supervision of a member of the graduate faculty in Biological Sciences. It is intended to involve the student in the performance of a carefully supervised project. The project may involve research in the laboratory, a library review of relevant topics, or a combination of the two. The results of this project will be written and submitted to the Department of Biological Sciences in partial fulfillment of the requirements of the master's degree. This document will become part of the departmental library.

Academic Probation and Continuation

All graduate students whose GPA falls between 2.7 and 3.0 will be placed on academic probation. See the College's graduate policies and procedures regarding probation and continuation.

Graduate students in Biological Sciences degree programs whose GPA falls below 2.7 will not be eligible for probation and may only continue in their program upon successful appeal to the Graduate Studies Committee.

Students who received a failing grade in a course and have a cumulative GPA between 2.7 and 3.0 will only be granted one semester to make sufficient progress towards degree completion and bring the GPA back up to 3.0 or above. Students may not continue in any course for which the failed course is a prerequisite. If the GPA is not raised to a 3.0 or above by the end of the next registered semester the student will be asked to discontinue their program of study.

Senate Meeting of October 10, 2012

Graduate Studies Committee

Students, who receive two failing grades in any of the courses satisfying the degree curriculum, will not be eligible for probation and will be asked to discontinue their program of study.

4. Rationale

This program specific update addresses the need for a more stringent probation policy than the one administered by the Office of Graduate Studies for all graduate level students. The new policy will be enforced by the Biological Sciences Department and is created to avoid the situation in which students attempt to stay in the program when they have little likelihood of raising their GPA above 3.0 within two semesters. The Department strongly believes that graduate students earning unsatisfactory grades or an F grade deserves, upon appropriate petition, a second attempt to bring their index back up to 3.0 and above in a timely fashion. However, earning two F grades is a clear demonstration of the student's inability to perform at the graduate level and/or the statistical improbability of raising the GPA given the limited number of credits required by the program.

5. Date of program approval: March 21, 2012

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Co-requisite

2. FROM:

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

3. TO:

ESC 596: Student Teaching in the Middle and High School Grades. *One semester full-time supervised student teaching, two experiences of 7 weeks each (or other Lehman College approved sequence), 3 credits.* Student teaching in the middle and high school grades. PREREQ: A grade of B or better in the Content Area Teaching Methods course; an overall index of at least 3.0; a passing score on the ATS-W Teacher Certification Examination; Departmental permission; and approval from the Professional Development Coordinator. COREQ: ESC 612

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

ESC 612 was approved as a co-requisite for ESC 596 in Spring of 2012, appearing in the June 2012 Chancellor's Report. However, in the course description, the co-requisite was mistakenly listed as ESC 611.

5. **Date of departmental approval:** March 7, 2012

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. Type of Change: Co-requisite

2. FROM:

ESC 798: Student Teaching in TESOL. One semester fulltime college-supervised experience (or other Lehman College approved sequence), 3 credits. Student teaching in ESOL in elementary and secondary education settings or in adult education for pre-service teachers. Assigned in-class activities required. PREREQ: Completion of TESOL methods courses with a grade of B or better; an overall index of 3.0 or better; passing scores on the ATS-W and ESOL; and permission from the Professional Development Coordinator.

3. TO:

ESC 798: Student Teaching in TESOL. One semester fulltime college-supervised experience (or other Lehman College approved sequence), 3 credits. Student teaching in ESOL in elementary and secondary education settings or in adult education for pre-service teachers. Assigned in-class activities required. PREREQ: Completion of TESOL methods courses with a grade of B or better; an overall index of 3.0 or better; passing scores on the ATS-W and ESOL; and permission from the Professional Development Coordinator. COREQ: ESC 612

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

The corequisite, approved in Spring of 2012 and appearing in the June 2012 Chancellor's Report, was inadvertently omitted from the ESC 798 course description.

5. Date of departmental approval: March 7, 2012

Achieving the Vision and Admissions Standards

September 2012

**Action 2.1.1 Maintain policy of raising
undergraduate freshmen and transfer
admissions standards in line with other leading
senior CUNY colleges.**

- In Fall 2009, the new admissions standards for freshmen and transfer students were in place.
- Since then, regularly admitted freshman admissions standards have been raised modestly each year to follow the strategic plan.

Admissions and Retention Data

Lehman College

Year	CAA	SAT	CPI	Retention	Regularly Admitted Freshmen	Transfers	Total
2009	80	900	16	80.4*	607	1255	1862
2010	80	940	16	79.0	440	1169	1609
2011	81	940	16	N/A	428	1520	1948
2012	81	950	16	N/A	390	1267	1657
2013	82	950	16	N/A	N/A	N/A	N/A

*New 20 year high

Fall 2012 Senior College Average (Five Major Senior Colleges)

Year	CAA	SAT	CPI	Retention (2010)
2012	82	1022	14	85.9

Senate Meeting of October 10, 2012

Undergraduate Curriculum Committee

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2. **Course Description:** ECO 313: **Economics of Aging.** 3 hours, 3 credits. Aging in the context of health and economic environments, with attention to concomitant social, legal, and political issues, including saving for old age, retirement, design and viability of social security systems, elder care, inheritance, and the role of institutions within the micro- and macroeconomic environment.

3. **Rationale:** The theoretical underpinnings of the interdisciplinary Minor in Aging rest on the environmental factors behind emerging and shifting demographic and epidemiological realities. Students must develop an understanding of rapid changes in the structure of population by age groups in industrial countries, and how these changes have resulted in challenges for social security programs and debates over economic policy issues—especially on how to keep pace with social security programs and health services in the face of the constantly diminishing ratio of number of workers to number of retirees. ECO 313 will make clear how economic analysis can help to explain the nature of relevant key variables and to predict the likely outcomes of chosen policies.

4. **Learning Objectives:**

- Discuss the economic consequences of the epidemiological and demographic transitions the United States and the rest of the world
- Implement the analytical framework of health markets for the elderly in the United States and emphasize the interplay of supply and demand in the realm of healthcare and other public goods
- Demonstrate a practical understanding of economic processes and institutions as they relate to the concern of the elderly
- Define and analyze changes across and within age groups in the United States
- Demonstrate effective use of economic terminology in writing and oral presentation of ideas

5. **Date of Department of Economics and Business Approval:** September 19, 2012

Senate Meeting of October 10, 2012

Undergraduate Curriculum Committee

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARTH, ENVIRONMENTAL, AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Change (removal) of corequisite.

2. **From:** GEP 228: Weather and Climate. 3 hours, 3 credits. Introductory study of atmospheric processes and phenomena and the elements of weather and climate such as radiation, temperature, precipitation and humidity, air pressure and winds. A study of the world's climates, atmospheric circulation patterns, severe weather events (such as thunderstorms, tornadoes, and hurricanes), weather forecast, and climate change. [COREQ: GEP 229]

3. **To:** GEP 228: Weather and Climate. 3 hours, 3 credits. Introductory study of atmospheric processes and phenomena and the elements of weather and climate such as radiation, temperature, precipitation and humidity, air pressure and winds. A study of the world's climates, atmospheric circulation patterns, severe weather events (such as thunderstorms, tornadoes, and hurricanes), weather forecast, and climate change.

4. **Rationale:** All students who take this course to fulfill their general education requirements will only have to take the 3 hours, 3 credits lecture and are not required to take the corresponding lab course (GEP 229). ~~This will ensure the compliance with the Pathways initiative.~~ Only students majoring in one of the programs in Earth, Environmental and Geospatial Sciences will still be required to take the lab course (as defined by the EEGS curricula).

5. **Date of departmental approval:**

9/11/12

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. Type of change: New course

2. Course Description: ENG 111: English Composition I. 3 hours, 3 credits. Focus on all aspects of reading and writing, with particular attention to summary, critical responses to short texts, argumentative development in paragraphs and essays, and the rewriting process. Emphasis on organization, language, accuracy, grammar, and mechanics. Classroom instruction supplemented by individual conferences on drafts with instructor, library resources sessions, and appropriate use of available technology. Note: All students, unless exempted, must pass this course in fulfillment of the Common Core Requirement in English Composition. Students who take but do not pass this course should repeat it the following semester. Students who pass ENG 111 proceed to ENG 121 the following semester.

3. Rationale: Consistent with changes in curricular structures and in the pedagogy of academic writing, the Department proposes ENG 111 as the first part of a new two-semester sequence in English Composition using the 3-hour / 3-credit format. Listed supplements to classroom instruction reflect existing best practices and encourage standardized instruction and assessment across all sections of this important course. ENG 111 ensures that all students develop the essential strategies and skills of reading, writing, and revising in multiple media required for college-level work across the curriculum.

4. Learning Objectives:

- Read and listen critically and analytically, identifying a text's major arguments, assumptions, and assertions and evaluating its supporting evidence.
- Write clearly and coherently in standard English using varied academic formats, including online responses, writing journals, in-class writing, and formal essays of varied rhetorical structures.
- Critique and improve their own and each other's texts through online and in-class responses and editing of peers' work.
- Enter academic conversations by identifying the existing state of dialogue and offering their own evidence and arguments, and by conforming to accepted conventions of ethical attribution and citation.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Use available technology to support informal and formal writing and revising, and use acquired discursive skills to engage meaningfully with available technology.
- Demonstrate introductory familiarity with the library and its resources.

Senate Meeting of October 10, 2012

Undergraduate Curriculum Committee

- Demonstrate acquired skills of critical reading, summary, and original argumentation in a final Common-Exam essay.

5. Date of English Department Approval: September 12, 2012

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. Type of change: New course

2. Course Description: ENG 121: English Composition II. 3 hours, 3 credits. Continues the work of ENG 111, advancing critical reading skills and essay development. Emphasis on writing analytical essays and papers based on research in various academic disciplines. Classroom instruction supplemented by individual conferences on drafts with instructor, library resources sessions, and appropriate use of available technology. Note: All students, unless exempted, must pass this course in fulfillment of the Common Core Requirement in English Composition. Students who take but do not pass this course should repeat it the following semester.

3. Rationale: Consistent with changes in curricular structures and in the pedagogy of academic writing, the Department proposes ENG 121 as the second part of a new two-semester sequence in English Composition using the 3-hour / 3-credit format. Listed supplements to classroom instruction reflect existing best practices and encourage standardized instruction and assessment across all sections of this important course. ENG 121 ensures that all students develop the essential strategies and skills of reading, research, writing, and revising in multiple media required for college-level work across the curriculum.

4. Learning Objectives:

- Read and listen critically and analytically, identifying a text's major arguments, assumptions, and assertions and evaluating its supporting evidence.
- Write clearly and coherently in standard English using varied academic formats, including online responses, writing journals, in-class writing, and formal essays.
- Demonstrate research skills using appropriate library and technological resources, including gathering, evaluating, and synthesizing primary and secondary material.
- Demonstrate mastery of the steps involved in writing a research paper: formulate a thesis, make an outline, set up a bibliography, analyze and incorporate both short and long quotations, paraphrase, and format a final paper using MLA style.
- Critique and improve their own and each other's texts through online and in-class responses and editing of peers' work.
- Enter academic conversations by identifying the existing state of dialogue and offering their own evidence and arguments, and by conforming to accepted conventions of ethical attribution and citation.
- Support a thesis with well-researched and well-reasoned arguments; communicate persuasively across a variety of contexts, purposes, audiences, and media.

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- Use available technology to support informal and formal writing and revising, and use acquired discursive skills to engage meaningfully with available technology.

5. **Date of English Department Approval:** September 12, 2012

Senate Meeting of October 10, 2012

Undergraduate Curriculum Committee

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

Department of Health Sciences

Curriculum Change

Hegis # 1299.30
Program Code: 32639

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

2. **From:** EXS 315 Kinesiology and Biomechanics (3 hrs, 3 cr)
3 hours, 3 credits. Study and application of anatomic and mechanical principles of human movement. PREREQ: BIO 181-182.

3. **To:** EXS 315 Kinesiology and Biomechanics (3 hrs, 3 cr)
3 hours, 3 credits Study and application of anatomic and mechanical principles of human movement. PREREQ: BIO 181-182 and EXS 264.

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

EXS 264 provides the foundation for all 300- level Exercise Science courses. As a prerequisite, it insures students enroll in courses in the proper sequences

5. **Date of departmental approval:**
May 9, 2012

Senate Meeting of October 10, 2012

Undergraduate Curriculum Committee

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

Department of Health Sciences

Curriculum Change

Hegis # 1299.30
Program Code: 32639

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

2. **From:** EXS 316 Motor Learning (3 hrs, 3 cr)

3 hours, 3 credits. Effects of psychological, social maturational, and neurophysiological factors on the learning and performance of movement patterns. PREREQ: BIO 181-182.

3. **To:** EXS 316 Motor Learning (3 hrs, 3 cr)

3 hours, 3 credits. Effects of psychological, social maturational, and neurophysiological factors on the learning and performance of movement patterns. PREREQ: BIO 181-182 and EXS 264.

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

EXS 264 provides the foundation for all 300- level Exercise Science courses. As a prerequisite, it insures students enroll in courses in the proper sequences.

5. **Date of departmental approval:**
May 9, 2012

Senate Meeting of October 10, 2012

Undergraduate Curriculum Committee

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

Department of Health Sciences

Curriculum Change

Hegis # 1299.30

Program Code: 32639

1. **Type of Change:** Change in course name and the prerequisites

2. **From:** EXS 323 Exercise Physiology (3 hrs, 3 cr)

3 hours, 3 credits. Human anatomy and physiology as related to physical activity, exercise, and work. Study of the musculoskeletal, cardiovascular, and pulmonary systems; bioenergetics; body composition, anatomy, and physiology of aging, and health-related benefits. PREREQ: BIO 181-182.

3. **To:** EXS 323 Exercise Physiology I (3 hrs, 3 cr)

3 hours, 3 credits. Human anatomy and physiology as related to physical activity, exercise, and work. Study of the musculoskeletal, cardiovascular, and pulmonary systems; bioenergetics; body composition, anatomy, and physiology of aging, and health-related benefits. PREREQ: BIO 181-182 and EXS 264.

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

EXS 264 provides the foundation for all 300- level Exercise Science courses. As a prerequisite, it insures students enroll in courses in the proper sequences. The "I" is added to the title to bring it in line with EXS 423 Exercise physiology II.

5. **Date of departmental approval:**

May 9, 2012

Senate Meeting of October 10, 2012

Undergraduate Curriculum Committee

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

Department of Health Sciences

Curriculum Change

Hegis # 1299.30
Program Code: 32639

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

2. **From:** EXS 264 Physical Fitness and Exercise (3 hrs, 3 cr)

3 hours, 3 credits. Nature and scope of the health-related aspects of physical fitness, emphasizing assessment, self-management skills, and the importance of a healthy lifestyle, as applied to individual and group fitness settings.

3. **To:** EXS 264 Introduction to Exercise Science (3 hrs, 3 cr)

3 hours, 3 credits: Orientation to the field of Exercise Science, professional roles, nature, scope and significance of physical activity and exercise. Basic concepts of fitness and assessment as applied to individuals and unique groups.

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

This change in course title and description better reflects the content of the course and provides a more comprehensive overview of Exercise Science for students interested in the field.

5. **Date of departmental approval:**

May 9, 2012

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

Department of Health Sciences

Curriculum Change

Hegis # 1299.30

Program Code: 32639

1. **Type of Change:** Change in requirements for B.S degree in Exercise Science.

2. **From:**

MAJOR REQUIREMENTS:.....(61 credits)

The major field requirements include the completion of a 31 credits Exercise Science core courses, 4 credits in the Math 132 course, 17 credits in science courses, 6 credits in Health Sciences courses and 3 credits in a Major Elective course.

a. *Exercise Science Courses.....31 credits*

[EXS 264 Physical Fitness and Exercise	3 credits]
EXS 265 Behavioral Aspects of Exercise and Physical Activity.....	3 credits
EXS 315 Kinesiology/Biomechanics.....	3 credits
EXS 316 Motor Learning and Performance.....	3 credits
EXS 323 Exercise Physiology I.....	3 credits
EXS 326 Exercise Testing and Prescription.....	3 credits
EXS 423 Exercise Physiology II.....	3 credits
EXS 424 Principles and Practices of Fitness and Wellness Programming	3 credits
EXS 425 Theory and Methods of Strength and Conditioning	3 credits
EXS 470 Internship in Exercise Science I.....	[2] credits
EXS 471 Internship in Exercise Science II	[2]credits

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b. *Mat 132*.....4 credits

c. *Science Courses*..... 17 credits

BIO 181 Anatomy & Physiology I4 credits
 BIO 182 Anatomy & Physiology II4 credits
 CHE 114 Essentials of General Chemistry - Lecture3 credits
 CHE 115 Essentials of General Chemistry - Laboratory1.5 credits
 [CHE 120 Essentials of Organic Chemistry - Lecture3 credits]
 [CHE 121 Essentials of Organic Chemistry - Laboratory1.5 credits]

d. *Health Sciences Courses*..... 6 credits

HSD 269 Fundamentals of Biostatistics for Health Professionals.....3 credits
 HSD 240 Nutrition and Health.....3 credits

e. *Major Electives* 3 credits

Select from EXS, REC, REH, DFN, HEA, HSA and/or HSD courses
 with approval of the advisor

GENERAL ELECTIVES..... (3 -15 credits)

Sufficient credits to reach a total of 120 credits required for graduation.

TOTAL CREDITS REQUIRED FOR DEGREE:.....120 credits

3. **To:**

Option 1: Exercise and Movement Science

MAJOR REQUIREMENTS:.....(61.5 credits)

The major field requirements include the completion of a 36 credits Exercise Science core courses, 4 credits in the Math 132 course, 12.5 credits in science courses, 6 credits in Health Sciences courses and 3 credits in a Major Elective course.

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b. Exercise Science Courses.....36 credits

<u>EXS 264 Introduction to Exercise Science</u>	<u>3 credits</u>
EXS 265 Behavioral Aspects of Exercise and Physical Activity.....	3 credits
EXS 315 Kinesiology/Biomechanics.....	3 credits
EXS 316 Motor Learning and Performance.....	3 credits
EXS 323 Exercise Physiology I.....	3 credits
EXS 326 Exercise Testing and Prescription.....	3 credits
EXS 423 Exercise Physiology II.....	3 credits
EXS 424 Principles and Practices of Fitness and Wellness Programming	3 credits
EXS 425 Theory and Methods of Strength and Conditioning	3 credits
<u>EXS 430: Research Methods in Exercise Science</u>	<u>3 credits</u>
EXS 470 Internship in Exercise Science I.....	<u>3 credits</u>
EXS 471 Internship in Exercise Science II	<u>3 credits</u>

*b. Mat 132.....4 credits**c. Science Courses.....12.5 credits*

BIO 181 Anatomy & Physiology I	4 credits
BIO 182 Anatomy & Physiology II	4 credits
CHE 114 Essentials of General Chemistry - Lecture	3 credits
CHE 115 Essentials of General Chemistry - Laboratory	1.5 credits

d. Health Sciences Courses..... 6 credits

HSD 269 Fundamentals of Biostatistics for Health Professionals.....	3 credits
HSD 240 Nutrition and Health.....	3 credits

e. Major Electives 3 credits

Select from EXS, REC, REH, DFN, HEA, HSA and/or HSD courses with approval of the advisor

GENERAL ELECTIVES.....

Sufficient credits to reach a total of 120 credits required for graduation.

TOTAL CREDITS REQUIRED FOR DEGREE:.....120 credits

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Option 2: Pre-Physical Therapy**MAJOR REQUIREMENTS:.....(62 credits)**

The major field requirements include the completion of a 30 credits Exercise Science core courses, 4 credits in the Math 132 course, 28 credits in science courses.

a. Exercise Science Courses.....30 credits

<u>EXS 264 Introduction to Exercise Science</u>	<u>3 credits</u>
EXS 265 Behavioral Aspects of Exercise and Physical Activity.....	3 credits
EXS 315 Kinesiology/Biomechanics.....	3 credits
EXS 316 Motor Learning and Performance.....	3 credits
EXS 323 Exercise Physiology I.....	3 credits
EXS 326 Exercise Testing and Prescription.....	3 credits
EXS 423 Exercise Physiology II.....	3 credits
EXS 425 Theory and Methods of Strength and Conditioning	3 credits
EXS 470 Internship in Exercise Science I.....	<u>3 credits</u>
EXS 471 Internship in Exercise Science II	<u>3credits</u>

b. Mat 132..... 4 credits**c. Science Courses..... 28 credits**

BIO 181 Anatomy & Physiology I	4 credits
BIO 182 Anatomy & Physiology II	4 credits
<u>CHE 166 General Chemistry I - Lecture</u>	<u>3 credits</u>
<u>CHE 167 General Chemistry - Laboratory</u>	<u>2 credits</u>
<u>CHE 168 General Chemistry II- Lecture</u>	<u>3 credits</u>
<u>CHE 169 General Chemistry - Laboratory II.....</u>	<u>2 credits</u>
<u>PHY 166 General Physics I.....</u>	<u>5 credits</u>
<u>PHY 167 General Physics II.....</u>	<u>5 credits</u>

GENERAL ELECTIVES.....

Sufficient credits to reach a total of 120 credits required for graduation.

BIO 166 and 167 (8 credits), Math 172 (4 credits), PSY 166 (3 credits) and PSY 217 (3 credits) are recommended electives.

TOTAL CREDITS REQUIRED FOR DEGREE.....120 credits

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

In option I, CHE 120 and 121 Organic Chemistry are no longer required which is in accordance with many programs nationwide. EXS 430: Research Methods in Exercise Science is now required so students can learn the research and evaluation methods important in their discipline.

The change in course title and description of EXS 264 better reflects the content of the course and provides a more comprehensive overview of Exercise Science for students interested in the field.

EXS 470 and 471 Internship I and II respectively were listed as 2 credits in this section of the catalog but they are listed as 3 credits officially. This corrects a typographical error.

The new option II, developed with the College's pre-health advisor, ensures that students have the necessary pre-requisites for Physical Therapy programs and provides a clear delineation of the path they need to take, since many students in the Exercise Science major are planning to go to graduate school for Physical Therapy.

5. Date of departmental approval:
May 9, 2012

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

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

2. **Course Description:** **AST 101: Introduction to Astronomy.** 3 hours, 3 credits. Basic exploration of our universe and the laws that govern it. History and origins of the universe, life-cycles of stars and galaxies, properties of the sun and planets, the motion of the earth and its effect on seasons and astronomical observation.

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of scientific learning, we would like to propose this new introduction to the study of the universe and our place within it. Offering an accessible, appealing, and rigorous survey of astronomy is an ideal way of introducing students to such basic scientific concepts as motion, gravity, and light, developing in them an empirically-based quantitative understanding of scientific concepts, and encouraging them to use their acquired expertise to explain the behavior of the universe around them.

4. **Learning Objectives:**

- Demonstrate an understanding of the various scales of space, time, and energy that define our universe.
- State basic concepts and properties of motion, light, and gravity, and explain how these concepts account for the behavior of the universe on astronomical scales.
- Describe the motion of the earth and how it affects climate, seasons, and our view of the sky.
- Explain the properties and life-cycle of stars.
- Report accurately on the structure, formation, and evolution of galaxies.
- Explain the Big Bang theory as well as the structure and evolution of the universe.
- Demonstrate proficiency in the use of observational tools of astronomy, in particular telescopes and spectrographs.
- Demonstrate familiarity with the systems of measurement and use of quantitative evidence that have led to our present understanding of astronomical phenomena.

5. **Date of Physics and Astronomy Departmental Approval:** September 5, 2012

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

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

2. **Course Description:** PHY 131: **Conceptual Physics**. 3 hours (2 lecture, 1 lab), 3 credits. Basic concepts and methods of physics. The nature of physical laws and the methods by which these laws are developed and tested. Topics include motion and energy; heat, light, and sound; the structure of matter; gravity, electricity, and magnetism.

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of scientific learning, we would like to propose this new introduction to the study of the physical sciences. Offering an accessible, appealing, and rigorous survey of the concepts underlying our apprehension of the physical universe—via lectures, demonstrations, and laboratory experiments—is an ideal way of empowering students to understand the nature of physical law, develop scientific theories, and use empirical tools to conduct scientific investigations.

4. **Learning Objectives:**

- Identify and state the basic concepts underlying our understanding of the physical world.
- Use basic scientific concepts to solve simple problems in such areas as mechanics, optics, electricity, and gravitation.
- Carry out laboratory investigations using appropriate empirical and quantitative tools.
- Prepare well-written laboratory reports that accurately detail lab findings.
- Demonstrate an understanding of the nature of scientific laws and the methods by which these laws are developed and tested.

5. **Date of Physics and Astronomy Departmental Approval:** September 5, 2012

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

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

2. **Course Description:** PHY 141: **Sound, Speech, and Music.** 3 hours (2 lecture, 1 lab), 3 credits. Introduction to the physics of sound and the principles underlying speech, hearing, and music. Sound waves and their properties. The production, propagation, and perception of sound. Acoustics. The recording and reproduction of sound. Note: Appropriate for students interested in Speech-Language-Hearing Sciences and in Music.

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of scientific learning, we would like to propose this new introduction to the scientific study of sound, speech, and music. Offering an accessible, appealing, and rigorous survey of the concepts underlying our apprehension of sound—via lectures, demonstrations, and laboratory experiments—is an ideal way of empowering students to understand both the physical properties of sound and the role these properties play in our capacity to understand speech and hear music. The survey also encourages students to discern how scientific theories develop over time, and to gain hands-on experience using empirical tools to conduct scientific investigations.

4. **Learning Objectives:**

- Demonstrate an understanding of the physical properties of sound and the role these properties play in speech, hearing, and music.
- State and use appropriate concepts to solve quantitative problems involving sound production, propagation, and perception.
- Carry out laboratory experiments to test and verify the properties and nature of sound, and prepare well-written laboratory reports describing their findings.
- Demonstrate an understanding of the nature of scientific laws, in particular with regards to sound, and the methods by which these laws are developed and tested.

5. **Date of Physics and Astronomy Departmental Approval:** September 5, 2012

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

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

2. **Course Description:** PHY 151: **Energy and the Environment.** 3 hours (2 lecture, 1 lab), 3 credits. Energy as a physical concept: various forms of energy, conservation of energy, heat and thermodynamics, energy from fossil fuels, electrical energy and its generation, solar energy, nuclear energy. The environmental effects of the generation of energy: air pollution, global warming, nuclear radiation in the environment.

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of scientific learning, we would like to propose this new introduction to the study of energy and the environment. Offering an accessible, appealing, and rigorous survey of energy as a scientific concept—via lectures, demonstrations, and laboratory experiments—is an ideal way of empowering students to explore the various methods that have been used to control energy and to demonstrate the impact of energy on daily life. Because the concept of energy is central to environmental sciences—modern society is based on its ability to transform one form of energy into another and its ability to deal with the environmental consequences of these transformations—this course will be required for the new degree program leading to a B.S. in Environmental Science.

4. **Learning Objectives:**

- Explain how energy is an abstract general concept useful across all the sciences.
- Report on the physical laws relevant to energy production, transformation, and use.
- Demonstrate familiarity with the geo-political patterns of energy use and of the available resources for energy production.
- Identify basic physical principles—the law of conservation of energy, the concepts of heat and work, and the first and second laws of thermodynamics—and apply them to the analysis of quantitative physical problems.
- Discuss the concept of entropy, the constraints it imposes on energy production, and its consequences.
- Report on the science behind various forms of energy production, including fossil fuels, hydro, solar, wind, and nuclear resources.
- Trace the environmental impacts of the various forms of energy production, including air pollution, global warming, and nuclear radiation.
- Evaluate the prospects of future energy alternatives, such as thermonuclear fusion, biomass and garbage, and geothermal sources.

5. **Date of Physics and Astronomy Departmental Approval:** September 5, 2012

Senate Meeting of October 10, 2012

Undergraduate Curriculum Committee

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

1. Type of change: Course Title and Prerequisite

2. From: Course Description: SOC 223: Quantitative Data Analysis for Social Scientists. 4 hours (2 lecture, 2 lab), 3 credits. Use of quantitative social science methods to critically analyze and evaluate data. Topics include, but are not limited to: aging, education, poverty, global inequality, race and ethnicity, criminology and health. Prerequisite: Satisfaction of the Mathematics and Quantitative Reasoning requirement or Math 104 or its equivalent.

3. To: Course Description: SOC 223: Quantitative Reasoning and Data Analysis for Social Scientists. 4 hours (2 lecture, 2 lab), 3 credits. Use of quantitative social science methods to critically analyze and evaluate data. Topics include; but are not limited to: aging, education, poverty, global inequality, race and ethnicity, criminology and health. Prerequisite: A score of 60 or higher on the algebra section of the Compass exam or its equivalent as determined by the Dept. of Mathematics and Computer Science.

4. Rationale: The change in course title more adequately reflects the content of the course. The change in course prerequisites brings them up to date with current Pathways guidelines.

5. Date of Sociology Department Approval: Sept. 12, 2012

Senate Meeting of October 10, 2012

Undergraduate Curriculum Committee

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

**DEPARTMENT OF SOCIOLOGY
DEPARTMENT OF HISTORY**

CURRICULUM CHANGE

- 1. Type of change:** Change in Course Title
- 2. From:** SOC 238: Religion in American History. 3 hours, 3 credits. Sociological perspectives on the development of religious diversity in the United States. Topics include the encounters among various religious groups, major religious social movements and issues of religion and state.
- 3. To:** SOC 238: Religion in America. 3 hours, 3 credits. Sociological perspectives on the development of religious diversity in the United States. Topics include the encounters among various religious groups, major religious social movements and issues of religion and state.
- 4. Rationale:** The new title more adequately reflects the content of the course.
- 5. Date of Sociology Department Approval:** Sept. 12, 2012

Report of Meeting of
Lehman College Joint committee of Senate and
FP&B Long-Range Plan and Budget
Oct. 10, 2012

Persons in attendance:

Walter Blanco	Haiping Cheng	Anny Morrobel-Sosa
Marie Marianetti	Rossen Petkov	Vincent Clark
Gustavo Lopez	Naphtali O' Connor	Lourdes Perez
Norma Phillips	Carmen Saen-de-Casas	Bethania Ortega
Vincent Stefan	Helene Silverman	

The meeting was called to order at 3.45pm by Haiping Cheng in Shuster Hall 336 on Wednesday, Oct. 3, 2012

Election: Haiping Cheng was reelected to serve as the committee chair for 2012-2013.

The FY2012-13 Lehman Financial Plan was presented by VP Clark and discussed in details along with the Snapshot (summary) of the financial report and the much appreciated Glossary of Terms used in the financial report.

According to the report, Lehman College received a small budget increase but most of that went to mandatory increases for the personal service. The operating budget remains at the same level as last year. The overall resource of the College is \$95.7M. The detailed budget allocations based on personal services or academic divisions were also presented. Following the current financial plan, the College will end the year with a saving of \$0.85M, which is within the required range of saving.

Provost Morrobel-Sosa addressed several budget related academic issues.

The committee adjourned at 5:00 PM

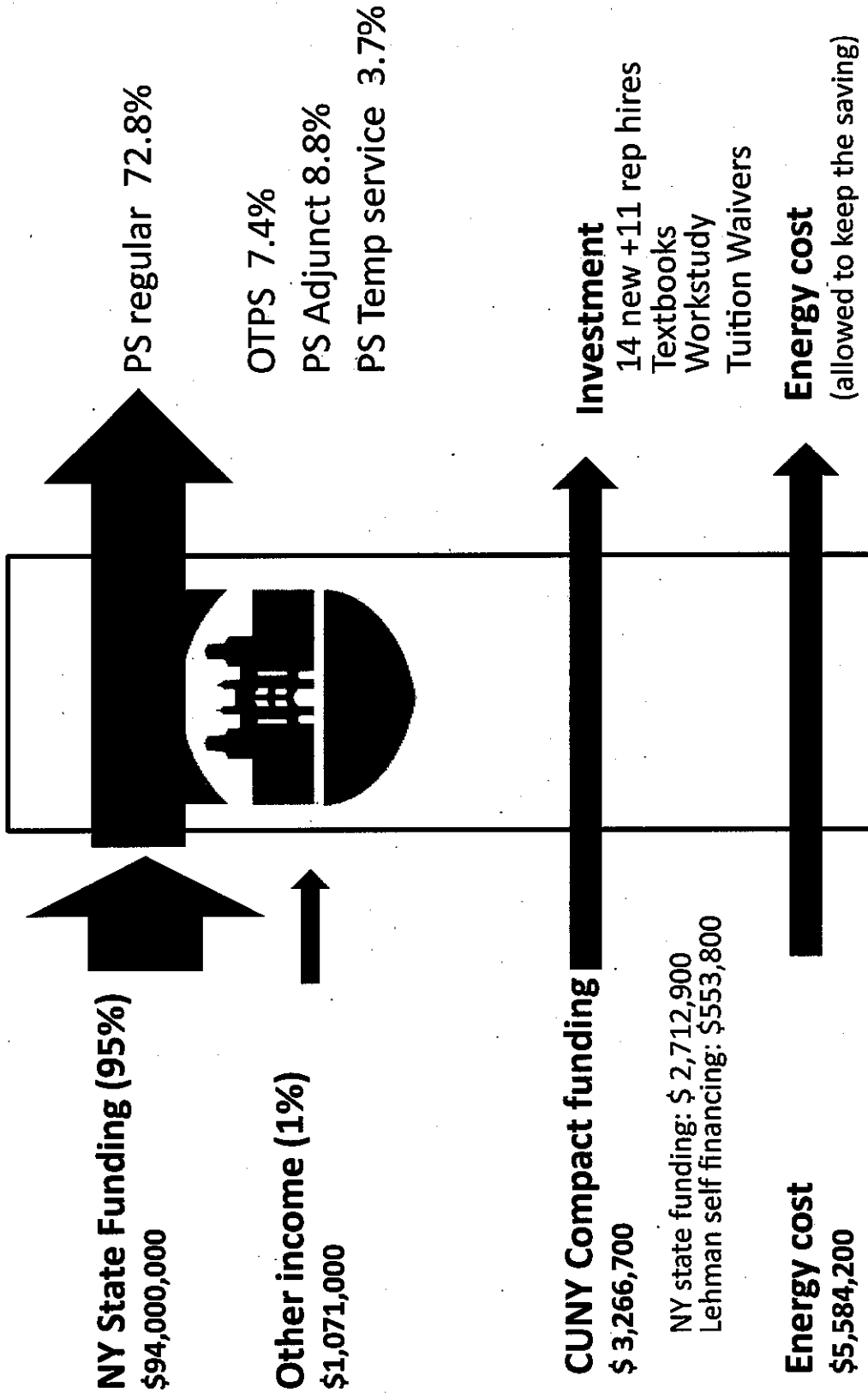
Next Meeting is Dec. 5th, 2012, 3:30pm, Shuster-336

Spending by personal service

Oct. 10, 2012

Lehman Budget Committee Report

Based on Oct. 3, 2012 committee meeting



Next meeting: Dec. 5, 2012, 3:30pm, S-336