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**Minutes of  
The Lehman College Senate Meeting  
Wednesday, September 16, 2015  
Senate Meeting**

7 **Senators Present:** Amend, A; Bamshad, M.; Bergmann, R.; Budescu, M.; Campeanu S.; Carey, R.;  
8 Chawla J.; Cheng, H.; Christian, M.; Clark, V.; Conner, P.; Dellapina, M.; Doyran, M.; Fayne, H.;  
9 Fera, J.; Fernández, R.; Georges, C. A.; Gorokhovich, Y.; Holloway, J.; Jafari, M.; Jervis, J.; Jordan,  
10 S.; Kremenitzer, J.; Latimer, W.; Machado, E.; Magdaleno, J.; Marianetti, M.; Martín, O.; Maybee, J.;  
11 Mazza, C.; McCabe J.; Morrobel-Sosa, A.; Munoz, M.; Nadeem, S.; O'Connor, N.; Hyeyoung, O.;  
12 Pettipiece, D.; Philipp, M.; Prince, P.; Prohaska, V.; Ramsundar, S.; Ricourt, M.; Rivera, A.; Rivera,  
13 C.; Rivera-McCutchen, R.; Rosario, Y.; Samuel, L.; Sanchez, A.; Sarmiento, R.; Schlesinger, K.; Sen,  
14 G.; Spence, N.; Tananbaum, D.; Valentine, R.; Waring, E.; Yang, L.; Yates, S.; Zucchetto, V.

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16 **Senators Absent:**

17 Alonso, O.; Casamayor, B.; DeJesús, M.; Finger, R.; Fordyc, J.; Gerry, C.; Glover, B.; Hmady A.;  
18 Levi, N.; Li, S.; Markens, S.; Mibenge, C.; Petkov, R.; Rupp, S.; Sailor, K.; Silverman, H.; Spencer,  
19 R.; Williams, H.

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

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23 **1. Approval of the Minutes**

24 A motion was made to approve the minutes of the April 29, 2015 Senate. The minutes were  
25 approved by unanimous voice vote.

26  
27 **2. Announcements and Communications—**

28 **a. Report of the President**

29 The President recapped, for those unable to attend Convocation, the announcement of his  
30 retirement after twenty five (25) years of service at Lehman College. He informed  
31 everyone that he will continue at Lehman through the end of June. The Chancellor will  
32 soon announce a search for a new president, with an appointment expected by the end of  
33 the 2015-2016 academic year.

34 President Fernández reported on the state of the College. Enrollments are solid and he  
35 reflected that there were significant changes to advance the College in a number of areas:  
36 technological advances have been made; Lehman College scored the second highest in  
37 student satisfaction last year among CUNY colleges; retention and four year graduation  
38 data show improvement and many students are receiving scholarships; faculty members are  
39 engaged in a variety of ways. Currently, Professor William Harcourt-Smith, of the

40 Anthropology Department, is working on the analysis of the foot bones of *Homo naledi*, a  
41 recently discovered human species, and some faculty members have received grants and  
42 awards. The College is in good standing. We are initiating the Middle States self-study  
43 process, which should be completed well in advance of the spring 2019 Team Visit to the  
44 campus.

45 President Fernández also thanked the faculty and staff for all of their hard work over the  
46 last twenty five years. He thanked the students and noted that they are the reason for all of  
47 our hard work.

48  
49 **b. Student Legislative Assembly—**

50 Ms. Lilian Yang, the newly elected vice president of the Student Government, welcomed  
51 everyone back to Lehman and hoped that everyone had a good summer. She also welcomed  
52 the new student and faculty Senators. Ms. Yang shared her positive sentiments about  
53 working with faculty for the betterment of the Lehman College community.

54  
55 The Student Legislative Assembly will hold elections for vacancies. Intention forms to seek  
56 election are to be filled out before the September 24<sup>th</sup> deadline. Ms. Yang asked that  
57 everyone interested be referred to either Campus Life or to her for further information.

58  
59 On September 21<sup>st</sup> there will be a Student Government Association Club Fair. Ms. Yang  
60 encouraged all to attend.

61  
62 **REPORTS OF STANDING COMMITTEES—**

63  
64 **1. Graduate Studies—**

65 Prof. Duane Tananbaum announced, on behalf of Prof. De Simone, that there was no report.  
66 The next meeting is scheduled for Wednesday, October 21<sup>st</sup> at 11:00 a.m. in Carman, B33A.

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72 **2. Governance Committee—**

73 Prof. Duane Tananbaum presented the report.

74 He welcomed returning and new members to the Senate. He noted that a minimum of fifty two  
75 (52) members are needed for a quorum, and that a quorum is necessary to conduct business. Prof.  
76 Tananbaum reviewed the Senate procedures for those new to the Senate. He announced that,  
77 according to the sign-in sheets and ID swipe system, there is a quorum for the meeting.

78 The Governance Committee will be conducting elections this semester for Senators at Large and  
79 faculty representative vacancies on Senate Standing Committees. Prof. Tananbaum noted that the  
80 Governance Committee is concerned about the lack of quorum at committee meetings and the  
81 Governance Committee will consider various alternatives and solutions at the next committee  
82 meeting.

83 Prof. Tananbaum presented two items:

84 a. A slate of students to serve on the Senate Standing Committees, recommended by the  
85 Governance Committee. Prof. Tananbaum expects that the Governance Committee will  
86 receive additional student nominees to fill open seats on each committee. He moved to  
87 elect each student by acclamation and all were elected.

88 See Attachment I.

89 b. Prof. Tananbaum announced that the terms of three (3) current Governance Committee  
90 members are expiring and called for an election of three faculty members to fill each open  
91 seat for a two-year term. Professors Duane Tananbaum, James Jervis, and Marie  
92 Marianetti were nominated from the floor.

93  
94 Dean Harriet Fayne noted that four of the five current committee members are from the School of  
95 Arts and Humanities. She urged faculty members from other schools to consider serving on the  
96 Governance Committee. Dean William Latimer echoed the sentiment for representation across the  
97 schools. Dean Deirdre Pettipiece raised the issue as it relates to the Middle States Review process,  
98 and noted that the reelection of the same members term after term could potentially be  
99 problematic.

100 Prof. Tananbaum moved for a vote on the three (3) nominations. Profs. Tananbaum, Jervis and  
101 Marianetti were elected to the Governance Committee by unanimous voice vote.

102 The Committee is scheduled to meet September 16<sup>th</sup>, immediately following the Senate meeting in  
103 Carman B04.

104 **3. Committee on Admissions, Evaluations and Academic Standards--**

105 Prof. Penny Prince announced that there is no report.

106 The next meeting is scheduled for Monday, October 5th at 2:00 p.m. in Music 313.

107

108 **4. Undergraduate Curriculum---**

109 Prof. Vincent Prohaska presented the report. There were proposals for the following departments:  
110 Philosophy, Political Science, Languages and Literatures, Health Sciences, and Speech, Language,  
111 Hearing Sciences. The proposals were approved by a unanimous voice vote.

112

113 See Attachment II.

114

115 Prof. Prohaska added that departments should be looking at inactive courses and submitting them  
116 for withdrawal. The Committee voiced its concern about the increase in enrollment for writing  
117 intensive courses in Arts and Humanities and in LEH from twenty two (22) to twenty six (26).

118

119 The President noted that there is \$12 million of funding in the state budget for performance based,  
120 experiential learning. CUNY will call for proposals and input from the Undergraduate Curriculum  
121 Committee will be needed.

122

123 The next meeting is scheduled for Wednesday, October 28<sup>th</sup> at 1:00 p.m., in the Science Building,  
124 room 1405A.

125

126 **5. Ad Hoc Committee on the Student Evaluation of Teaching—**

127 There was no report. Prof. Robert Valentine announced that the committee is open and that all are  
128 welcomed and encouraged to attend.

129 The next meeting is scheduled for Thursday, October 1st at 3:30 p.m. in Carman 201.

130

131 **6. Academic Freedom—**

132 There was no report. Prof. Robert Valentine announced that he is the outgoing chair of the  
133 Academic Freedom Committee, and as such, he will convene the committee members to elect a  
134 new chair at its first meeting.

135

136 The first meeting is scheduled for Monday, September 21<sup>st</sup> at 3:30 p.m. in Carman 201.

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139 **7. Library, Technology, and Telecommunication—**

140 Stephen Castellano presented the report.

141

142 See Attachment III.

143

144 The next meeting is scheduled for Wednesday, October 7<sup>th</sup> at 11:00 a.m. in the Library Conference  
145 Room.

146

147 **8. Campus Life and Facilities —**

148 Prof. Mia Budescu announced that there is no report.

149 The next meeting is scheduled for Wednesday, October 7<sup>th</sup> at 2:30 p.m. in Shuster B018.

150

151 **9. Budget and Long Range Planning —**

152 Prof. Haiping announced that there is no report.

153 The next meeting is scheduled for Wednesday, September 23<sup>rd</sup> at 3:30 p.m. in Music 313.

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155 **10. University Faculty Senate Report—**

156 Prof. Manfred Philipp presented the report. See Attachment IV.

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166 Old Business----None.

167  
168 New Business-----Prof. Duane Tananbaum was nominated as Chair of the Senate and was elected  
169 by unanimous voice vote.

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171 **ADJOURNMENT**

172 President Fernández adjourned the meeting at 4:30 p.m.

173  
174 Respectfully submitted:

175  
176 Mary T. Rogan

**Senate Meeting – September 16, 2015**  
**Undergraduate Curriculum Committee (UCC) Report**

**The following proposals were approved unanimously by the UCC, without a quorum present (6 members in attendance) on April 22, 2015:**

Philosophy

- New Course PHI 341
- New Course PHI 370
- New Course PHI 434

Political Science

- Change in course POL (MES) 328
- Change in course POL 3600

Languages and Literatures

- Change in course SPA 111

**The following proposals were approved unanimously by the UCC, with a quorum present on September 2, 2015:**

Health Sciences

- Change in course EXS 315
- Change in course EXS 326
- Change in course EXS 342
- Change in course EXS 423
- Change in course EXS 424
- Change in course EXS 430
- Change in course EXS 470
- Change in course EXS 471

Speech, Language, Hearing Sciences

- Withdrawal of courses: SPV 162, 248, 325, 329

**Next meeting: September 16, 2015, 1 pm, SC 1405A**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Health Sciences
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	Exercise Science
Course Prefix & Number	EXS 315
Course Title	Kinesiology and Biomechanics
Description	Study and application of anatomic and mechanical principles of human movement
Pre/ Co Requisites	BIO 181-182
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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)	Health Sciences
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	Exercise Science
Course Prefix & Number	EXS 315
Course Title	Kinesiology and Biomechanics
Description	Study and application of anatomic and mechanical principles of human movement
Pre/ Co Requisites	BIO 181-182, <u>EXS 264</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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):**

EXS 264 is added as prerequisite because EXS 264 provides necessary background to take this course.

**5. Date of departmental approval: May 6, 2015**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Health Sciences
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	Exercise Science
Course Prefix & Number	EXS 326
Course Title	Exercise Testing and Prescription
Description	Principles of fitness and the development of exercise programs to enhance health and/or human performance in a variety of settings. Methods of evaluating physiological adaptation to exercise, using laboratory and field experiences.
Pre/ Co Requisites	EXS 323, <del>BIO 181, BIO 182, CHE 114, CHE 115.</del>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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)	Health Sciences
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	Exercise Science
Course Prefix & Number	EXS 326
Course Title	Exercise Testing and Prescription
Description	Principles of fitness and the development of exercise programs to enhance health and/or human performance in a variety of settings. Methods of evaluating physiological adaptation to exercise, using laboratory and field experiences.
Pre/ Co Requisites	EXS 323
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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):**

BIO 181 and BIO 182 are the prerequisites for EXS 323 and EXS 323 is a pre-requisite for this course therefore requiring BIO 181 and BIO 182 is redundant. CHEM 114 and 115 are currently required as a science component but these courses are not needed to succeed in this course.

**5. Date of departmental approval: May 6, 2015**

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

**DEPARTMENT OF HEALTH SCIENCE**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Health Sciences
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	Exercise Science
Course Prefix & Number	EXS 342
Course Title	Sports Nutrition
Description	Nutritional and metabolic requirements of physical activity. The health and well-being benefits of an optimal diet-exercise regime for physical activity, exercise, and sport participation will be emphasized.
Pre/ Co Requisites	HSD 240, <del>BIO 181-182</del> , CHE 114-115, EXS 323; PREREQ or COREQ: CHE 120-124.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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)	Health Sciences
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	Exercise Science
Course Prefix & Number	EXS 342
Course Title	Sports Nutrition
Description	Nutritional and metabolic requirements of physical activity. The health and well-being benefits of an optimal diet-exercise regime for physical activity, exercise, and sport participation will be emphasized.
Pre/ Co Requisites	HSD 240, EXS 264
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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):**

CHE120- CHE 121 are no longer required in the curriculum. HSD 240 and EXS 264 provide sufficient and necessary background information to succeed in this course.

**5. Date of departmental approval: May 6, 2015**

**LEHMAN COLLEGE  
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**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Health Sciences
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	Exercise Science
Course Prefix & Number	EXS 423
Course Title	Exercise Physiology II
Description	Human anatomy and physiology as related to physical activity, exercise, and work. Study of the nervous, endocrine, muscular, and cardiovascular systems. Factors that affect physiological function, energy transfer, and exercise performance.
Pre/ Co Requisites	EXS 323, <del>CHE 114</del> , <del>CHE 115</del> .
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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)	Health Sciences
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	Exercise Science
Course Prefix & Number	EXS 423
Course Title	Exercise Physiology II
Description	Human anatomy and physiology as related to physical activity, exercise, and work. Study of the nervous, endocrine, muscular, and cardiovascular systems. Factors that affect physiological function, energy transfer, and exercise performance.
Pre/ Co Requisites	EXS 323
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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):**

CHEM 114 and 115 are currently required as science component but these courses are not needed to succeed in this course.

**5. Date of departmental approval: May 6, 2015**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Health Sciences
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	Exercise Science
Course Prefix & Number	EXS 424
Course Title	Principles and Practices of Fitness and Wellness Programming
Description	Planning fitness and wellness programs for a variety of settings, with emphasis on selecting appropriate modalities, needs of specific groups, and safety considerations
Pre/ Co Requisites	<del>EXS 326</del>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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)	Health Sciences
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	Exercise Science
Course Prefix & Number	EXS 424
Course Title	Principles and Practices of Fitness and Wellness Programming
Description	Planning fitness and wellness programs for a variety of settings, with emphasis on selecting appropriate modalities, needs of specific groups, and safety considerations
Pre/ Co Requisites	<u>EXS 264</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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):**

EXS 326 Testing and Prescription is not necessary to succeed in this course. EXS 264 provides sufficient background information to succeed in this course.

**5. Date of departmental approval: May 6, 2015**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Health Sciences
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	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	HSD 269, <del>EXS 423</del> .
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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)	Health Sciences
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	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	HSD 269, <u>EXS 323</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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 remains as pre-req and EXS 323 replaces EXS 423 as the other pre-req since this is a more suitable pre-req for EXS 430.

**5. Date of departmental approval: May 6, 2015**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Health Sciences
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	Exercise Science
Course Prefix & Number	EXS 470
Course Title	Internship in Exercise Science I
Description	Supervised placement in a commercial fitness setting in order to develop knowledge of professional practice through on-site experience, with emphasis on leadership and programming.
Pre/ Co Requisites	EXS 326, <del>EXS 424</del> , and permission of advisor
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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)	Health Sciences
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	Exercise Science
Course Prefix & Number	EXS 470
Course Title	Internship in Exercise Science I
Description	Supervised placement in a commercial fitness setting in order to develop knowledge of professional practice through on-site experience, with emphasis on leadership and programming.
Pre/ Co Requisites	EXS 326 and permission of advisor
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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):**

EXS 424 is no longer required for the Pre-physical therapy track therefore it cannot be prerequisite for this course.

**5. Date of departmental approval: May 6, 2015**

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

**DEPARTMENT OF HEALTH SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Health Sciences
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	Exercise Science
Course Prefix & Number	EXS 471
Course Title	Internship in Exercise Science II
Description	Supervised placement in a clinical or corporate fitness setting in order to develop knowledge of professional practice through on-site experience, with emphasis on leadership and programming.
Pre/ Co Requisites	<del>EXS 326, EXS 424</del> , EXS 470, and permission of advisor.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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)	Health Sciences
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	Exercise Science
Course Prefix & Number	EXS 471
Course Title	Internship in Exercise Science II
Description	Supervised placement in a clinical or corporate fitness setting in order to develop knowledge of professional practice through on-site experience, with emphasis on leadership and programming.
Pre/ Co Requisites	EXS 470 and permission of advisor.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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):**

EXS 424 is no longer required for the second option; Pre-physical therapy track therefore it cannot be prerequisite for this course. EXS 326 is required for the prerequisite course, thus it is redundant here.

**5. Date of departmental approval: May 6, 2015**

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

**DEPARTMENT OF LANGUAGES AND LITERATURES**

**CURRICULUM CHANGE**

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

2. **From:**

Department(s)	LANGUAGES AND LITERATURES
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	SPANISH
Course Prefix & Number	SPA 111
Course Title	Elementary Spanish 1
Description	( <del>For students with no prior knowledge of Spanish.</del> ) Elements of grammar, reading of simple texts, and practice in speaking. Audio-lingual work in the Language Laboratory.
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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)	LANGUAGES AND LITERATURES
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	SPANISH
Course Prefix & Number	SPA 111
Course Title	Elementary Spanish I
Description	(For students with limited or no prior knowledge of Spanish, as determined by Department placement procedures.) Elements of grammar, reading of simple texts, and practice in speaking. Audio-lingual work in the Language Laboratory. <u>Note: SPA 111 is not credited without 112.</u>
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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:** The change in the course description for SPA 111 (Elementary Spanish I) clarifies current Department placement policies about what levels of student should be taking this course. Faculty have observed frustration on the part of students who expect that all students in SPA 111 will be without previous experience with Spanish, when in reality this course has always included both students without previous experience and those with limited (usually high school) experience who lack the knowledge to be placed

at a higher level in the sequence of Spanish-languages. The new description will let students know from the start about the diversity of Spanish skill-levels of students taking Elementary Spanish 1.

5. **Date of Departmental Approval:** March 30, 2015

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

**DEPARTMENT OF PHILOSOPHY**

**CURRICULUM CHANGE**

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

2.

Department(s)	Philosophy
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	Ethics
Course Prefix & Number	PHI 341
Course Title	Medical Ethics
Description	Examination of ethical issues arising in clinical settings or pertaining to the public served by the health care system as a whole. Informed consent, surrogate decision-making, physician-assisted suicide, abortion, genetic screening and enhancement, rationing organs, conscientious refusals, public health paternalism, fair access to health care.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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

	____ Individual and Society ____ Scientific World
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**3. Rationale:** The issues addressed in PHI 341 (Medical Ethics) concern everyone, since everyone comes into contact with the health care system at various points in his or her life, both as a consumer of health care and as a citizen debating and voting on health-related public policy. Students will benefit from a course that gives them comprehensive knowledge of these issues and equips them with the conceptual tools they need to reason their way to informed opinions and decisions.

Education in medical ethics is especially important for students pursuing careers in the health care industry, which is placing increasing emphasis on medical ethics training..

**4. Learning Outcomes:**

- Report orally and in writing on the history of medical ethics, especially the debate about medical paternalism.
- Demonstrate a deep understanding of a variety of current and emerging controversies in medical ethics.
- Analyze an issue orally and in writing by identifying a range of morally relevant factors, then use those factors to develop an argument pro or con that anticipates and responds to potential objections.
- Demonstrate mastery of the knowledge and analytical skills needed to understand contemporary articles on medical ethics in medical and medical ethics journals, and to evaluate them critically.

**5. Date of Departmental Approval:** March 20, 2015

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

**DEPARTMENT OF PHILOSOPHY**

**CURRICULUM CHANGE**

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

**2.**

Department(s)	PHILOSOPHY
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	PHILOSOPHY
Course Prefix & No.	PHI 370
Course Title	Legal Reasoning
Description	The nature and practice of legal reasoning. How lawyers, judges, and policymakers make and interpret court decisions, apply existing laws and decisions to new cases, resolve conflicts between laws, assess evidence during a trial, and use analogical reasoning to arrive at legal decisions.
Pre/ Co Requisites	
Credits	3.0
Hours	3.0
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute	W (writing intensive)
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:** PHI 370 (Legal Reasoning) will supplement the Philosophy Department's Major in Ethics and Public Policy and Minor in Business, Society, as well as the Interdisciplinary Minor in Reasoning and Exposition. The course will also help

prepare students for the LSAT exam for admission to law school by providing them with contexts for thinking about law and understanding legal education. Finally, the course will improve the student's ability to think and write clearly about law and related issues.

**4. Learning Outcomes:**

- Demonstrate an understanding of the types of reasoning underlying court decisions and an ability to use those types of reasoning.
- Identify philosophical, moral, social, and economic considerations that affect court decisions.
- Assess different ways that laws and court decisions are applied to specific cases.
- Demonstrate an ability to think critically *about* legal reasoning.
- Produce two well-reasoned essays (a midterm essay and a final essay) on the theory and practice of legal reasoning.

**5. Date of Departmental Approval: March 20, 2015**

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

**DEPARTMENT OF PHILOSOPHY**

**CURRICULUM CHANGE**

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

2.

Department(s)	Philosophy
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	Ethics
Course Prefix & Number	PHI 434
Course Title	Neuroethics
Description	Ethical implications of new developments in neuroscience on issues such as use of brain scans for lie detection, neuromarketing, sentencing determinations.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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:** Neuroethics is a new area of applied ethics that examines the moral implications of recent developments in neuroscience, including the development of drugs and devices that track, stimulate, or control the human mind. In PHI 434 (Neuroethics), students become aware of the moral and legal concerns raised by current medical, corporate, and consumer use of new neuroscientific products. Students also evaluate the competing claims of neuroscience and ethics, particularly the challenge that neuroscience poses to morals-based practices like blaming and punishing.

PHI 434 is valuable for undergraduate students studying neuroscience, biology, or pre-law, and for graduate students in biology.

**4. Learning Outcomes:**

- Report knowledgeably in discussion and writing on new drugs, devices, and technologies emerging from the field of neuroscience.
- Evaluate the benefits of such innovations against the concerns that individuals, corporations, and the state have raised about their use.
- Identify the main positions and arguments in philosophical debates about personal identity, free will and moral responsibility, and the psychology of moral judgment and decision-making.
- Evaluate recent arguments about neuroscience's potential to settle long-standing philosophical debates.
- Demonstrate mastery of the knowledge and skills necessary to understand contemporary articles about the pros and cons of neuroethics.

**5. Date of Departmental Approval:** March 20, 2015

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

**DEPARTMENT OF POLITICAL SCIENCE**

**STEERING COMMITTEE OF MIDDLE EASTERN STUDIES**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in Title and Course Description

2. **From:**

Department(s)	Political Science and Steering Committee of Middle Eastern Studies
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	
Course Prefix & Number	POL (MES) 328
Course Title	<del>Gender Politics in Middle East and North African Societies</del>
Description	<del>Norms, values, and political and social institutions that shape the dynamics of gender relations in different MENA societies.</del>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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

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**3. To:**

Department(s)	Political Science and Steering Committee of Middle Eastern Studies
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	
Course Prefix & Number	POL (MES) 328
Course Title	<u>Politics of Gender &amp; Sexuality in the Middle East</u>
Description	<u>Political and social institutions that shape the dynamics of gender and sexuality in the Middle East &amp; North Africa (MENA).</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p style="margin-left: 40px;"> <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 </p>

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

The new title and the minor change in the course description is a more accurate reflection of the course content.

**5. Date of approval by the Department of Political Science:** March 24, 2015.

**Date of approval by the Steering Committee of Middle Eastern Studies:** March 26, 2015.

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

**DEPARTMENT OF POLITICAL SCIENCE**

**CURRICULUM CHANGE**

1. **Type of Change:** Change in Course Description and Prerequisite

2. **From:**

Department(s)	Political Science
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	
Course Prefix & Number	POL 3600
Course Title	Political Demography
Description	Population and demographic aspects of local, national, and global politics. Topics include the dynamics of fertility, immigration, and contemporary issues that impact political processes.
Pre/ Co Requisites	<del>POL 245, POL 331 (SOC 301) or departmental permission</del>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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)	Political Science
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	
Course Prefix & Number	POL 3600
Course Title	Political Demography
Description	Population and demographic aspects of local, national, and <u>international</u> politics. Topics include the dynamics of fertility, <u>migration</u> , and contemporary issues that impact political processes.
Pre/ Co Requisites	<u>General Education Mathematics/Quantitative Reasoning requirement</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
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:**

The quantitative skills necessary for POL 3600 are better met by fulfilling the General Education Mathematics/Quantitative Reasoning requirement than by the current courses. The minor changes in the course description reflect course contents more accurately.

**5. Date of departmental approval:** March 24, 2015.

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

**Department of Speech-Language-Hearing Sciences**

**CURRICULUM CHANGE**

1. **Type of Change:** Withdrawal of courses
2. **Description:**  
SPV 162: Language, Speech and Hearing  
SPV 248: Acoustic Phonetics  
SPV 325: The Contrastive Analysis of English with Other Languages  
SPV 329: Social and Regional Dialects of English
3. **Rationale (Explain why this course/program is no longer needed in the Department):**  
  
These courses have not been offered in the department for 10 years or more.
4. **Date of departmental approval:** May 5, 2015



## Library Technology and Telecommunications Committee

**Meeting Time/Date:** 11:00 am/Wednesday, September 9, 2015

**Attendance:** Ronald Bergmann, Stephen Castellano, Raymond Diaz, Mine Doyran, Stefanie Havelka, Sharon Jordan, Anna Luerssen, Kenneth Schlesinger

**Excused:** Vincent Sandella, John Dono

**Approval of Minutes:** Minutes from the meeting of May 15, 2015 were approved

### Meeting Agenda

**Library Report:** Chief Librarian Kenneth Schlesinger reported on the renovation and upgrade of Leonard Lief Library. The project will include renovating and upgrading three computer labs located on the lower level. First floor renovation and upgrades include redesign of the Circulation, Reference Desk, and Help Desk. Plan calls for addition of new Student Group Study Rooms, refreshed technology, furniture, painting, and carpeting. Access and Technology Center will be relocated to first floor to facilitate access. Both Phases described will cost \$4.2M. Many thanks to New York City Council and Bronx Delegation for their support.

Schlesinger provided update on CUNY Libraries' STEM Initiative that licenses set of six major STEM-related electronic resources. These databases support the STEM curriculum - as well as faculty research. Lehman's share for this major package is \$173K. Library, Technology, and Telecommunications Committee endorses campus need for these critical resources.

Library invites the college community to *Academic Works: Repository for Lehman Scholarship and Creative Work* on Wednesday, November 4<sup>th</sup> from 12:30-2:00 PM in Lab B27C. Please contact Rebecca Arzola for additional information

**Division of Information Technology Report:** Ronald Bergmann provided a report on the launch of the Lehman College Mobile Central app. The mobile app was developed by the Divisions of Student Affairs and Information Technology with significant input from student leaders. It became available during late August and is available as a free download from the App Store or Google Play. The app allows students to view their class schedule, grades, academic calendar, library access, Blackboard Support. Visiting and perspective students can view a map, get directions to Lehman, learn about student support services and more.

Mr. Bergmann also reported significant upgrades to campus technology. Over the summer of 2015, with funding in part from the Tech Fee, wireless access on campus has increased significantly in Gillete Hall and Carman Hall. Mr. Bergmann reported that a new reservation system is in place allowing students and faculty to reserve Media Technology Resources equipment over the internet. Faculty will also receive confirmation of their equipment reservations and also be able to make recurring reservations for resources.

Mr. Bergmann also reported on the E-Text Book Pilot program that is being conducted this semester with three class sections in an Macroeconomics course in the Department of Business and Economics. We believe this pilot is among the first of its kind in CUNY.

**Online Education/Technology Report:** Stephen Castellano reported that the Online RN to BS Program is off to a great start with the commencement of the fall 2015 semester. The program is designed for students who are presently licensed RN's in NY State and have their Associates Degree from an accredited 2-year program. The Online RN to BS program has 30-students enrolled and interest in the program continues to be very high.

Castellano also reported on the Blackboard outages that the user community has been experiencing at the start of the semester. While CUNY CIS has been helpful in providing the user community with updates, CUNY CIS has yet to provide a complete report of why we are experiencing the continuing issues. Blackboard Managed Hosting has replaced some hardware that is part of the CUNY environment. This hardware replacement has provided some resolution.

Castellano reported on the loss of iTunes U (Private iTunes) and the adoption of Lehman College Digital Connect as a repository for instructional video. There is now a solid connection between Blackboard and Lehman College Digital Connect.

**New Business:** There were no items to present.

**Next Meeting:** Next Committee meeting is scheduled for October 14<sup>th</sup> (Wednesday) @ 11am in the Library Conference Room

Respectfully submitted,

Stephen Castellano, Chairperson

## **UFS Report for the Lehman College Senate, September 16, 2015**

### **Manfred Philipp**

**University Faculty Senate Vice Chair Karen Kaplowitz** reports that “last Wednesday, September 9, the CUNY Board of Trustees Committees on both Academic Affairs (CAPPR) and on Fiscal Affairs received a joint briefing by the Vice Chancellor for Academic Affairs, Vita Rabinowitz, and the Vice Chancellor for Fiscal Affairs, Matthew Sapienza, about a \$20 million performance improvement plan for CUNY.

Governor Cuomo had proposed \$12 million for CUNY and \$18 million for SUNY for a Performance Improvement Plan as part of the Governor’s “Opportunity Agenda.” The Legislature approved these allocations as part of the Fiscal Year 2016 State Enacted Budget.

The enacted legislative language is as follows: “\$12 million of this appropriation shall be made available through a CUNY investment and performance fund which shall be allocated to each campus upon completion of a performance improvement plan approved by the board of trustees, provided further, that such plans shall be developed for use in future years and shall include, but not be limited to: criteria to improve access, completion, academic and post-graduation success and services, research, and community engagement. Funds from the CUNY investment and performance fund shall be apportioned pursuant to a methodology and for purposes determined by the chancellor and approved by the board of trustees.”

CUNY is supplementing this \$12 million program for the senior colleges by adding a \$6 million performance incentive program for the community colleges from the community college allocation. In addition, CUNY is adding \$2 million which can be won by senior or community colleges; this \$2 million is from two sources: \$1 million from external grant funding and \$1 million from CUNY centrally-managed accounts.

The plan is that a Request For Proposals (RFP) is to be released to the colleges by CUNY on October 1st after the CUNY Board of Trustees approves the timeline, criteria, and process for receiving and choosing proposals. There will be a very short response time: the deadline for proposals by colleges is October 16. The timeline, as of now, is that following the October 16 deadline for initial responses to the RFP, an initial review is to be completed by October 23, with finalized proposals due from the colleges on November 6 and final approval of winning proposals by the Board of Trustees on November 23. Because BoT Chair Benno Schmidt expressed concern at the CAPPR meeting about the short amount of time for successful proposals to be implemented by the colleges, given that the monies must be spent by June 30, the timeline may be revised. Chair Schmidt, in response to a question at CAPPR, agreed that faculty and students must be included in the review of proposals and in the selection of the proposals to be funded.

This is a competition among all the senior colleges for a one-time allocation of \$12 million and a separate competition among the community colleges for a one-time allocation of \$6 million. The additional \$2 million which has been added by CUNY and which can be won by senior or community colleges is part of the competition.

These funds are one-time and non-recurring, and so if something gets funded this year it will not be built into a college's base budget. The funds will be awarded in November and have to be spent by June 30. Each college may submit up to three proposals and colleges may submit joint proposals with other CUNY colleges.

The Legislation requires that successful proposals meet at least one of the following six "New York State Priority Areas": access, completion (of degrees), student success, research, regional engagement, and experiential learning.

CUNY is requiring that the proposals align with the state priorities and also further the goals articulated in CUNY's Performance Management Process (PMP) and with CUNY's Strategic Planning Process as well as with CUNY's 2012-2016 Master Plan:

“ CUNY's Strategic Priorities are: expand online education; expand the use of digital technology to improve instruction and academic support; grow the research enterprise, especially as it applies to the 21st century urban environment; improve workforce preparation and employer engagement; promote access and college readiness; and improve student success and completion.

CUNY’s PMP Goals are: increase opportunities for students to be taught by full-time faculty; increase faculty scholarship and research impact; increase faculty satisfaction [the only PMP goal not to overlap with any of the NYS Priority Areas]; ensure that students make timely progress toward degree completion; prepare students for transfer to baccalaureate programs; increase graduation rates; create more efficient remediation pathways (associate degree students); prepare students for the workforce; improve student satisfaction with academic support and student support services; improve student satisfaction with administrative services; increase revenues; use financial resources efficiently and prioritize spending on direct student services; increase enrollment in master’s programs; increase the proportion of full-time faculty from underrepresented groups.”

In other business, the Graduate Center has released numbers for the headcount of doctoral students contributing to the GC Student Technology Fee. The numbers are said to reflect the various campus contributions to the number of GC-registered students. These percentages are used to distribute technology fee funds to the campus.

<b>Campus</b>	<b>GC STF contribution</b>
Baruch College	2.8%
Brooklyn College	1.6%
City College	4.8%
College of Staten Island	0.9%
Graduate Center	77.4%
Hunter College	4.5%
John Jay College	4.4%
Lehman College	0.4%
Queens College	3.0%
York College	0.1%

**From the UFS Blog:** The Obama administration, according to the New York Times, has given up its effort to rate the quality of the nation's undergraduate colleges and universities.

Instead, it has opened a web site that gives annual costs, 4 and 6 year graduation rates (for 2 and 4 year colleges), and 10-year-out average salaries for federally supported students and formerly federally supported graduates.

The restriction on federally-supported undergraduates results in some eye-popping and perhaps unreasonably low average annual costs for some expensive private universities. Yale's annual cost is listed as \$16,743, Harvard's at \$14,049, Princeton at \$8,413.

These low costs for federally supported students show how Ivy League colleges can compete with public colleges for economically disadvantaged students.

CUNY's average 10-year post-graduation salaries seem unremarkable. Many are close to the national average, a few community colleges fall below this. Top ranked for CUNY is Baruch, at \$54,000. Where is Princeton in this ranking? \$75,100.

But what about graduation rates? This is where CUNY shows some problems. I discount the community college graduation rates, where students can transfer to a 4-year college without graduating, But some will be surprised that some of these CUNY community college 4-year graduation rates are better than some CUNY senior college 6-year graduation rates. Please compare the 11% rate listed for Medgar Evers, a 4-year college, to the 16-29% of most CUNY community colleges.

Of course, these rates are for first-time freshmen and do not reflect the successes of transfer students.

The top CUNY senior college graduation rate, 65% for Baruch, is well above the national average. Some of the comprehensive college numbers seem far too low, such as the 14% listed for NY City Tech. It is unclear how the status of some colleges as comprehensive colleges affects the calculation of their graduation rates.

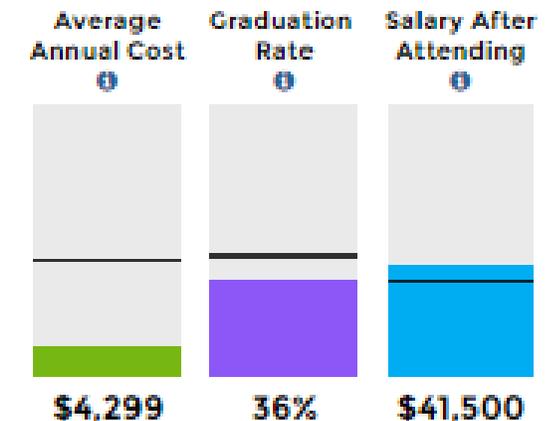
Will these publicly posted graduation rates affect how CUNY is perceived in Albany and will they affect how CUNY is funded? Are they even valid for the majority of our students?

To see the CUNY data go to <https://collegescorecard.ed.gov/> and enter CUNY in the name tab.

## CUNY Lehman College

Bronx, NY

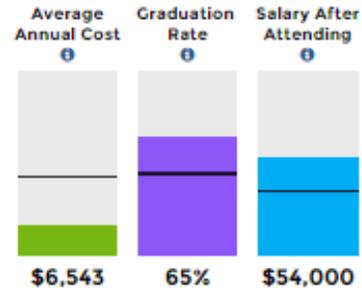
9,020 undergraduates



## CUNY Bernard M Baruch College

New York, NY

13,698 undergraduates

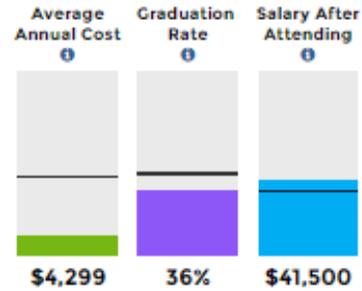


— National Average

## CUNY Lehman College

Bronx, NY

9,020 undergraduates

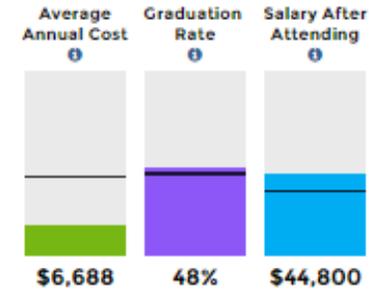


— National Average

## CUNY Hunter College

New York, NY

15,697 undergraduates



— National Average

## CUNY Brooklyn College

Brooklyn, NY

12,625 undergraduates

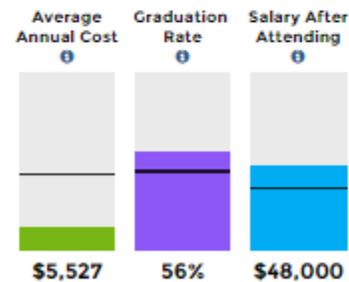


— National Average

## CUNY Queens College

Flushing, NY

14,424 undergraduates



— National Average

## CUNY John Jay College of Criminal Justice

New York, NY

12,838 undergraduates

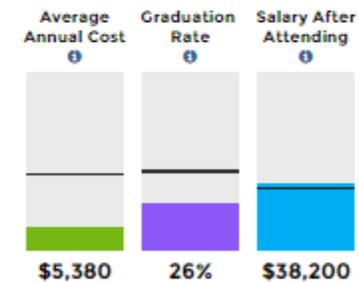


— National Average

## CUNY York College

Jamaica, NY

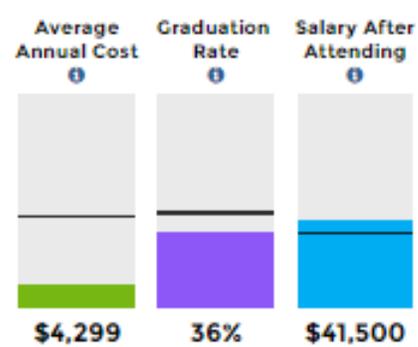
7,361 undergraduates



— National Average

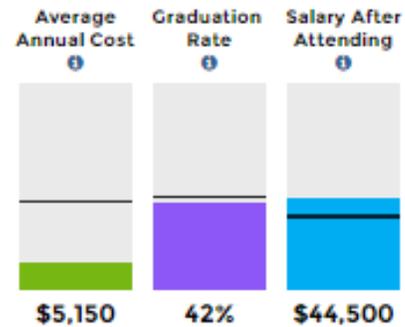
## CUNY Lehman College

Bronx, NY  
9,020 undergraduates



## CUNY City College

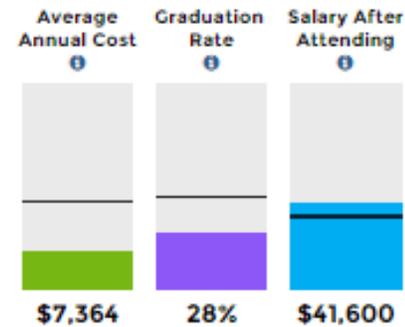
New York, NY  
11,820 undergraduates



National Average

## College of Staten Island CUNY

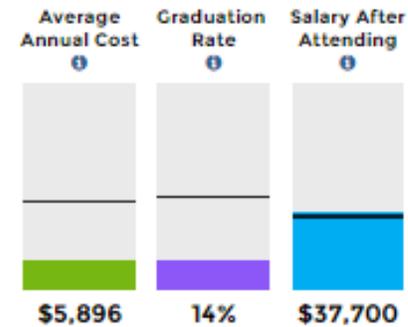
Staten Island, NY  
12,974 undergraduates



National Average

## CUNY New York City College of Technology

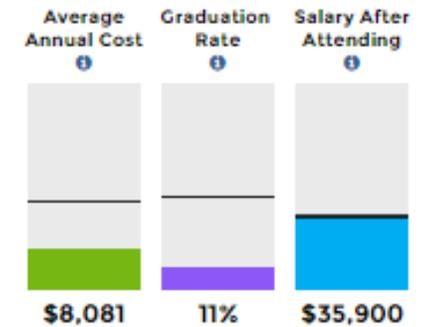
Brooklyn, NY  
15,917 undergraduates



National Average

## CUNY Medgar Evers College

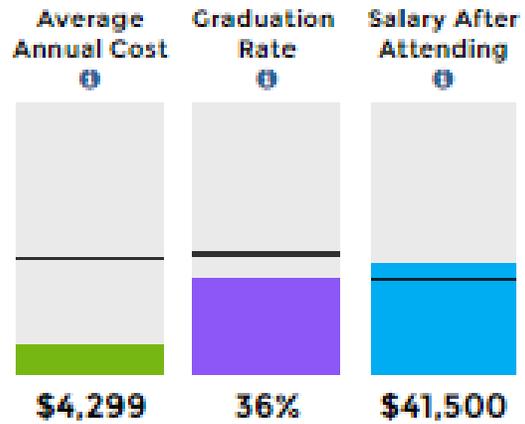
Brooklyn, NY  
6,085 undergraduates



National Average

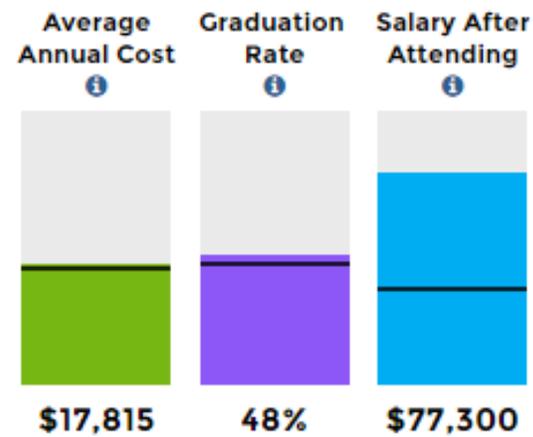
## CUNY Lehman College

Bronx, NY  
9,020 undergraduates



## SUNY Maritime College

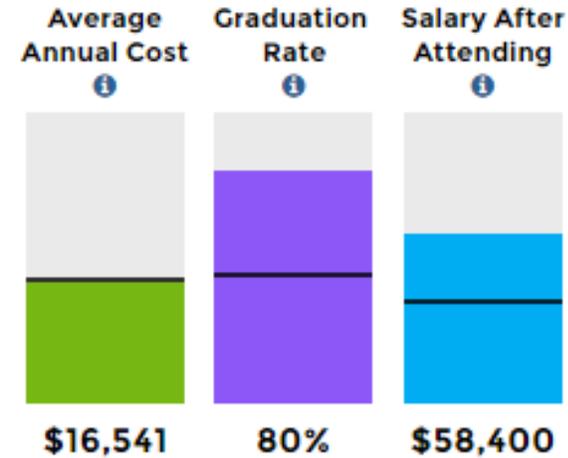
Throggs Neck, NY  
1,565 undergraduates



— National Average

## SUNY at Binghamton

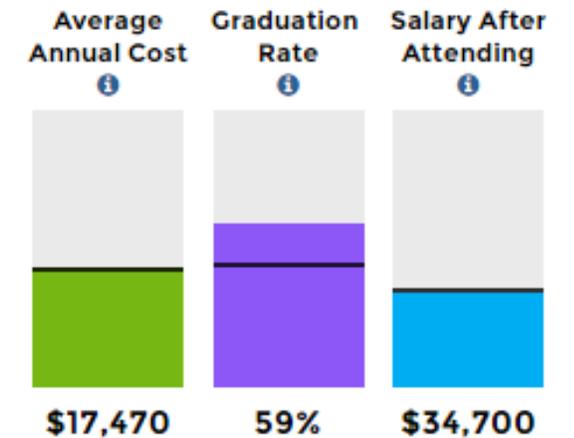
Vestal, NY  
12,940 undergraduates



— National Average

## SUNY at Purchase College

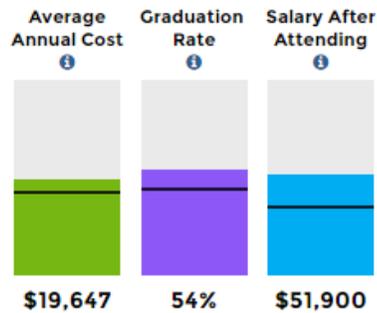
Purchase, NY  
4,017 undergraduates



— National Average

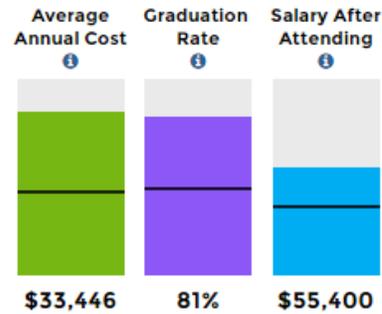
## College of Mount Saint Vincent

Bronx, NY  
1,635 undergraduates



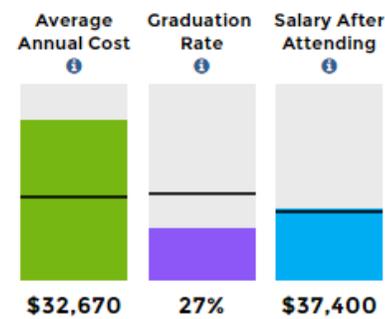
## Fordham University

Bronx, NY  
8,193 undergraduates



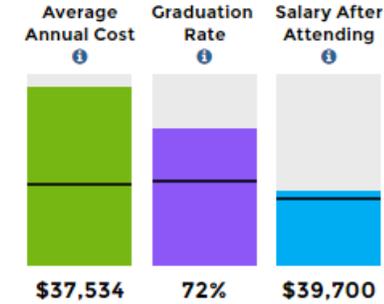
## The College of New Rochelle

New Rochelle, NY  
3,207 undergraduates



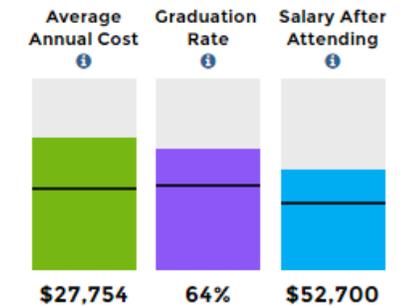
## Sarah Lawrence College

Bronxville, NY  
1,402 undergraduates



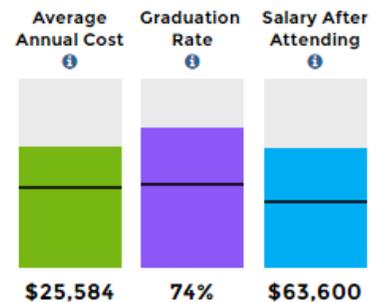
## Iona College

New Rochelle, NY  
3,166 undergraduates



## Manhattan College

Riverdale, NY  
3,403 undergraduates



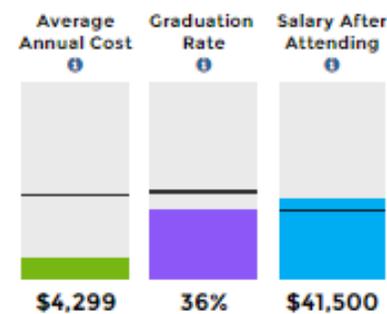
## Columbia University in the City of New York

New York, NY  
7,970 undergraduates



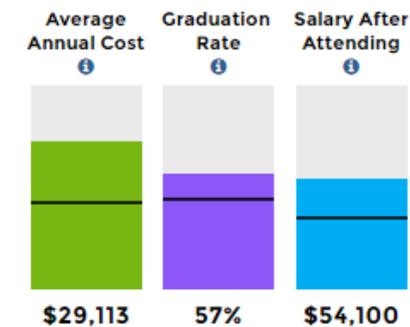
## CUNY Lehman College

Bronx, NY  
9,020 undergraduates



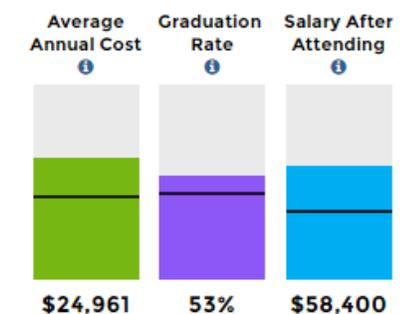
## St John's University-New York

Queens, NY  
11,147 undergraduates



## Pace University-New York

New York, NY  
7,883 undergraduates



### **UFS Plenaries**

Tuesdays, 6:30 p.m., CUNY Grad Center  
365 Fifth Avenue, between 34th and 35th Streets

September 29

October 27

December 1

February 2

March 29

May 17

### **Council of Faculty Governance Leaders**

Fridays, 10:00 a.m., 42nd Street

September 18

November 20

February 26

April 15

### **Conferences**

Fridays, 9:30 a.m., location TBA

November 13

May 6

## **UFS Senators from Lehman College**

Peter Alexanderson, Economics & Business.

Nicholas Boston, Journalism Communications And Theatre

Mine Doyran, Economics and Business

Judith Duncker, Political Science, *Senator for the Part-Time Faculty*

James Jervis, African & African American Studies

Manfred Philipp, Chemistry

<http://cunyufs.org/UFSDelegation.pdf>

**The CUNY Academy, an affiliate of the University Faculty Senate, announces this year's**

### **Feliks Gross Awards Competition**

Any assistant professor at any unit of CUNY and whose field of expertise covers an area of the humanities or sciences is eligible to be considered for one of these awards. Recipients who present their work at the ceremony receive an honorarium and a plaque. Nominations are due on Monday, March 6, 2016. Forms are available at

<http://cunyufs.org/academy/endowment.html>

### **The Stewart Travel Awards**

The William Stewart Travel Awards provide grants of up to \$500 to full-time assistant professors who first took up the position of CUNY assistant professor after July 2012. The award is for presenting, chairing or moderating at a scholarly conference from July 1, 2015 to June 30, 2016.

Previous award recipients who are otherwise eligible may apply but may get a lower award priority. Applications will be considered on a rolling basis and early applications get special consideration.

<http://cunyufs.org/academy/award.html>

## **The CUNY Academy's Lane-Cooper Dissertation Fellowship**

This award provides a scholarship grant of up to \$15,000 for the 2015-16 academic year to a CUNY student of superior character, attainments and promise. This student will have completed the sophomore year. The award is meant for a student who aspires to become a college or university professor of the humanities.

The donors have specifically mentioned the following priority subject areas:

- (a) Greek
- (b) Latin
- (c) English language & literature, especially in the periods of Old & Middle English; and
- (d) Philosophy & history, including both ancient and medieval.

Applications and nominations are due at 9 AM on Monday, October 19, 2015

See <http://cunyufs.org/academy/Lane-Cooper.html>

**The first presentation of the Henry Wasser Awards of the CUNY Academy**, on Friday, November 6, 2015 in the Roosevelt House at Hunter College. This event will also honor the recipients of the Academy's prior William Stewart Travel Awards. Attendance requires an RSVP.