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**Minutes of  
The Lehman College Senate Meeting  
Wednesday, March 5, 2025  
Senate Meeting**

**Senators Present:** Austin, L.; Ayalew, M.; Banks, R.; Burton-Pye, B.; Campeanu, S.; Cheng, S.; Davila, C. G.; Delgado, F.; Diallo, R.; Diaz, N.; Fera, J.; Finger, R.; Garcia, M.; Gonzalez, R.; Harrison, E.; Henriquez-Castillo, M.; Hernandez, S.; Hernandez-Acevedo, B.; Hsu, C.; Hurley, D.; Hyman, D.; Kendall, K.; Kwakye, M. G.; Lee, H.; Locke, A.; Mahon, J.; Manier, D.; Marianetti, M.; Markens, S.; McGovern, J.; Mohorcich, J.; Murphy, B.; O'Boy, D.; O'Neil, C.; Oberlin, D.; Ohmer, S.; Payan, J. J.; Pyone, J.; Prince, P.; Quinones, J.; Reyes, L.; Rivera, C.; Rotolo, R.; Ruiz, E.; Schlesinger, K.; Shafi, A.; Silva-Puras, J.; Spence, N.; Stein S. S.; Stopler, M.; Toro, C.; Valentine, R.; Vargas, F. J.; Waring, E.; White, A.; Williams, H.; Wright, J.; Zhao, L.

**Senators Absent:** Abi-Hanna, R.; Aisemberg, G.; Ali, T.; Baraldi, C.; Brown, A.; Brown, K.; Castellanos, Y.; Cortes, I.; Cruz-Segundo, S.; Dest, A.; Dickson, W.; Djobo, A.; Gado, H.; Gerry, C.; Guerrero, K.; Ishaq, A.; Jimenez, M.; Lora, E. E.; Loscocco, P.; Machado, E.; Martinez-Concepcion, C. R.; McBride, T.; McClendon, L.; McKenna, C.; Mills, P.; Moalem, L.; Obeng, T. B.; Owusu, M. G.; Palmer, C.; Pitts, W.; Qafleshi, D.; Roldos, M. I.; Sofianos, E.; Sumter-Malone, M.; Vann, M.; Vasquez O. A.; Wang, E.; Yavuz, D.

The meeting was called to order by President Fernando Delgado at 3:54 PM.

1. **Action Items**

a. **Approval of the Minutes**

The minutes of the February 5, 2025, College Senate was approved by unanimous voice vote.

See Attachment I

b. **Undergraduate Curriculum Committee**

Professor Lynn Rosenberg presented a proposal for curriculum changes in the Department of Speech-Language-Hearing Sciences. The floor was opened to questions and comments. There were none. Professor Fera moved to vote on the proposal. The proposal was approved by unanimous voice vote.

40 Professor Rosenberg presented a proposal for curriculum changes in the  
41 Department of Management and Business Innovation. The floor was opened to  
42 questions and comments. There was a motion from the floor to amend a section  
43 of the proposal. Namely, the revision was to move a concentration that was  
44 mistakenly listed on page '7', and have the concentration moved to page '6',  
45 where it can appear among the list of concentrations available. The motion was  
46 seconded.

47

48 Below is a reference to the section referred to above:

Major Requirements –Entrepreneurship Concentration

**Complete ALL of the following Courses:**

BBA 313 – Foundations of Entrepreneurship

BBA 315 – New Venture Finance and Accounting

BBA 314 – Small Business Management

or

BBA 316 – Entrepreneurial Marketing and Sales

or

BBA 317 – Creativity, Innovation, and Human Centered Design

49

50 There were no additional questions or comments. Professor Fera moved to vote  
51 on the proposal. The proposal was approved by unanimous voice vote.

52

53 See Attachment II

54

55 The next meeting was scheduled for Wednesday, April 2, 2025, at 1:00 PM via  
56 Zoom. Proceeding this date, Undergraduate Curriculum Committee meetings  
57 have been scheduled to occur on Wednesdays at 1:00 PM on the following  
58 date(s): May 7, 2025.

59

60 **c. Graduate Curriculum Committee**

61 Professor Justine McGovern presented proposals for curriculum changes for the  
62 Department of Counseling, Leadership, Literacy, and Special Education and the  
63 Department of Speech-Language-Hearing Sciences. The floor was opened to  
64 questions or comments. There were none. Professor Joseph Fera moved to vote  
65 on both of the proposals. The proposals were approved by unanimous voice vote.

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See Attachment III

The next meeting was scheduled for Wednesday, April 2, 2025, at 11:00 AM via Zoom. Proceeding this date, Graduate Curriculum Committee meetings have been scheduled to occur on Wednesdays at 11:00 AM on the following date(s): May 7, 2025.

2. **Announcements and Communications**

a. **Report of the President—**

President Fernando Delgado shared positive news. He informed that there was funding support for CUNY in the Governor’s budget. He also considered the federal government’s appropriations process and conjectured possible outcomes and their potential effects on the College. He communicated that in the event of a government shutdown, which would affect funding for various government agencies, Lehman reserves would provide the College with stability for three weeks. President Delgado shared that legislators in support of the College are still optimistic and have even requested that Lehman provide Federal earmarks for the College’s programmatic requests. He also informed of his upcoming trip to Albany, where he will have the opportunity to secure additional support and funding for the College’s initiatives.

President Delgado touched on immigration enforcement as well as protecting students and the college community against ICE. The Vice President for Student Affairs, Jermaine Wright, added that there were several events in support of students regarding the issue that have occurred already and that there would be many more to come. He noted the following events: (1) a listening tour, which was scheduled on January 30, 2025, and facilitated by the Director for Undocumented and Immigrant Student Programs, Dr. Cynthia Carvajal of CUNY Central; (2) a state of laws and protections for immigrant students, which was scheduled for February 20, 2025, and facilitated by BronxWorks; and (3) on

97 January 27, 2025, the Know Your Rights event facilitated by the Bronx DA’s  
98 Office.

99  
100 President Delgado reminded all of the upcoming Lehman Lecture, featuring  
101 Selenis Leyva and Marizol Leyva, which was scheduled for 11:00 AM on March  
102 25, 2025, at the Lovinger Theatre.

103

104 **b. Student Legislative Assembly—**

105 Ms. Franny Vargas, the Vice President for the Student Legislative Assembly (SLA),  
106 reported on updates involving Campus Life and the Student Government  
107 Association (SGA) as follows: (1) The Office of Campus Life hosted an introduction  
108 to public service through student government, which was scheduled for March 3,  
109 2025 through March 17, 2025, and which provided students with a deeper  
110 understanding of public service, advocacy, and leadership; (2) on March 4, 2025,  
111 the Career, Exploration, and Development Center hosted a job and internship fair,  
112 which brought over 80 employers to the Lehman College Campus, and gave students  
113 the opportunity to explore potential career paths; (3) Ms. Vargas reminded that there  
114 would be upcoming special elections to fill student vacancies on the College Senate  
115 Standing Committees; (4) A Women in Healthcare panel was scheduled for March  
116 6, 2025, to give students the opportunity to hear from and network with professionals  
117 in the field.

118

119 **3. Reports of the Standing Committees—**

120

121 **a. Budget and Long-Range Planning**

122 Prof. Alexander Nuñez-Torres reported on the February 6, 2025, meeting of the  
123 Budget and Long-Range Planning Committee, where the Lehman College  
124 Foundation, ORACLE, and a mid-year budget update were discussed.

125

126 See Attachment IV

127

128 The next meeting was scheduled for Thursday, May 15, 2025, at 3:00 PM in  
129 Shuster Hall 336.

130

131 **b. Governance Committee**

132 Professor Joseph Fera reported on the following informational items:

133

134 (1) Committee Faculty Vacancy Solicitations

135 Professor Fera reminded all of the recent email calling for nominations to  
136 cover vacancies on the College Senate Standing Committees, for terms that  
137 would end this academic year, and he informed that nominations were due by  
138 March 17, 2025. He also gave a special thanks to the Vice President and CIO,  
139 Ediltrudys Ruiz, and Administrator for Servers and Advanced Systems, Fan  
140 Lin, for their assistance with preparing and updating the listserv.

141

142 (2) Subcommittee on Free Speech and The Right to Peaceful Protest

143 a. Reiterated that at the College Senate meeting in December of 2024,  
144 the Senate Governance Committee created a subcommittee on Free  
145 Speech and the Right to Peaceful Protest, which was charged with  
146 looking into (1) the role of the Senate and shared governance and (2)  
147 the issues surrounding free speech and peaceful protest. Professor  
148 Fera shared the subcommittee's recommendations with the College  
149 Senate. He also informed that the Governance Committee had not had  
150 the opportunity to discuss or endorse the recommendations. However,  
151 Professor Fera noted that the Governance Committee did vote to  
152 symbolically support the idea of recommendation #5, concerning the  
153 student handbook. He shared that the Governance Committee is  
154 working on a statement that would inform constituents on campus that  
155 Lehman and the College Senate respects and honors shared  
156 governance, as it pertains to all issues, including issues that affect  
157 freedom of speech and the right to peaceful protest.

158

159 See Attachment V

160

161 The next meeting was scheduled for Monday, March 24, 2025, at 11:00 AM via  
162 Zoom. Proceeding this date, the next meeting of the Governance Committee are  
163 TBA.

164

165 **c. Assessment**

166 There was no report.

167

168 The next meeting was scheduled for Wednesday, March 19, 2025, at 11:00 AM  
169 via Zoom. Proceeding this date, meetings of the Assessment Committee are TBA.

170

171

172 **d. Campus Life and Facilities**

173 Professor Penny Prince reported on the March 5, 2025, meeting of the committee.  
174 She informed of the following issue: that the committee's members have not  
175 shown up to attend committee meetings, which interfere with achieving quorum.  
176 Professor Joseph Fera added that there were two vacancies on the committee.

177

178 Professor Prince reported on the following updates: (1) Toilet paper—the College  
179 has been using single-ply and has 20,000 rolls to get through before two-ply or  
180 better options can be made available; and (2) The birds—the committee has  
181 received assistance from the Biology Department and Biology Club and is  
182 continuing to work towards a solution that would help to prevent avian injuries  
183 and death.

184

185 The next meeting was scheduled for Wednesday, April 2, 2025, at 2:00 PM via  
186 Zoom. Proceeding this date, meetings of the Campus Life and Facilities  
187 Committee are TBA.

188

189 **e. Academic Freedom**

190 Professor David Manier reported on updates from the committee. He informed  
191 that the Presidential Taskforce would be looking into issues affecting free speech  
192 and protest demonstrations on campus as well as providing recommendations. He  
193 also informed of an issue experienced by Hunter College that was discussed at  
194 the University Faculty Senate. Professor Manier elaborated that there was a job  
195 posting for Palestinian Studies that had been seen as problematic by some, which  
196 was enough to have Governor Hochul and the Chancellor intervene and demand  
197 that Hunter pull the posting. Professor Manier communicated that the Academic  
198 Freedom Committee would discuss the issue at their next meeting.

199

200 The next meeting was scheduled for Friday, March 7, 2025, at 10:00 AM via  
201 Zoom. Proceeding this date, meetings of the Academic Freedom Committee are  
202 TBA.

203

204 **f. Admissions, Evaluation, and Academic Standards**

205 Professor Sandra Campeanu provided an update on the Unofficial Withdrawal or  
206 ‘WU’ policy, which was that the policy would be reexamined by the University.

207

208 Future meetings of the Admissions, Evaluation, and Academic Standards  
209 Committee are TBA.

210

211 **g. Equity, Inclusion, Accessibility, and Anti-Racism**

212 There was no report.

213

214 Future meetings of the Equity, Inclusion, Accessibility, and Anti-Racism are  
215 TBA.

216

217 **h. Library, Technology, and Telecommunications**

218 Mr. Steven Castellano brought announcements from the Library, Division of  
219 Information Technology, Online Education, and concerning Blackboard.

220

221 See Attachment VI

222

223 The next meeting was scheduled for Wednesday, March 26, 2025, at 11:00 AM  
224 via Zoom. Proceeding this date, meetings of the Library, Technology, and  
225 Telecommunications Committee are TBA.

226

227 **i. University Faculty Senate Report**

228

229 Professor David Manier reported on the February 25, 2025, meeting of the  
230 University Faculty Senate (UFS).

231

232 The next Plenary Session was scheduled for Tuesday, April 8, 2025, at 6:30 PM.  
233 Proceeding this date, plenary sessions have been scheduled to occur on Tuesdays  
234 at 6:30 PM on the following date(s): May 13, 2025.

235

236 See Attachment VII

237

238

239 **Unfinished Business**

240

241 There was no unfinished business to report.

242

243 **New Business:**

244 Computer Science Advising

245 Ms. Janissa Abreu, a Master of Computer Science student and Adjunct Lecturer in the  
246 Department of Computer Science, was given the privilege of the floor. She presented a  
247 petition, with over 200 signatures, advocating for a full-time academic advisor in the  
248 Computer Science Department. It was informed that several members of the  
249 administration were reached out to on ways to improve the needs of Computer Science  
250 students and that options and solutions would be discussed.

251

252 See Attachment VIII

253

254 **ADJOURNMENT**



255 There was a motion to adjourn the meeting, it was seconded. The meeting was  
256 adjourned at 5:43 PM

257

258 Respectfully submitted:

259

260 Cynthia Cessant

**Senate Meeting – 3/05/25**

**Undergraduate Curriculum Committee (UCC) Report**

**The following proposals were approved unanimously by the UCC, with a quorum present on ( 6/7 members in attendance):**

1. Speech Language Hearing Sciences Department
  - SPV 440-Experimental to Permanent, Description
2. Management and Business Innovation Department
  - BBA-Entrepreneurship Concentration Degree Requirements
  - Minor in Entrepreneurship-New
  - BBA 315-New Course
  - BBA 316-New Course
  - BBA 317-New Course
  - BBA 408-New Course
  - BBA 318-New Course
  - BBA 120-Experimental to Permanent Course

**Informational items**

Next meeting: 3/05/25 9:00 a.m. via zoom

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

**DEPARTMENT OF MANAGEMENT & BUSINESS INNOVATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Business Administration, BBA

Hegis Number: 0506.00

Program Code: 27660 - BUS-BBA

Effective Term: Fall 2025

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

2. **From:** ~~Strikethrough~~ the changes

The B.B.A. program equips students with the necessary managerial skills to function in today's rapidly changing business environment. The program, stressing the place of business organizations in the larger community, prepares its enrollees to meet this challenge by helping them develop appropriate technical, conceptual, and interpersonal competencies. The curriculum also emphasizes the role of non-profit and governmental organizations in societal life. As such, students majoring in this program are introduced to the art and science of planning, organizing, controlling, and leading the physical, financial, human, and informational resources of any and all organizations —private or public, for-profit or not-for-profit, corporate or entrepreneurial.

Major Requirements - Overall

**Earn at least 46 credits**

**Additional Comments:**

All students are admitted to this major on a provisional basis. The BBA major is designed to help students prepare for professional business careers, including professional certification in various aspects of business. To enroll in/or maintain matriculation in the Bachelor of Business Administration major, students must attain a minimum cumulative index of 2.7 (B-) in the first four required Department courses completed at Lehman College that count toward the major. Only the first grades earned in each course are counted in computing the index. Students who fail to attain and maintain this minimum index will not be allowed to enter or continue in the B.B.A. major, but can enroll in the B.A. in Accounting major and minors in Management or Business Practice. Students will be advised on majors that will allow them to accomplish their career goals.

**This major has been registered with the New York State Department of Education as one in which a minimum of 50% of major courses can be completed online.**

Major Requirements—Departmental Credits

Economics

**Earn at least 6 credits from the following:**

ECO 166 - Introduction of Macroeconomics  
ECO 167 - Introduction to Microeconomics

Accounting

**Earn at least 6 credits from the following:**

ACC 171 - Principles of Accounting I  
ACC 272 - Principles of Accounting II

Quantitative Methods for Business

**Earn at least 6 credits from the following:**

BBA 303 - Business Statistics I  
BBA 403 - Intermediate Business Statistics II

Management

**Earn at least 9 credits from the following:**

BBA 204 - Principles of Management  
BBA 405 - Management Decision Making  
BBA 407 - Strategic Management

Major Requirements – Finance Concentration

**Complete ALL of the following Courses:**

BBA 207 - Principles of Finance  
BBA 308 - Corporation Finance  
BBA 310 - Security and Investment Analysis

Major Requirements – Marketing Concentration

**Complete ALL of the following Courses:**

BBA 332 - Marketing Management  
BBA 367 - Consumer Behavior  
BBA 467 - Marketing Research

Major Requirements – Accounting Concentration

**Complete ALL of the following Courses:**

ACC 334 - Intermediate Accounting I  
ACC 335 - Intermediate Accounting II  
ACC 348 - Computer-Based Accounting

Major Requirements – Human Resource Management Concentration

**Complete ALL of the following Courses:**

BBA 327 - Organizational Behavior and Development  
BBA 328 - Human Resource Management  
BBA 329 - Labor Relations

Major Requirements – Business Law Concentration

**Complete ALL of the following Courses:**

BBA 336 - Business Law I  
BBA 337 - Business Law II  
BBA 339 - Commercial Transactions

Major Requirements – International Business Concentration

**Complete ALL of the following Courses:**

BBA 432 - International Business Management  
BBA 433 - Global Marketing  
ECO 324 - International Economics

Major Requirements – Business Economics Concentration

**Complete ALL of the following Courses:**

ECO 305 - Consumer Economics  
ECO 326 - Labor Economics  
ECO 431 - Managerial Economics

Major Requirements – E-Business Concentration

**Complete ALL of the following Courses:**

BBA 333 - E-Business  
BBA 340 - Internet Law  
BBA 433 - Global Marketing

Major Requirements – Hospitality Management Concentration

**Complete ALL of the following Courses:**

BBA 345 - Introduction to Hospitality Management  
BBA 346 - Strategic Hospitality Management  
BBA 347 - Hospitality Management Fieldwork

Major Requirements – Other Departmental Credits

**Earn at least 10 credits**

**Fulfill ALL of the following requirements:**

Ethical and Legal Responsibilities

**Earn at least 3 credits from the following:**

PHI 330 - Business Ethics

Business Writing

**Earn at least 3 credits from the following:**

ENW 300 - Business Writing

Mathematics

**Earn at least 4 credits from the following:**

MAT 132 - Introduction to Statistics

MAT 171 - Elements of Precalculus  
 MAT 172 - Precalculus  
 MAT 174 - Elements of Calculus  
 MAT 175 - Calculus I

Major Requirements –Entrepreneurship Concentration

**Complete ALL of the following Courses:**

BBA 313 – Foundations of Entrepreneurship

BBA 314 – Small Business Management

~~BBA 207 – Principles of Finance~~

or

~~BBA 332 – Marketing Management~~

or

~~BBA 336 – Business Law I~~

3. To: Underline the changes

The B.B.A. program equips students with the necessary managerial skills to function in today's rapidly changing business environment. The program, stressing the place of business organizations in the larger community, prepares its enrollees to meet this challenge by helping them develop appropriate technical, conceptual, and interpersonal competencies. The curriculum also emphasizes the role of non-profit and governmental organizations in societal life. As such, students majoring in this program are introduced to the art and science of planning, organizing, controlling, and leading the physical, financial, human, and informational resources of any and all organizations —private or public, for-profit or not-for-profit, corporate or entrepreneurial.

Major Requirements - Overall

**Earn at least 46 credits**

**Additional Comments:**

All students are admitted to this major on a provisional basis. The BBA major is designed to help students prepare for professional business careers, including professional certification in various aspects of business. To enroll in/or maintain matriculation in the Bachelor of Business Administration major, students must attain a minimum cumulative index of 2.7 (B-) in the first four required Department courses completed at Lehman College that count toward the major. Only the first grades earned in each course are counted in computing the index. Students who fail to attain and maintain this minimum index will not be allowed to enter or continue in the B.B.A. major, but can enroll in the B.A. in Accounting major and minors in Management or Business Practice. Students will be advised on majors that will allow them to accomplish their career goals.

**This major has been registered with the New York State Department of Education as one in which a minimum of 50% of major courses can be completed online.**

Major Requirements—Departmental Credits

Economics

**Earn at least 6 credits from the following:**

ECO 166 - Introduction of Macroeconomics  
ECO 167 - Introduction to Microeconomics

Accounting

**Earn at least 6 credits from the following:**

ACC 171 - Principles of Accounting I  
ACC 272 - Principles of Accounting II

Quantitative Methods for Business

**Earn at least 6 credits from the following:**

BBA 303 - Business Statistics I  
BBA 403 - Intermediate Business Statistics II

Management

**Earn at least 9 credits from the following:**

BBA 204 - Principles of Management  
BBA 405 - Management Decision Making  
BBA 407 - Strategic Management

OR

BBA 408 – Entrepreneurship in Practice (For Entrepreneurship Concentration Only)

Major Requirements – Finance Concentration

**Complete ALL of the following Courses:**

BBA 207 - Principles of Finance  
BBA 308 - Corporation Finance  
BBA 310 - Security and Investment Analysis

Major Requirements – Marketing Concentration

**Complete ALL of the following Courses:**

BBA 332 - Marketing Management  
BBA 367 - Consumer Behavior  
BBA 467 - Marketing Research

Major Requirements – Accounting Concentration

**Complete ALL of the following Courses:**

ACC 334 - Intermediate Accounting I  
ACC 335 - Intermediate Accounting II  
ACC 348 - Computer-Based Accounting

Major Requirements – Human Resource Management Concentration

**Complete ALL of the following Courses:**

BBA 327 - Organizational Behavior and Development  
BBA 328 - Human Resource Management

BBA 329 - Labor Relations

Major Requirements – Business Law Concentration

**Complete ALL of the following Courses:**

BBA 336 - Business Law I

BBA 337 - Business Law II

BBA 339 - Commercial Transactions

Major Requirements – International Business Concentration

**Complete ALL of the following Courses:**

BBA 432 - International Business Management

BBA 433 - Global Marketing

ECO 324 - International Economics

Major Requirements – Business Economics Concentration

**Complete ALL of the following Courses:**

ECO 305 - Consumer Economics

ECO 326 - Labor Economics

ECO 431 - Managerial Economics

Major Requirements – E-Business Concentration

**Complete ALL of the following Courses:**

BBA 333 - E-Business

BBA 340 - Internet Law

BBA 433 - Global Marketing

Major Requirements – Hospitality Management Concentration

**Complete ALL of the following Courses:**

BBA 345 - Introduction to Hospitality Management

BBA 346 - Strategic Hospitality Management

BBA 347 - Hospitality Management Fieldwork

Major Requirements – Other Departmental Credits

**Earn at least 10 credits**

**Fulfill ALL of the following requirements:**

Ethical and Legal Responsibilities

**Earn at least 3 credits from the following:**

PHI 330 - Business Ethics

Business Writing

**Earn at least 3 credits from the following:**

ENW 300 - Business Writing

Mathematics



**Earn at least 4 credits from the following:**

MAT 132 - Introduction to Statistics  
MAT 171 - Elements of Precalculus  
MAT 172 - Precalculus  
MAT 174 - Elements of Calculus  
MAT 175 - Calculus I

Major Requirements –Entrepreneurship Concentration

**Complete ALL of the following Courses:**

BBA 313 – Foundations of Entrepreneurship  
BBA 315 – New Venture Finance and Accounting  
BBA 314 – Small Business Management

or

BBA 316 – Entrepreneurial Marketing and Sales

or

BBA 317 – Creativity, Innovation, and Human Centered Design

**3. Rationale:**

A [study](#) by the U.S. Small Business Administration (SBA), covering the years 1994 to 2020, revealed that only 67.7% of new small businesses survived their first two years. The five-year survival rate dropped to 48.9%, and just 33.7% made it to 10 years. Alarmingly, only 25.6% of new small businesses lasted 15 years. According to an [article](#) published by the U.S. Chamber of Commerce, the top three reasons for small business failure are cash flow problems, marketing challenges, and people management issues. To help entrepreneurs mitigate these risks and improve their chances of success, we have updated the courses in the BBA Entrepreneurship concentration. Students are now required to take BBA 315 (New Venture Finance and Accounting) to build essential financial management skills. Additionally, we offer BBA 316 (Entrepreneurial Marketing and Sales) and BBA 317 (Creativity, Innovation, and Human-Centered Design) to equip students with vital marketing and innovation skills. As a capstone course, we propose that students take BBA 408 (Entrepreneurship in Practice), which focuses on planning and executing a startup venture. This hands-on course emphasizes the practical application of entrepreneurial principles, enabling students to develop and implement real-world business solutions.

**4. Date of departmental approval: 12/18/2024**

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

**DEPARTMENT OF MANAGEMENT & BUSINESS INNOVATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Minor in Entrepreneurship  
Effective Term: Fall 2025

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

**2. Description:**

The Minor in Entrepreneurship equips students with the foundational knowledge and practical skills needed to identify opportunities, create innovative solutions, and bring ideas to life. Open to students from all disciplines, this program emphasizes creativity, problem-solving, and strategic thinking to complement their primary fields of study. Through a combination of core courses and electives, students explore key topics such as venture creation, financial planning, marketing, and innovation. The minor prepares students to succeed in entrepreneurial ventures, enhance their career competitiveness, and contribute to economic and societal progress.

The proposed Minor in Entrepreneurship consists of four courses:

Required Courses (9 Credits):

BBA 313 – Foundations of Entrepreneurship  
BBA 408 – Entrepreneurship in Practice (PREREQ: BBA 313, and BBA 315 or BBA 316)  
BBA 315 – New Venture Finance & Accounting  
Or  
BBA 316 – Entrepreneurial Marketing & Sales

Elective Courses (3 credits, select one):

BBA 314 – Small Business Management  
BBA 315 – New Venture Finance & Accounting  
BBA 316 – Entrepreneurial Marketing & Sales  
BBA 317 – Creativity, Innovation, and Human-Centered Design

**3. Rationale:**

Entrepreneurship is a crucial driver of innovation, economic growth, and societal progress. Research underscores its value, with a 2020 study by the Global Entrepreneurship Monitor (GEM) revealing that individuals with entrepreneurship education are more likely to secure employment in innovative, high-growth sectors. While the School of Business currently offers a BBA concentration in Entrepreneurship,

introducing a minor will broaden access to entrepreneurial training for students across various disciplines, allowing them to develop skills and mindsets that complement their primary fields of study. This interdisciplinary minor will appeal to students eager to explore innovation, venture creation, and business strategy, equipping them with the tools needed to thrive in an ever-changing global economy. By fostering creativity, critical thinking, and problem-solving, the minor aligns with the university's mission to prepare students as leaders and change-makers capable of identifying opportunities, mobilizing resources, and driving meaningful impact across industries and communities.

**4. Date of departmental approval: 12/18/2024**

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

**DEPARTMENT OF MANAGEMENT & BUSINESS INNOVATION**

**CURRICULUM CHANGE**

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

2.

Department(s)	Management and Business Innovation
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 315
Course Title	New Venture Finance and Accounting
Description	Comprehensive overview of financial and accounting principles tailored for entrepreneurial ventures, including making informed financial decisions, interpreting financial data, leveraging financial ratios, understanding various forms of funding a new business, and how to overcome access to capital challenges.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] 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:**

Nearly [82%](#) of businesses fail because of cash flow challenges. The increasing trend of entrepreneurial ventures and startup ecosystems requires a deep understanding of financial and accounting principles tailored specifically to this dynamic sector. Data shows that a lack of understanding about small business finance is a primary contributor to business failure. Traditional business and accounting courses often fall short of addressing the unique challenges and opportunities faced by entrepreneurs. This course seeks to bridge that gap by providing a comprehensive and practical approach to financial management for new and small businesses. To prepare students for a career as an entrepreneur, and/or be able to add value in the workforce, having a strong understanding of applied financial decision making is a critical in demand skill.

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

By the end of this course, students will be able to:

- Build financial forecasts
- Evaluate cash flow needs
- Analyze financing sources of investment capital
- Differentiate between various valuation models
- Prepare pro forma financial statements
- Evaluate the different investment harvesting alternatives
- Predict business outcomes utilizing forecasting methodologies
- Analyze operations to determine internal control weaknesses and strengths
- Understand access to capital challenges

**5. Date of Departmental Approval: 12/18/2024**

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

**DEPARTMENT OF MANAGEMENT & BUSINESS INNOVATION**

**CURRICULUM CHANGE**

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

2.

Department(s)	Management and Business Innovation
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 316
Course Title	Entrepreneurial Marketing and Sales
Description	Key marketing and sales concepts, methods, and strategic issues relevant for start-up and early-stage entrepreneurs.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] 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:**

In a recent [study](#) conducted by VistaPrint and Wix, found that 49 percent of small businesses said that budget is one of their biggest marketing challenges, while 47

percent stated that implementing the right marketing tactics is a hurdle. Traditional marketing courses emphasize large corporate strategies, with little attention given to the distinctive challenges faced by startups and small businesses. Principles of Marketing courses focus on how established organizations emphasize promoting and selling existing products and services to established customer segments. New startup businesses lack resources, and established markets for them to market their products to. A curriculum gap exists for students interested in starting a new business, and how to effectively establish an innovative marketing structure with limited resources. This course is designed to meet the growing need for targeted marketing and sales education for nascent entrepreneurs. This course will bridge that gap, providing students with actionable insights into lean marketing practices, customer acquisition, branding, and growth hacking (data driven experiments to help a new company grow quickly and inexpensively). To help students adjust to the dynamic nature of a startup business, this course is very experiential and applied through hands-on projects, case studies, and role-playing sales exercises. These activities will help students learn how to adjust to sudden unexpected circumstances that tend to confront startup businesses. This course helps students develop the following NACE competencies: communication, critical thinking, leadership, teamwork, and technology.

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

By the end of this course, students will be able to:

- Develop and implement targeted marketing strategies that address the unique needs and resource constraints of entrepreneurial ventures.
- Create a value-driven brand identity that resonates with target audiences and supports business growth in competitive markets.
- Design and execute cost-effective customer acquisition campaigns using both digital and traditional marketing channels.
- Apply sales techniques and strategies that increase customer engagement, close rates, and customer loyalty for small and emerging businesses.
- Analyze and interpret marketing metrics to make data-driven decisions and continuously optimize marketing and sales initiative.
- Adapt marketing and sales plans to respond to real-time market feedback, pivoting strategies as needed to align with business goals.
- Present and defend a comprehensive marketing and sales plan for an entrepreneurial venture, demonstrating a clear understanding of target market dynamics, growth opportunities, and sales and pricing strategies.
- Describe the elements of each phase of the product life cycle.

**5. Date of Departmental Approval: 12/18/2024**

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

**DEPARTMENT OF MANAGEMENT & BUSINESS INNOVATION**

**CURRICULUM CHANGE**

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

2.

Department(s)	Management and Business Innovation
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 317
Course Title	Creativity, Innovation, and Human Centered Design
Description	Major phases of the creative problem-solving process and methods of human centered - design thinking.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] 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:**

Preparing students for the future of work requires that students be equipped with relevant human skills that are valued by employers. [Seventy percent](#) of employers say that there is a skills gap that is having a negative impact on business performance.



According to the World Economic Forum (WEF), since 2015, skill sets for jobs have changed by around 25%. By 2028, employers estimate that 44% of workers' skills will be disrupted. A NACE [study](#) (2023) highlights that 96% of employers cite communication as the most important competency. Strategic critical thinking, problem identification, problem solving, communication, and adaptability are among the top in demand skills sought by employers., This course provides students across academic disciplines with an opportunity to cultivate these critical skills through an engaging, active, and experiential learning journey centered on the application of design thinking principles to identify and address everyday challenges. This course helps students develop the following NACE competencies: communication, critical thinking, leadership, teamwork, and technology.

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

By the end of this course, students will be able to:

- Identify problems and opportunities
- Identify ideas and convert them into solutions that add value to a product, service, or process
- Understand how to measure risk, experience failure, and embrace experimentation
- Evaluate ideas effectively
- Utilize empathy building and user research methods to gather insights.
- Design an innovative solution through iterative prototyping
- Evaluate and analyze divergent and convergent thinking
- Communicate individual strengths in terms of innovation, creativity, and entrepreneurship
- Generate novel and useful ideas

5. **Date of Departmental Approval:** 12/18/2024

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

**DEPARTMENT OF MANAGEMENT & BUSINESS INNOVATION**

**CURRICULUM CHANGE**

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

2.

Department(s)	Management and Business Innovation
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 408
Course Title	Entrepreneurship in Practice
Description	Capstone course in entrepreneurship. Planning and executing a startup venture from the ground up, emphasizing practical application and through hands on activities.
Pre/ Co Requisites	PREREQ: BBA 313, and BBA 315 or BBA 316
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] 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 Scientific World

3. **Rationale:**

Capstone entrepreneurship courses provide students with an immersive experience in

entrepreneurship, often involving team dynamics, problem, finding and identification, creative problem solving, and adaptability. A [study](#) from the University of Michigan found that capstone entrepreneurship courses significantly enhance students' ability to transfer entrepreneurial knowledge into action. This course provides an essential experiential learning opportunity for students pursuing entrepreneurship as a potential career, and the course serves as a culmination of previous coursework students have taken related to entrepreneurship by providing an opportunity to apply entrepreneurial knowledge to launching a business. By integrating theory with practical knowledge, the course equips students with the skills, knowledge, entrepreneurial competencies, and confidence necessary to launch their own ventures, navigate the complexities of starting a business, and contribute effectively to an existing business enterprise. This course will empower students with the knowledge and skills necessary to thrive in entrepreneurial environments, whether they aspire to start their own business or become innovative intrapreneurs within established organizations. Increasing student's self-efficacy, or belief that they can accomplish and reach goals will prepare students to either own and operate their own business or enter the workforce as a value-adding innovative intrapreneur. This course helps students develop the following NACE competencies: communication, critical thinking, leadership, teamwork, equity and inclusion, and technology.

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

By the end of this course, students will be able to:

- Develop and evaluate a viable business idea from concept to execution.
- Create a comprehensive business plan and operational strategy.
- Demonstrate proficiency in business functions, including finance, marketing, and management.
- Assess risks, solve problems, and adapt to market feedback.
- Build a professional network and gain insights from entrepreneurs, mentors, and investors.
- Create and present a business pitch.
- Create a functional prototype and an explainer video that describes how the prototype works.

**5. Date of Departmental Approval: 12/18/2024**

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

**DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION**

**CURRICULUM CHANGE**

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

2.

Department(s)	Management and Business Innovation
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 318
Course Title	Effective Business Presentation and Pitch
Description	Persuasion, communications, and presentations, tailoring messages to diverse audiences to deliver impactful business presentations and persuasive sales pitches.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] 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:**

Effective presentation and business pitches are essential in business for delivering clear and impactful messages. Whether addressing employees, clients, stakeholders, or investors, presentations offer a powerful way to share information, ideas, and data in an organized, easy-to-understand format. In the business world, strong communication and presentation are key to ensuring that complex concepts are conveyed clearly, allowing the audience to fully grasp important points. As pointed out by Carmine Gallo in the Harvard Business Review (<https://hbr.org/2020/01/what-it-takes-to-give-a-great-presentation>), "Never underestimate the power of great communication. It can help you land the job of your dreams, attract investors to back your idea, or elevate your stature within your organization." This course is designed to equip students with the knowledge, skills, and tools they need to deliver effective pitches and presentations.

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

- Design and structure clear, engaging, and persuasive presentations tailored to specific audiences.
- Develop effective verbal and non-verbal communication skills, including tone, pacing, body language, and audience engagement techniques.
- Use visual tools (e.g., slides, charts, graphics) to enhance storytelling and reinforce key messages.
- Respond to questions and objections from potential clients or stakeholders with poise and confidence.
- Discuss the principles of persuasion and buyer psychology to create pitches that connect with audience needs and desires.
- Identify and use effective strategies for closing deals and achieving desired outcomes in sales contexts.
- Work as a team to deliver cohesive group presentations in professional settings.
- Give constructive feedback to continuously improve presentation and pitch quality.

**5. Date of Departmental Approval: 12/18/2024**

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

**DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION**

**CURRICULUM CHANGE**

1. **Type of change:** Change from Experimental Course to Permanent Course

2.

Department(s)	Management and Business Innovation
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 120
Course Title	Business Presentation
Description	Theory and practices for effective business presentations and pitches.
Pre/ Co Requisites	
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<del>Remove experimental course attribute</del>
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:**

Presentation and communication are integral to business presentations and pitches. This course focuses on equipping students with the knowledge, skills, and tools necessary for effective pitches and presentations.

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

By the end of this course, students will be able to

- create and deliver effective presentations and business pitches;
- demonstrate understanding of the use of body language and communication styles in establishing effective first impressions;
- create and promote personal business presence and branding;
- demonstrate active listening skills;
- work in teams effectively.

**5. Date of Departmental Approval: 12/18/2024**

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

**DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES**

**CURRICULUM CHANGE**

1. **Type of change:** Change of Experimental to Permanent Course; Description

2. **From:**

Department	SLHS
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	Speech Language Hearing Sciences
Course Prefix & Number	SPV 440
Course Title	Guided Observation in Speech Language Pathology
Description	<del>Participate in guided clinical video observations of evidenced based methodologies that are used in therapies and evaluations conducted by speech, language and hearing professionals with clients across the life span. Students will obtain twenty-five clock hours of video-guided observations required for ASHA certification. NOTE: Not for undergraduate students majoring in SLHS.</del>
Pre/ Co Requisites	Departmental Permission
Credits	1
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<del>Remove Experimental Course Attribute</del>
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	SLHS
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	Speech Language Hearing Sciences
Course Prefix & Number	SPV 440
Course Title	Guided Observation in Speech Language Pathology
Description	<u>Participation in twenty-five clock hours of guided clinical video observations of evidenced based methodologies in evaluation and intervention across the lifespan for ASHA certification.</u>
Pre/ Co Requisites	Departmental Permission
Credits	1
Hours	2
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:**

Given the scope of the field of speech language pathology, our current course offerings do not meet the 2020 ASHA Knowledge Outcomes: Standards V-C <https://www.asha.org/certification/2020-slp-certification-standards/#5> that require

student to participate in twenty- five guided clinical observation. Offering students a course in guided clinical observation will strengthen their understanding, skills, and competencies of evaluation and treatment, meet requirements for certification, and meet the 2020 ASHA standards.

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

1. Critique assessment and treatment videos to identify counseling and general clinical strengths and weakness
2. Complete 25 hours of guided clinical observation required by the American Speech and Hearing Association

6. **Date of Departmental Approval:** 12/16/2024

Senate Meeting – March 5, 2025  
**Proposed Graduate Studies Report**

Presenting proposals from the following departments for approval:

Department of Counseling, Leadership, Literacy and Special Education

- New courses: EDL 990 Independent Doctoral Study
- Re-registration of Advanced Certificate Program: Bilingual Counselor Education  
Advanced Certificate

Department of Speech, Language and Hearing

- Course change (pre-requisites and description): SPE 727 Voice Disorders; SPE 736 Motor Speech Disorders; SPE 739 Dysphagia; SPE 530 Organization of the Speech and Hearing Program in Elementary and Secondary Schools
- Course change (from experimental to permanent course and prerequisites): SPE 762 Social Justice in Speech-Language Pathology; SPE 773 Introduction to Clinical Research Methods I; SPE 774 Introduction to Clinical Research methods II

Presenting a proposal for the following department as an Informational Item:

Department of Exercise Sciences and Recreation

Addition of bulletin description of new approved degree: PhD in Human Performance and Fitness

Next meeting: **April 2, 2025, at 11 a.m.**

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY, AND SPECIAL  
EDUCATION**

**CURRICULUM CHANGE**

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

2.

Department(s)	Counseling, Leadership, Literacy, and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Organizational Leadership
Course Prefix & Number	EDL 990
Course Title	Independent Doctoral Study
Description	Individual study or research on special topics in leadership at the doctoral level, in consultation with a faculty member. (Repeatable for up to 6 credits.)
Pre/ Co Requisites	Permission of the program coordinator
Credits	1-6
Hours	1-6
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
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:**

The proposed new independent study is designed to support an EDOL student who needs:

- Flexibility: Students may need the flexibility to customize their learning experience according to their individual needs and interests. This allows them to focus on specific areas of organizational leadership that they want to explore in-depth. The course is repeatable up to 6 credits.
- Personalized Feedback: Students assigned to a faculty advisor may benefit from the personalized feedback and guidance throughout the learning process. This one-on-one interaction strengthens the student's understanding of the material, resulting in a more fulfilling learning experience.
- Increased Depth of Knowledge: Students will develop a greater depth of knowledge and understanding of organizational leadership topics that might not be covered in regular courses. This added depth of knowledge can give students a competitive edge in their careers.
- Application: Students may need to apply their theoretical knowledge to practical situations in their workplace, which enhances their understanding of leadership concepts and improves their leadership skills.

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

The faculty advisor will determine a measurable outcome which may include, but not limited to, such as a publishable manuscript, grant proposal, conference presentation, or implementation of a change in the candidate's workplace.

**5. Date of Departmental Approval: December 5, 2024**

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY  
AND SPECIAL EDUCATION**

**Request for Re-Registration of Advanced Certificate Program**

Name of Program and Degree Award: Bilingual Counselor Education, Advanced Certificate

Hegis Number: 0899.00

Program Code: 33773

1. **Type of Change:** Re-Registration of Advanced Certificate Program

2. **From:**

**Program requirements-Overall:**

Type: Completion Requirements

~~Earn at least 12 credits~~

**Program requirements—Core:**

Type: Completion requirement

Complete ALL of the following Courses:

\*EBS 701 - Issues in Bilingualism

\*EDG 702 – Multicultural and Social Justice Counseling

\*EDG 734 - Bilingual Counseling in Schools and Communities

\*EBS 760 - The Bilingual Child with Mild to Moderate Learning and Behavior Problems

~~*NOTE: New York State Education Department requires candidates for the bilingual certificate to pass the Bilingual Education Assessment (BEA). Lehman expects students to pass this exam before completing twelve (12) program credits or during the first year of matriculation.*~~

3. **To:**

**Program Requirements-Overall:**

Type: Completion Requirements

The 12-credit Bilingual Counselor Education Advanced Certificate is offered to currently matriculated students in the Counselor Education: School Counseling M.S.Ed. program and program alumni. Two courses are taken concurrently during the 60-credit M.S.Ed. program (EDG 702, EDG 734), and two are taken in the summer of the third year (EBS 701, 760). Students must pass the BEA exam with a 520-score report and complete a Graduate Studies change of program form signed by their advisor to be eligible for the advanced certificate.

**Program requirements—Core:**

Type: Completion requirement

Complete ALL of the following Courses:

- \*EBS 701 - Issues in Bilingualism
- \*EDG 702 – Multicultural and Social Justice Counseling
- \*EDG 734 - Bilingual Counseling in Schools and Communities
- \*EBS 760 - The Bilingual Child with Mild to Moderate Learning and Behavior Problems

**4. Rationale:**

The changes are being made to update the bulletin with accurate information. The coursework progression, the new BEA exam cutoff score, and the accurate process for obtaining bilingual certification for Counselor Education: School Counseling program candidates and alumni have all been added to the program description.

**5. Date of Department Approval: December 5, 2024**

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

**DEPARTMENT OF EXERCISE SCIENCES AND RECREATION**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Human Performance and Fitness, PhD

Hegis Number: 1299.30

Program Code: 44097

Effective Term: Fall 2025

1. **Type of Change**: Addition of bulletin description for new approved degree

2. **From**: NA

3. **To**:

**Doctor of Philosophy in Human Performance and Fitness (62 credits)**

The Exercise Science faculty in the Department of Exercise Sciences and Recreation at Lehman College of The City University of New York has established a 62-credit doctoral degree program in Human Performance and Fitness leading to a Doctor of Philosophy degree. The program includes on-campus coursework, but also offers some classes in hybrid and online formats to accommodate student needs. The program aims to equip students with the necessary skills and competencies required to become scholars in human health, fitness and performance, and ultimately pursue educational- and research-related opportunities in this realm. With the expanding need for qualified professionals in personal health and fitness creating a greater demand for college-level instructors, the new doctoral degree in Human Performance and Fitness prepares educators/researchers in the areas of kinesiology, applied physiology, sports nutrition, and related exercise sciences for research-intensive positions at universities and other academic institutions. Sport scientist positions in corporate, high school, college, and professional organizations, as well as research-based careers in fitness-related companies (e.g., sports supplements, exercise equipment, etc.) may also be appropriate for students who earn this degree.

**Admission Information for the PhD Program**

- Master's degree (or its equivalent) from an accredited college or university in an exercise-related field
- Demonstrated capability of independent research, such as completion of a thesis, presentation of a poster at a scientific conference and/or publication of a research paper.



- Approval of a faculty member willing to supervise the student's doctoral work. It is advisable for students to contact the professor that they are interested in working with prior to applying to the program.
- Submission of 2 letters of recommendation, at least one of which must be from a university professor who has directly taught and/or supervised the student.
- Submission of a personal statement of approximately 500 words discussing the applicant's preparation for doctoral work and interest in pursuing a scholarly career.

### **Program Overview**

The PhD degree in Human Performance and Fitness is a 62-credit on-campus program designed to prepare students in the areas of kinesiology, physiology, sports nutrition, and related exercise sciences for careers in research, education, and sport. Lehman College is the only public institution in NYC to offer a PhD degree program with an exercise-related focus. Moreover, it is the only PhD degree program in the greater New York metropolitan area specifically developed with a focus on enhancing human performance and fitness. This degree program is designed to equip students with the necessary skills and competencies required to become scholars in human health, fitness, and performance, and ultimately pursue practical, educational- and research-related opportunities in this realm. The program is a research-intensive degree where students complete a large interventional study for fulfillment of their dissertation. Students will be encouraged to publish preliminary studies throughout their time in the program, with their dissertation study published following conference of the degree. To graduate from the program, students must complete a minimum of 50 doctoral credits pre-candidacy (beyond the master's level) and an additional 12 credits candidacy work, with an expected graduation in 4 to 5 years depending on the research topic and complexity of the study design(s).

### **Program Plan**

The following is a listing by terms of courses that comprise the 62 credit Doctor of Philosophy in Human Performance and Fitness. This represents a general scheduling overview as the specific courses taken will vary depending on a student's scholarly goals but must include at least 6 credits in statistical-related coursework and 12 credits in research-based coursework.

#### **Semester 1 Fall**

<u>EXS 901 Physical Activity, Exercise and Fitness in Research</u>	<u>3</u>
<u>EXS 902 Applied Exercise Physiology in Human Performance</u>	<u>3</u>
<u>EXS 903 Research Design in Human Performance</u>	<u>3</u>

#### **Semester 2 Spring**

<u>EXS 904 Assessments for Exercise Research and Prescription</u>	<u>3</u>
<u>EXS 905 Research in Sports Nutrition</u>	<u>3</u>
<u>EXS 906 Applied Training Methodologies in Human Performance</u>	<u>3</u>

#### **Semester 3 Fall**

<u>EXS 915 Methods in Biomechanical Analysis</u>	<u>3</u>
<u>EXS 916 Applied Concepts in Motor Learning and Performance</u>	<u>3</u>
<u>EXS 917 Evidence-Based Principles in Strength and Hypertrophy</u>	<u>3</u>
<b><u>Semester 4 Spring</u></b>	
<u>EXS 920 Statistical Modeling for Research in Exercise Science</u>	<u>3</u>
<u>EXS 940 Pedagogy in Exercise Science</u>	<u>3</u>
<u>EXS 965 Advanced Sport Psychology</u>	<u>3</u>
<b><u>Semester 5 Fall</u></b>	
<u>EXS 970 Research Practicum in Human Performance 1</u>	<u>3</u>
<u>EXS 975 Meta-Analysis Practicum</u>	<u>3</u>
<u>MAT 582 Statistics for Students in Biological, Health, and Social Sciences</u>	<u>4</u>
<b><u>Semester 6 Spring</u></b>	
<u>EXS 990 Doctoral Seminar</u>	<u>3</u>
<u>EXS 970 Research Practicum in Human Performance 2</u>	<u>3</u>
<b><u>Semester 7 Fall</u></b>	
<u>EXS 991 Doctoral Dissertation 1</u>	<u>6</u>
<b><u>Semester 8 Spring</u></b>	
<u>EXS 992 Doctoral Dissertation 2</u>	<u>6</u>

#### 4. **Rationale:**

The PhD program was approved by the NYSED as of December 12, 2024. This proposal adds the required text to the college bulletin.

The program's learning outcomes are as follows:

1. Apply knowledge of research-based methods to designing exercise-related studies that fill gaps in the current literature on human performance and fitness;
2. Integrate knowledge of statistical methods to best analyze the results of data;
3. Apply knowledge of pedagogy to effectively design lesson plans and educate students on exercise-related topics;
4. Apply knowledge of exercise-related disciplines to develop research tracks in a given area of focus in human performance and fitness;
5. Employ knowledge of exercise testing to research- and teaching-based applications;
6. Apply knowledge of Bayesian methods in the sport sciences to guide decision-making on athletic performance and risk ; and
7. Develop the skills and competencies to be the lead researcher in applied research studies in human performance and fitness.

#### 5. **Date of departmental approval:** 12/18/2024

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

**DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisites and description

2. **From:**

Department(s)	Speech Language Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPE
Course Prefix & Number	SPE 727
Course Title	Voice Disorders
Description	A review of ventilatory, laryngeal, and supralaryngeal function during voice production; an overview of voice disorders, their classification, characteristics, prevention, diagnosis, and treatment; discussion of resonance-based voice disorders, alaryngeal speech and assistive speech alternatives for the laryngectomee; interpretation of basic physiologic and acoustic measures of voice and study of behavioral and/or medico-surgical intervention techniques. <b>PREREQS: SPE 705 and SPE 717.</b>
Pre/ Co Requisites	SPE 705 & SPE 717 & Departmental Consent
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
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**3. To:**

Department(s)	Speech Language Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPE
Course Prefix & Number	SPE 727
Course Title	Voice Disorders
Description	A review of ventilatory, laryngeal, and supralaryngeal function during voice production; an overview of voice disorders, their classification, characteristics, prevention, diagnosis, and treatment; discussion of resonance-based voice disorders, alaryngeal speech and assistive speech alternatives for the laryngectomee; interpretation of basic physiologic and acoustic measures of voice and study of behavioral and/or medico-surgical intervention techniques.
Pre/ Co Requisites	SPE 705 & Departmental Consent
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:**

SPE 717 Neuroanatomy and Physiology for Communication Disorders is being removed as a prerequisite for SPE 727 Voice Disorders. The essential neuroanatomy concepts needed to successfully complete the Voice Disorders class are covered in the course content. The prerequisites SPE 717 and SPE 705 have been removed from the course description as it should not be listed in the course description. SPE 705 will remain as a prerequisite.

5. **Date of departmental approval:** 12/16/2024

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

**DEPARTMENT OF SPEECH LANGUAGE HEARING SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisites and description

2. **From:**

Department(s)	Speech Language Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPE
Course Prefix & Number	SPE 736
Course Title	Motor Speech Disorders
Description	Principles of motor learning in neurotypical individuals and neuropathology. Advanced study of the basic neurological substrates associated with the dysarthrias and apraxia of speech. Differential diagnosis and management of motor speech disorders across the lifespan and exposure to current research literature. <del>Prereq: SPE 717 (Advanced Anatomy, Physiology, and Neurology of Speech) or permission of the Program Director</del>
Pre/ Co Requisites	<del>Pre-requisite SPE 717</del> & Departmental Permission
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

	_____ Scientific World
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**3. To:**

Department(s)	Speech Language Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPE
Course Prefix & Number	SPE 736
Course Title	Motor Speech Disorders
Description	Principles of motor learning in neurotypical individuals and neuropathology. Advanced study of the basic neurological substrates associated with the dysarthrias and apraxia of speech. Differential diagnosis and management of motor speech disorders across the lifespan and exposure to current research literature.
Pre/ Co Requisites	Departmental Permission
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:**

SPE 717 Neuroanatomy and Physiology for Communication Disorders is being removed as a prerequisite for SPE 736 Motor Speech Disorders. The essential neuroanatomy concepts needed to successfully complete the course are covered in the course content. The prerequisites SPE 717 and permission from the program director have

been removed from the course description as it should not be listed in the course description.

5. **Date of departmental approval:** 12/16/2024



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

**DEPARTMENT OF SPEECH LANGUAGE HEARING SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisites and description

2. **From:**

Department(s)	Speech Language Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPE
Course Prefix & Number	SPE 739
Course Title	Dysphagia
Description	Review of <del>normal and disordered</del> swallowing function (dysphagia) in adults and children. Overview of instrumented and clinical procedures for the assessment of swallowing function. Focus on multicultural issues and attitudes toward disability, food, and feeding behaviors and their potential impact on children and adults with dysphagia; therapeutic techniques to improve swallowing function in children and adults; multidisciplinary approaches to the management of swallowing disorders in various clinical settings. <del>PREREQ: SPE 717 (Advanced Anatomy, Physiology, and Neurology of Speech) or permission of the Program Director.</del>
Pre/ Co Requisites	<del>Pre-requisite SPE 717 &amp; Departmental Permission</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
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**3. To:**

Department(s)	Speech Language Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPE
Course Prefix & Number	SPE 739
Course Title	Dysphagia
Description	Review of <u>typical and atypical</u> swallowing function (dysphagia) in adults and children. Overview of instrumented and clinical procedures for the assessment of swallowing function. Focus on multicultural issues and attitudes toward disability, food, and feeding behaviors and their potential impact on children and adults with dysphagia; therapeutic techniques to improve swallowing function in children and adults; multidisciplinary approaches to the management of swallowing disorders in various clinical settings.
Pre/ Co Requisites	Departmental Permission
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:**

SPE 717 Neuroanatomy and Physiology for Communication Disorders is being removed as a prerequisite for SPE 739 Dysphagia. The essential neuroanatomy concepts needed to successfully complete the course are covered in the course content. The prerequisites SPE 717 and permission from the program director have been removed from the course description as it should not be listed in the course description. The current terminology in the course description aligns with ableism and has been updated with current terminology.

5. **Date of departmental approval:** 12/16/2024

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

**DEPARTMENT OF SPEECH LANGUAGE HEARING SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisites and description

2. **From:**

Department(s)	Speech Language Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPE
Course Prefix & Number	SPE 530
Course Title	Organization of the Speech and Hearing Program in Elementary and Secondary Schools
Description	<del>Problems of organizing and administering a program of intervention in speech and language disabilities in public schools. Discussion includes multicultural and multilingual perspectives in education. Pre-requisite SPV 326, SPV 327 &amp; SOV 328 &amp; Departmental Permission</del>
Pre/ Co Requisites	<del>Pre-requisite SPV 326, SPV 327 &amp; SPV 328&amp; Departmental Permission</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)	Speech Language Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPE
Course Prefix & Number	SPE 530
Course Title	Organization of the Speech and Hearing Program in Elementary and Secondary Schools
Description	<u>Organizing and administering speech and language intervention services in the public-school setting.</u> Discussion includes multicultural and multilingual perspectives in education.
Pre/ Co Requisites	Departmental Permission
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:**

Pre-requisite courses SPV 326, SPV 327 & SPV 328 listed in the course description are undergraduate courses and not prerequisites. The new course description better reflects the content of the course, and the prerequisites and permission from program director have been removed from the description as it does not belong in the course description.

**5. Date of departmental approval: 12/16/2024**

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

**DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES**

**CURRICULUM CHANGE**

1. **Type of change:** Experimental to permanent course and prerequisites

2. **From:**

Department(s)	Speech Language Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language and Hearing Sciences
Course Prefix & Number	SPE 762
Course Title	Social Justice in Speech-Language Pathology
Description	This course is designed to cultivate essential knowledge, awareness, and skills/capacities for advancing social justice through critical therapeutic practice.
Pre/ Co Requisites	
Credits	1.5
Hours	1.5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<del>Remove Experimental Course Attribute</del>
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)	Speech Language Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language and Hearing Sciences
Course Prefix & Number	SPE 762
Course Title	Social Justice in Speech-Language Pathology
Description	This course is designed to cultivate essential knowledge, awareness, and skills/capacities for advancing social justice through critical therapeutic practice.
Pre/ Co Requisites	<u>Departmental Permission</u>
Credits	1.5
Hours	1.5
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:**

SPE 726 Social Justice in Speech-Language Pathology is offered as an experimental course and is being made permanent based on the increasing interest in diversity, equity, inclusion, belonging, and justice across the profession of Speech-Language Pathology. This elective course will serve to facilitate students' understanding of implicit biases and the importance of clients' advocacy and self-determination, with respect to race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, and disability. Departmental permission is required for courses to ensure students follow their study plan and remain on track for graduation as courses close courses will close.

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

1. Understand what constitutes social justice (rights, opportunities, resources) and the role that speech-language pathologists play in its implementation.
2. Identify the impact of factors such as stigma and power in client-clinician relationships.
3. Learn how to facilitate the development of equitable clinical practices including advocacy, empowerment and self-determination using socially just, culturally responsive, and disability affirmative resources.
4. Critically read, write, and discuss, scholarly inquiries to acquire fundamental knowledge of U.S., state, and local race and social justice movements and legislation.

6. **Date of Departmental Approval:** 12/16/2024



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

**DEPARTMENT OF SPEECH LANGUAGE HEARING SCIENCES**

**CURRICULUM CHANGE**

1. **Type of change:** Experimental to permanent course and description

2. **From:**

Department	Speech Language Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language Hearing Sciences
Course Prefix & Number	SPE 773
Course Title	Introduction to Clinical Research Methods I
Description	Introduction to experimental designs, measurements, and statistical analyses commonly used for evidence-based practice in the field of speech-language pathology. Human-subjects research ethics will be discussed. <del>Prerequisite: Departmental Permission</del>
Pre/ Co Requisites	
Credits	1.5
Hours	1.5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<del>Remove Experimental Course Attribute</del>
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	Speech Language Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language Hearing Sciences
Course Prefix & Number	SPE 773
Course Title	Introduction to Clinical Research Methods I
Description	Introduction to experimental designs, measurements, and statistical analyses commonly used for evidence-based practice in the field of speech-language pathology. Human-subjects research ethics will be discussed.
Pre/ Co Requisites	<u>Departmental permission</u>
Credits	1.5
Hours	1.5
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**

SPE 773 Introduction to Clinical Research Methods I is offered as an experimental course and is being made permanent based on program requirements. This course will serve as part one of two-part research courses (SPE 773 & SPE 774), which together will cover the-content currently covered in one three-credit course, SPE 700. Based on data collected by the graduate program director, students exhibit difficulty managing 15 credits in the first semester of graduate studies. Splitting the course into two sections, each worth 1.5 credit, and requiring taking them in two successive semesters will reduce the total number of credits required in the first semester to 13.5 credits. In

addition, requiring part II (SPE 774) to be taken in the second semester, in conjunction with the first clinical practicum, will support classroom-to-clinic connection and the application of research into clinical practice. The course description has been updated to remove the prerequisite terminology as it does not belong in the description. We are not adding a new prerequisite; rather, we are just removing it from the course description.

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

After satisfactory completion of this course, students will be able to:

1. Conduct a literature search
2. Critically evaluate variety of research designs, methods, and measures used in clinical research in Speech-Language Pathology and Audiology
3. Analyze the results and draw conclusions relevant to the diagnosis and remediation of speech, language and communication disorders.
4. Critically evaluate clinical research in the field from ethical perspectives.
5. Employ effective oral communication demonstrated through oral presentations

**6. Date of Departmental Approval: 12/16/2024**

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

**DEPARTMENT OF SPEECH LANGUAGE HEARING SCIENCES**

**CURRICULUM CHANGE**

1. **Type of change:** Experimental to Permanent Course, description, and prerequisite

2. From:

Department	Speech Language Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language Hearing Sciences
Course Prefix & Number	SPE 774
Course Title	Introduction to Clinical Research Methods II
Description	Critical analysis of peer-reviewed research articles and integrating their findings into clinical decision making and practice. <del>Pre-requisite: SPE 773, departmental permission</del>
Pre/ Co Requisites	
Credits	1.5
Hours	1.5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<del>Remove Experimental Course Attribute</del>
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	Speech Language Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language Hearing Sciences
Course Prefix & Number	SPE 774
Course Title	Introduction to Clinical Research Methods II
Description	<u>Statistical review and critical analysis</u> of peer-reviewed research articles and integrating their findings into clinical decision making and practice.
Pre/ Co Requisites	<u>SPE 773 and Departmental Consent</u>
Credits	1.5
Hours	1.5
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**

SPE 774 Introduction to Clinical Research Methods II is offered as an experimental course and is being made permanent based on program requirements. This course will serve as part two of two-part research courses (SPE 773 & SPE 774), which together will cover the-content currently covered in one three-credit course, SPE 700. Based on data collected by the graduate program director, students exhibit difficulty managing 15 credits in the first semester of graduate studies. Splitting the course into two sections, each worth 1.5 credit, and requiring taking them in two successive semesters will reduce the total number of credits required in the first semester to 13.5 credits. In addition, requiring part II (SPE 774) to be taken in the second semester, in conjunction with the first clinical practicum, will support classroom-to-clinic connection and the

application of research into clinical practice. The course description has been updated to remove the prerequisites. SPE 773 and departmental permission is not being removed as a prerequisite, though, rather it is simply being removed from the course description. The updated course description better reflects the content being taught in the course.

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

After satisfactory completion of this course, students will be able to:

1. Discuss the role of evidence-based practice
2. Critically evaluate efficacy research and make independent judgments about its relevance and application to clinical practice
3. Critically analyze each section of a research article and judge its validity and soundness.
4. Employ effective oral communication through oral presentations

6. **Date of Departmental Approval:** 12/16/2024



LEHMAN  
COLLEGE

The background of the slide features a dark, high-contrast image of a hand holding a pen, poised to sign a document. The document has a circular seal or stamp on it. The overall tone is professional and focused on financial or administrative matters.

# BUDGET & PLANNING

## COMMITTEE REPORT



# MEETING 2/5/2025

- Nine participants – 11 Members, 2 Guests
- Quorum achieved
- Agenda
  - Lehman Foundation Report
  - ORACLE Report
  - Financial Report Update, Mid-Year Report
- Next meeting is 5/15/2025



LEHMAN

# FOUNDATION REPORT



# LEHMAN FOUNDATION REPORT

## FOUNDATION FY2024 OPERATIONS

**\$3,830,818**

OVERALL RAISED FUNDS  
(restrictive income)

**\$3,527,053**

TOTAL DISBURSEMENTS  
(scholarships & programs)

**\$8,854,528**

FY2024 ENDOWMENT

## FOUNDATION AS AN ENTITY

**\$533,431**

UNRESTRICTIVE INCOME RAISED

**\$456,156**

OPERATIONAL EXPENSES

## TOP INDIVIDUAL GIFTS

**\$1,144,318**

MS. MACKENZIE SCOTT'S GIFT  
(interest generated)

**\$181,311.30**

ANONYMOUS ENTITY  
(for School of Professional Studies)

**\$100,000**

MS. CECILIA AND BEIRNE'S  
(sponsor of scholarships)

**\$100,000**

MS. WENDY PAPIR-BERNSTEIN  
(scholarship for speech & engineering)

LEHMAN

# O.R.A.C.L.E. REPORT



# FY2024 O.R.A.C.L.E. REPORT

- AVP Brandon Begarly presented the report.
- Lehman is working to become a R2 Carnegie classification. The objective is achieving the classification within the next 6-10 years.
- In terms to the federal government, the federal courts have issued different levels of “pause” on the federal assistance. The message from ORACLE is “Any planned grant proposal submissions should move forward unless otherwise advised”
- Lehman college research portfolio is strong, and we do not expect any major changes.

145

Total active externally funded awards

\$48,000,000  
TOTAL FUNDS

\$10,829,000

Total sponsored projects expenditures to date

\$23,000,000  
PROJECTED EXPENDITURE

9th

in the of CUNY Colleges

5th

AMONG SENIOR COLLEGES

\$5,000,000

in research expenditures to be considered for R2

\$7,000,000  
CURRENT EXPENDITURES

65

Applications for PSC for this fiscal year

25  
MORE APPLICATIONS THAN FY2024



LEHMAN

# MID-YEAR FINANCIAL REPORT



# FY2025 MID-YEAR FINANCIAL REPORT

	<u>FY2025</u>	<u>Q1 Projection</u>	<u>Mid-Year</u>	<u>Q1-FY2025</u>	<u>MY - FY2025</u>
Campus based Allocation	\$ 122,029	\$ 122,029	\$ 122,029		
Other	\$ 10,818	\$ 10,617	\$ 11,703		
<b>Current Budget</b>	<b>\$ 132,847</b>	<b>\$ 132,646</b>	<b>\$ 133,732</b>	<b>-0.15%</b>	<b>0.67%</b>
Tuition Collection Target	\$ 3,587	\$ 3,637	\$ 3,609	1.39%	0.61%
<b>Total Campus Based Resources</b>	<b>\$ 136,434</b>	<b>\$ 136,283</b>	<b>\$ 137,341</b>	<b>-0.11%</b>	<b>0.66%</b>
<b>Expenditures</b>					
Personnel Services	\$ 98,701	\$ 101,146	\$ 99,772	2.48%	1.09%
Adjuncts	\$ 19,195	\$ 19,092	\$ 20,087	-0.54%	4.65%
Temporary Services	\$ 5,500	\$ 5,697	\$ 5,785	3.58%	5.18%
OTPS	\$ 13,037	\$ 15,293	\$ 15,933	17.30%	22.21%
<b>Total Expenditures</b>	<b>\$ 136,433</b>	<b>\$ 141,228</b>	<b>\$ 141,577</b>	<b>3.51%</b>	<b>3.77%</b>
Over/Under	\$ 1	\$ (4,945)	\$ (4,236)		
<b>Other Reserves</b>	<b>\$ 8,396</b>	<b>\$ 8,396</b>	<b>\$ 8,396</b>		
<b>CUTRA Reserves</b>	<b>\$ 23,754</b>	<b>\$ 23,754</b>	<b>\$ 23,754</b>		
<b>Year-End Balance</b>	<b>\$ 32,151</b>	<b>\$ 27,205</b>	<b>\$ 27,914</b>	<b>-15.38%</b>	<b>-13.18%</b>

New Allocations for SEEK, CUNY Strategic and Transformational, College now, DC37 Faculty Payments reimbursements, etc. 2.1MM Pending disbursements included "Other"

Due to the changes to searches not fulfilled, retirements, etc

Tax-Levy funds for strategic investments, CUNY allocations, etc.

Back in December 6<sup>th</sup> Meeting

New Projections



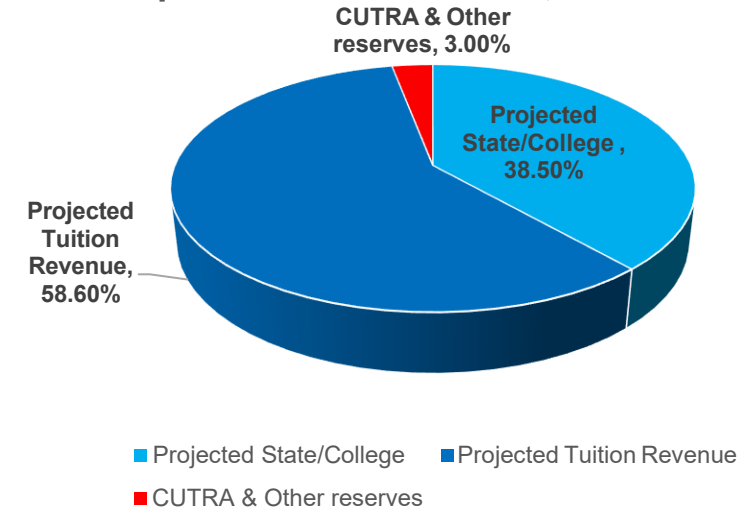
# FY2025 MID-YEAR FINANCIAL REPORT

	<u>FY2025</u>	<u>Q1 Projection</u>	<u>Mid-Year</u>	<u>Q1-FY2025</u>	<u>MY - FY2025</u>
Campus based Allocation	\$ 122,029	\$ 122,029	\$ 122,029		
Other	\$ 10,818	\$ 10,617	\$ 11,703		
Current Budget	\$ 132,847	\$ 132,646	\$ 133,732	-0.15%	0.67%
Tuition Collection Target	\$ 3,587	\$ 3,637	\$ 3,609	1.39%	0.61%
<b>Total Campus Based Resources</b>	<b>\$ 136,434</b>	<b>\$ 136,283</b>	<b>\$ 137,341</b>	<b>-0.11%</b>	<b>0.66%</b>
Expenditures					
Personnel Services	\$ 98,701	\$ 101,146	\$ 99,772	2.48%	1.09%
Adjuncts	\$ 19,195	\$ 19,092	\$ 20,087	-0.54%	4.65%
Temporary Services	\$ 5,500	\$ 5,697	\$ 5,785	3.58%	5.18%
OTPS	\$ 13,037	\$ 15,293	\$ 15,933	17.30%	22.21%
<b>Total Expenditures</b>	<b>\$ 136,433</b>	<b>\$ 141,228</b>	<b>\$ 141,577</b>	<b>3.51%</b>	<b>3.77%</b>
Over/Under	\$ 1	\$ (4,945)	\$ (4,236)		
<b>Other Reserves</b>	<b>\$ 8,396</b>	<b>\$ 8,396</b>	<b>\$ 8,396</b>		
<b>CUTRA Reserves</b>	<b>\$ 23,754</b>	<b>\$ 23,754</b>	<b>\$ 23,754</b>		
<b>Year-End Balance</b>	<b>\$ 32,151</b>	<b>\$ 27,205</b>	<b>\$ 27,914</b>	<b>-15.38%</b>	<b>-13.18%</b>

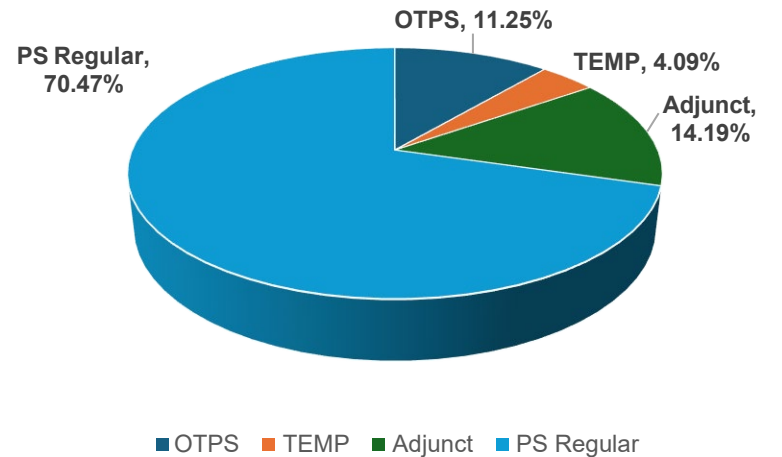
Back in December 6<sup>th</sup> Meeting

New Projections

## Campus Based Resources, 141.6 Million



## Campus Based Expenditures, 141.6 Million



# FY2025 TUITION REVENUE COLLECTIONS

	<u>FY2023</u>	<u>FY2024</u>	<u>FY2025</u>	
Gross Revenue	\$ 88,871	\$ 88,333	\$ 90,724	→ What is billed
Less Waivers	\$ (6,345)	\$ (6,811)	\$ (7,204)	→ Exceptions
Fees	\$ 260	\$ 270	\$ 298	→ Other Charges
<b>Net Revenue</b>	<b>\$ 82,786</b>	<b>\$ 81,792</b>	<b>\$ 83,818</b>	→ Can be
<b>Actual Collections from Net Revenue</b>	<b>\$ 72,258</b>	<b>\$ 73,979</b>	<b>\$ 76,432</b>	→ <del>Actual</del> Collected
		Collection Increased		
<i>Collection Rate</i>	87.28%	90.45%	91.19%	→ % of actual/net
Prior-Year Cash Collections	\$ 6,947	\$ 4,767	\$ 6,437	→ Collection of what wasn't collected from past years
		Collection Increased		
<b>Total Cash Collections</b>	<b>\$ 79,205</b>	<b>\$ 78,746</b>	<b>\$ 82,869</b>	→ Total Collections for the year
<b>Tuition Revenue Target</b>	<b>\$ 86,160</b>	<b>\$ 79,543</b>	<b>\$ 79,260</b>	→ Set by CUNY
<u>Actual vs Target Collections</u>	<u>\$ (6,955)</u>	<u>\$ (797)</u>	<u>\$ 3,609</u>	→ Excess or Misses from CUNY target

Tuition Revenue Caution: This also means potentially increases, that our target increases, thus FY 2026 budget might increase if not met, budget cut for the FY2027

# NEXT STEPS

- Next meeting is 05/15/2025 for a budget report.  
3:00 PM, Shuster Hall 336
  - Agenda to be determined.

For any further questions or inquiries:  
[alexander.nuneztorres@lehman.cuny.edu](mailto:alexander.nuneztorres@lehman.cuny.edu)



The background of the slide features a dark, high-contrast image of a hand holding a pen, poised to sign a document. The document has a circular seal or stamp on it. The overall tone is professional and focused on financial or administrative matters.

# BUDGET & PLANNING

## COMMITTEE REPORT





LEHMAN  
COLLEGE



# LEHMAN COLLEGE

## FY 2025 FINANCIAL PLAN UPDATE – MID-YEAR

BUDGET AND LONG RANGE PLANNING COMMITTEE – FEBRUARY 6, 2025



# FY 2025 FINANCIAL PLAN UPDATE

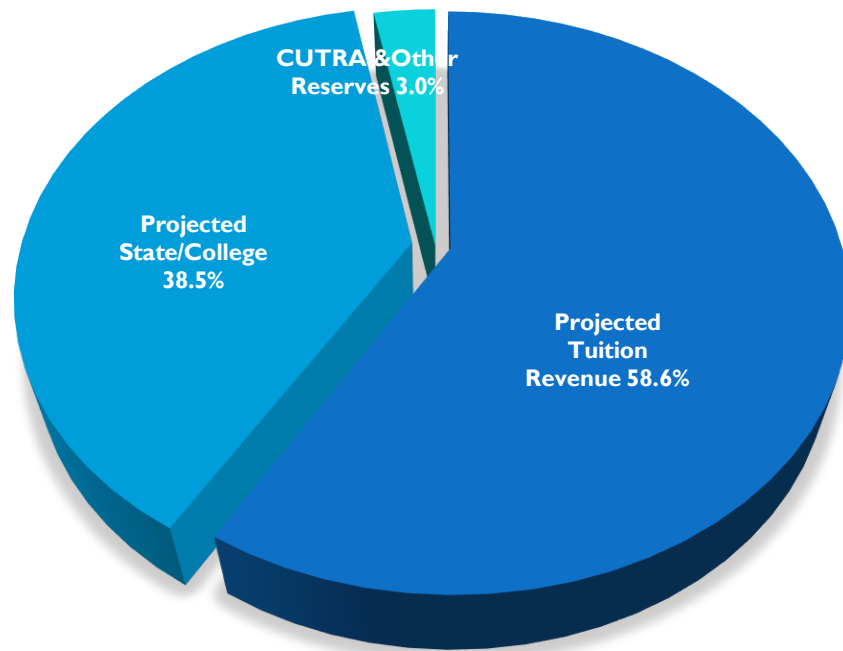
## MID-YEAR REPORT (000'S)

	FY24 Year- End Actuals	FY25 Fin Plan	Q1 Projection	MY Projection	Latest Quarter vs Prior Year Actuals [\$]	Latest Quarter vs Prior Year Actuals [%]	Latest Quarter vs Fin Plan [\$]	Latest Quarter vs Fin Plan [%]
Campus based Allocation	119,982	122,029	122,029	122,029	2,047	2%	-	0%
Other	-	10,818	10,617	11,703	11,703	0%	885	8%
Current Budget	119,982	132,847	132,646	133,732	13,750	11%	885	1%
Tuition Revenue Above Target	(797)	3,587	3,637	3,609	4,406	-553%	22	1%
Total Campus Based Resources	119,185	136,434	136,283	137,341	18,156	15%	907	1%
					-	0%	-	0%
PS Regular	92,139	98,701	101,146	99,772	7,633	8%	1,071	1%
Adjuncts	18,894	19,195	19,092	20,087	1,193	6%	892	5%
Temporary Services	4,618	5,500	5,697	5,785	1,167	25%	285	5%
OTPS	11,088	13,037	15,293	15,933	4,845	44%	2,896	22%
*Total Campus Based Expenditures	126,739	136,433	141,228	141,577	14,838	12%	5,144	4%
					-			
Balance (\$000)	(7,554)	1	(4,945)	(4,236)	3,318	-44%	(4,237)	-423700%
					-	0%	-	0%
Other Reserves	15,950	8,396	8,396	8,396	(7,554)	-47%	-	0%
					-	0%	-	0%
Prior Year CUTRA and Reserve Balance	23,754	23,754	23,754	23,754	-	0%	(0)	-0%
					-	0%	-	0%
Projected Year-End Balance (\$000)	32,150	32,151	27,205	27,914	(4,236)	-13%	(4,237)	-13%

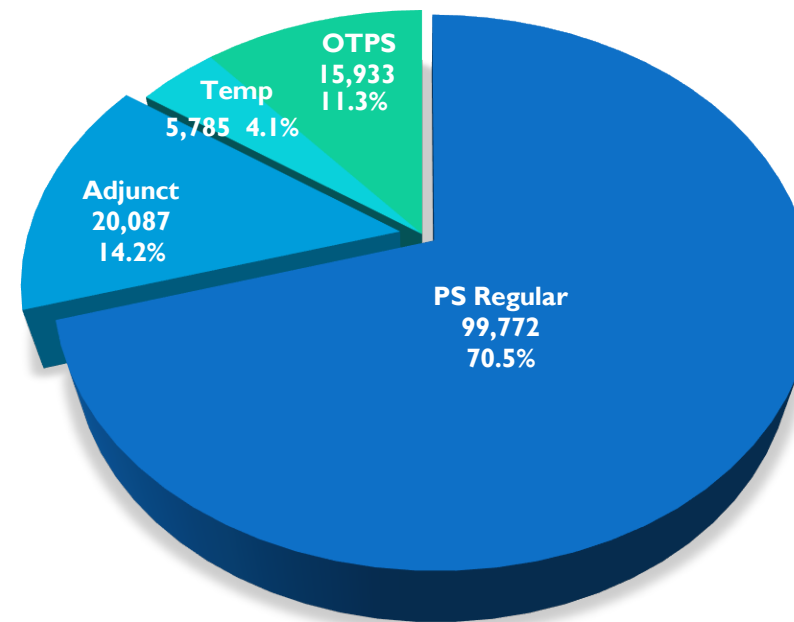
Source: Preliminary Draft as of January 31, 2025

# FY 2025 FINANCIAL PLAN UPDATE: MID-YEAR (000'S)

**Campus Based Resources**  
**\$141.6 million**



**Campus Based Expenditures**  
**\$141.6 million**



\*Excludes Centrally Managed Funds



Short Desc	#1	#2	#3	#4	#5	#6	Grand Total
Campus Based	107,323,381						107,323,381
Revenue Target Adjustment	(282,850)						(282,850)
Additional State Support	4,235,000						4,235,000
Tuition Waivers Funding	3,816,850						3,816,850
DC37 CB Wage Increases	3,223,178						3,223,178
DC37 CB Retro and Bonus	2,248,934						2,248,934
ACE Facility	835,000						835,000
Energy Savings	629,182						629,182
BMI		150,000		7,668			157,668
CUE		65,000	126,217				191,217
ChildCare		113,300			268,074		381,374
NYCMT		272,400					272,400
SEEK		1,299,263	75,465	54,000	32,535	66,082	1,527,345
SEEK-ICORP-802223		94,513					94,513
CUNY Strategic-801084		45,326		212,276	2,846	226,000	486,448
CUNY Transformational 801080		999,397	189,500	500	58,000	441,970	1,689,367
Algebra for All		18,000				4,500	22,500
College Now		518,000			580,973	3,600	1,102,573
Disabilities Services		137,647					137,647
ACE Staff		120,400	198,941				319,341
CUNY Reconnect			25,000				25,000
Food Pantry			10,000		10,000		20,000
Health and HS			55,900	72,812	150,000		278,712
LGBTQ			30,000				30,000
Nursing Facility			1,400,000				1,400,000
OER			20,000	142,900			162,900
Reassigned Time			4,875				4,875
Faculty payments			5,900		(3,961)	4,500	6,439
ESD-Internships Funding			150,000				150,000
ESD-Mental Health Training			245,000				245,000
HSAS				229,498			229,498
CUNY Inclusive Economy				389,000			389,000
ASAP: Advising						5,000	5,000
CUNY Giving Tuesday					1,000		1,000
CUNY Inclusive					166,702		166,702
CUNY Explorers					52,745		52,745
SoE:Science of Reading					35,000	5,000	40,000
CUNY Training						(396)	(396)
SoE: WDI						2,000	2,000
<b>Grand Total</b>	<b>122,028,674</b>	<b>3,833,246</b>	<b>2,536,798</b>	<b>1,108,654</b>	<b>1,353,914</b>	<b>758,256</b>	<b>131,619,542</b>

# FY2025 YTD TAX LEVY ALLOCATIONS

Initial → \$122M  
Additional (2 to 6) → \$9.6M  
Total YTD → \$131.6M  
Pending → \$2.1M

# TUITION REVENUE COLLECTIONS TRENDS

(\$000)

	<u>FY2023</u>	<u>F23</u>	<u>SP24</u>	<u>Summ</u>	<u>FY2024</u>	<u>F24</u>	<u>SP25</u>	<u>Subtotal</u>	<u>Summ</u>	<u>FY2025</u>
Gross Revenue	88,871	39,660	39,996	8,677	88,333	41,115	40,857	81,972	8,752	90,724
Less Waivers	(6,345)	(3,300)	(3,350)	(161)	(6,811)	(3,525)	(3,380)	(6,906)	(298)	(7,204)
Fees	260	153	110	8	270	164	123	286	12	298
Net Revenue (billable)	82,787	36,513	36,756	8,523	81,792	37,753	37,599	75,352	8,466	83,818
<b>Revenue Collections</b>	<b>72,258</b>	<b>33,703</b>	<b>32,994</b>	<b>7,282</b>	<b>73,979</b>	<b>34,846</b>	<b>33,627</b>	<b>68,474</b>	<b>7,958</b>	<b>76,432</b>
<i>Collection Rate (net revenue)</i>	87.3%	92.3%	89.8%	85.4%	90.4%	92.3%	89.4%	90.9%	94.0%	91.2%
Prior-Year Cash Collections	\$6,947				\$4,767					\$6,437
<b>Total Cash Collections (Actual + Prior Year)</b>	<b>79,205</b>				<b>78,746</b>					<b>82,869</b>
<b>Tuition Revenue Target</b>	<b>86,160</b>				<b>79,543</b>					<b>79,260</b>
<b>Revised Actual Collections vs Revenue Target</b>	<b>(6,955)</b>				<b>(797)</b>					<b>3,609</b>

- Net Revenue Increased by ~\$2 million (2.5%) from FY 2024, aligning with enrollment headcount growth
- Revenue collections expected to increase by ~\$2.5 million (3.3%)
- Prior-Year collections expected to increase by ~\$1.7 million (35%). (YTD ~86% of goal)
- Projected collections expected to surpass the revenue target by ~\$3.6 million; YTD actuals ~\$56.5 million (68%)

# QUESTIONS & ANSWERS

## Questions after this meeting?

Bethania Ortega, AVP of Budget, Finance and Business Operations

email: [bethania.Ortega@lehman.cuny.edu](mailto:bethania.Ortega@lehman.cuny.edu)

MS Teams: bethania.ortega36 and or Tel.718-960-8819



## COMPREHENSIVE FUNDRAISING SUMMARY (Modified CAE Form)

Utilize this form to report comprehensive college totals. Record all outright gifts (cash, check, credit card, stock, etc.), commitments, planned and in-kind gifts, received by the college, including those through foundations, qualifying charitable donations at CUNY RF, auxiliary enterprises and other affiliated 501(c)(3)s. Please return to CUNY's Office of University Advancement, attention Elina Gorelik, AVC Advancement Operations at Elina.Gorelik@cuny.edu.

<b>COLLEGE NAME:</b>	Lehman College
<b>DATE PREPARED:</b>	Wednesday, July 24, 2024
<b>PREPARED BY:</b>	Herbert H. Lehman College Foundation
<b>FISCAL YEAR:</b>	FY2024 (7/1/2023 - 6/30/2024)

### TOTAL GIFTS YOU RECEIVED THIS FISCAL YEAR

GIFT INCOME SUMMARY	First Semester 7/1/23 - 12/31/23	Second Semester 1/1/24 - 6/30/24	FY23 TOTAL
<b>CASH (include pledge payments)</b>			
Alumni	\$ 121,634.64	\$ 78,755.40	\$ 200,390.04
Parents	\$ -	\$ -	\$ -
Other Individuals	\$ 1,533,742.82	\$ 171,964.75	\$ 1,705,707.57
Foundations	\$ 909,535.00	\$ 172,600.00	\$ 1,082,135.00
Corporations	\$ 142,500.00	\$ 990,219.30	\$ 1,132,719.30
Religious Orgs	\$ -	\$ -	\$ -
Fundraising Consortia (e.g. United Way)	\$ -	\$ -	\$ -
Other Organizations	\$ 366,159.74	\$ 185,079.01	\$ 551,238.75
<b>SUBTOTAL</b>	<b>\$ 3,073,572.20</b>	<b>\$ 1,598,618.46</b>	<b>\$ 4,672,190.66</b>
<b>PLEDGES &amp; GIFTS-IN-KIND</b>			
Planned Gifts (documented and irrevocable bequests, tax-deductible CGA value)	\$ -	\$ -	\$ -
New Pledges (only those booked in FY23)	\$ 951,933.72	\$ 498,581.46	\$ 1,450,515.18
Gifts-in-Kind (excluding sponsorships, software licenses, etc.)	\$ 14,561.58	\$ 85,472.97	\$ 100,034.55
<b>SUBTOTAL</b>	<b>\$ 966,495.30</b>	<b>\$ 584,054.43</b>	<b>\$ 1,550,549.73</b>
<b>TOTAL (CASH + PLEDGES &amp; GIFTS-IN-KIND)</b>	<b>\$ 4,040,067.50</b>	<b>\$ 2,182,672.89</b>	<b>\$ 6,222,740.39</b>
<b>PLEDGE PAYMENTS</b>			
All pledge payments received in FY24	\$ 376,271.00	\$ 212,750.00	\$ 589,021.00
<b>GIFT INCOME (TOTAL - PLEDGE PAYMENTS)</b>	<b>\$ 3,663,796.50</b>	<b>\$ 1,969,922.89</b>	<b>\$ 5,633,719.39</b>

### TOP 12 GIFTS YOU RECEIVED THIS FISCAL YEAR

Donor Name	Gift or Pledge Amount	Gift or Pledge Date	Donor's Lifetime Giving
<b>Individuals</b>			
Ms. MacKenzie Scott	\$ 1,144,318.49	8/25/2023	\$ 5,368,391.79
(Anonymous)	\$ 181,311.30	6/17/2024	\$ 996,311.30
Ms. Cecelia M. Beirne	\$ 100,100.00	7/20/2023	\$ 201,578.52
Ms. Wendy Papir-Bernstein	\$ 100,000.00	11/16/2023	\$ 100,100.00
<b>Family Foundations and Donor Advised Funds</b>			
<b>Foundations</b>			
Robin Hood Foundation	\$ 600,000.00	10/20/2023	\$ 2,100,000.00
Research Foundation for Mental Hygiene, Inc	\$ 180,001.00	12/31/2023	\$ 180,001.00
LCU Fund for Women's Education	\$ 167,500.00	6/25/2024	\$ 1,271,300.00
<b>Corporations/Organizations</b>			
CFE International, LLC	\$ 679,160.00	5/10/2024	\$ 679,160.00
Kingsbridge Heights Community Center	\$ 113,491.00	12/31/2023	\$ 227,612.00
(Anonymous)	\$ 121,000.00	6/12/2024	\$ 1,194,124.00
Montefiore Einstein	\$ 105,000.00	7/17/2023	\$ 181,500.00
Goya Foods	\$ 100,000.00	6/30/2024	\$ 133,000.00

## Gift Income Expense Summary

<b>GIFT INCOME SUMMARY</b>	<b>FY22 TOTAL as of 6.30.22</b>	<b>FY23 TOTAL as of 6.30.23</b>	<b>FY24 TOTAL as of 6.30.24</b>
<b>OVERALL FOUNDATION FUNDRAISING TOTALS</b>			
Alumni	\$207,405	\$211,834	\$200,390
Friends (Scott Allocation from LC)	\$1,393,212	\$1,924,652	\$1,700,191
Foundations	\$1,115,151	\$1,104,310	\$741,900
Corporations	\$226,474	\$247,754	\$805,219
Organization	\$276,518	\$298,251	\$383,118
<b>Grand Total</b>	<b>\$3,218,759</b>	<b>\$3,786,801</b>	<b>\$3,830,818</b>
<b>PLEDGES &amp; GIFTS-IN-KIND</b>			
Planned Gifts	\$0.00	\$0.00	\$0.00
New Pledges	\$609,481.60	\$1,772,820.00	\$1,450,515.18
Gifts-in-Kind	\$242,653.20	\$192,358.00	\$367,899.05
Pledge Payments (Include in "Cash" category above)	(\$168,000)	(\$1,076,310)	(\$589,021)
<b>Grand Total</b>	<b>\$684,135</b>	<b>\$888,868</b>	<b>\$1,229,393</b>
<b>INVESTMENTS OVERVIEW</b>			
Endowment*	\$7,902,140	\$8,282,079	\$8,854,528
<b>EXPENSES (Departmental and Programmatic)</b>	<b>Overall FY22</b>	<b>Overall FY23</b>	<b>Overall FY24</b>
Scholarships	\$758,876	\$1,318,359	\$1,651,701
Programs and College Support	\$1,362,044	\$1,638,094	\$1,875,352
<b>Total Expenses</b>	<b>\$2,120,920.00</b>	<b>\$2,956,452.68</b>	<b>\$3,527,053.52</b>
<b>Foundation Operational Budget</b>	<b>Overall FY22</b>	<b>Overall FY23</b>	<b>Overall FY24</b>
Operational Budget	\$ 264,926	\$ 235,113	\$ 254,800
Unrestricted Income	\$452,152	\$442,419	\$533,431
Foundation Expenses	-\$265,861	-\$243,629	-\$270,156
College Discretionary Payment	0	-\$120,000	-\$180,000
<b>Net Income/(Loss)</b>	<b>\$186,290.89</b>	<b>\$78,789.84</b>	<b>\$83,275.47</b>
* Based on the Herbert H. Lehman College Foundation Financial Statement			
** Based on the CUNY Investment Pool			

# Office of Research Administration, Compliance, Learning, and Enhancement (ORACLE)



LEHMAN  
COLLEGE

CU  
NY

# Need and Context

- As Lehman grows in the research space, and especially with an eye toward R2 Carnegie classification, it is vital that we streamline and centralize research administration activities under the auspices of one office
- Research compliance mandates are becoming evermore stringent and require a strategically coordinated approach in order to meet what is necessary
- Research and Sponsored Programs funding must be a core pillar of this work and aligning it with the other funding pillars of the college is vital.

# Composition of O.R.A.C.L.E

## RESEARCH ADMINISTRATION

This unit will encompass all research and sponsored programs activities, including pre-award proposal and budget development, award setup, and post-award monitoring and support in concert with the Research Foundation of CUNY



# Composition of O.R.A.C.L.E

## COMPLIANCE

This unit will provide faculty with a single point of contact to assist them in all matters of research compliance (i.e. IRB, IACUC, RCR, Export Control, Research Security, lab, etc.). In addition, this unit will provide guidance and updates on compliance mandates from the government, funding agencies, and CUNY to the college as well as coordinate any necessary implementation activities

# Composition of O.R.A.C.L.E

## Learning

This unit will be responsible for developing and delivering learning and professional development materials specific to the research and sponsored programs enterprise. Through close engagement and collaboration with the Research Foundation, CUNY Office of Research, the Library, and the Center for Teaching and Learning, this unit will be charged with ensuring all parties are using consistent information and delivering learning programs that align with the most up-to-date best practices, agency requirements and University and RF policies and procedures.

# Composition of O.R.A.C.L.E

## Enhancement

This unit will be responsible for strategic research development activities at Lehman and engaging across all schools, units, and disciplines to ensure that Lehman is not only providing the needed resources and infrastructure to support our researchers but striving to grow our research enterprise through strategic planning, professional development for faculty and administrators, and positioning the college to enhance our research and sponsored programs funding portfolio through close collaboration with Institutional Advancement and Government relations.

# Sponsored Projects Portfolio

## Fiscal Year 2025 at a Glance

TOTAL ACTIVE EXTERNALLY FUNDED AWARDS: **145** (~\$48M in total funds)

TOAL SPONSORED PROJECT EXPENDITURES TO DATE: **\$10,829,000**

PROJECTED EXPENDITURES: **\$23,000,000**

Lehman Ranking Among CUNY Colleges: **9<sup>th</sup>** (Across CUNY) **5<sup>th</sup>** (Senior Colleges)

# Current Federal Funding Landscape

## What to know.....for now:

- Three federal courts have issued different levels of “pause” on the Federal Financial Assistance “pause”
- Currently active/awarded projects should continue to operate in alignment with the awarded terms and conditions unless a Stop Work Order (SWO) is received.
- Anyone who receives a Stop Work Order should immediately forward the communication to ORACLE
- Any planned grant proposal submissions should move forward unless otherwise advised

**Research Impacts Us All  
Let's Do This Together  
Let's Do This For Lehman!**

**Questions and Comments?**



**LEHMAN**  
COLLEGE

**CU**  
**NY**

Contact: [Brandon.Begarly@lehman.cuny.edu](mailto:Brandon.Begarly@lehman.cuny.edu)



## **Governance Committee Report March 5<sup>th</sup>, 2025**

1. Committee Faculty Vacancy Solicitations
  - a. Email Solicitation Sent Out on March 3<sup>rd</sup>
  - b. Nominations Due By March 17<sup>th</sup>
  - c. Special Thanks To IT For Their Support
  
2. Subcommittee On Free Speech And The Right To Peaceful Protest
  - a. List Of Recommendations Prepared
  - b. Governance Committee Endorsed Recommendation 5
  - c. Governance Committee Will Bring A Resolution To Senate On Recommendation 5 At The Next Senate Meeting
  
3. Next Governance Meeting is March 24<sup>th</sup> At 11am on Zoom

## **Subcommittee on Free Speech and the Right to Peaceful Protest Report for March 2025 Senate Meeting**

A list of recommendations were compiled based on information gathered in December, and based on the considerations presented in the [report to the Senate in February](#).

We reviewed the recommendations with the Governance Committee, and will continue to review them in upcoming Governance Committee meetings.

The Committee is working on turning Recommendation #5 into a resolution.

Recommendation #4 will be revised to follow Senate bylaws.

Recommendation #3 will be revised to align with constitutional right to freedom of speech and the right to peaceably assemble in public spaces such as a public university campus.

Respectfully Submitted,  
Sarah Ohmer & David Hyman

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Recommendation #1: That future changes to policies such as the student code of conduct be communicated widely and publicly so that they may be discussed and debated in open forums, similar to changes in policies affecting curriculum, admissions, and academic standards.

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Recommendation #2: Include prominently in Student Handbook, in Division of Student Affairs website, and other Lehman pertinent online spaces, the statement that “A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights” (from "Board of Trustees Rules and Regulations on Campus Conduct: Rules and Regulations for the Maintenance of Public Order Pursuant to Article 129-A of the Education Law" <https://lehman-undergraduate.catalog.cuny.edu/appendix/board-of-trustees-rules-and-regulations-on-campus-conduct>)

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Recommendation #3: We recommend that review and approval of requests for Student Demonstrations and Other Expressive Activities be performed by a committee made up of students, faculty and administration. [for reference to current procedure see: [https://forms.office.com/pages/responsepage.aspx?id=s\\_BgbwZfCU6XFZiduozH2F6ZhXvYpqtCgO5bt-XulzFUME9GMDA2TVJENVJJRIQNzRYVFFITTA3NC4u&route=shorturl](https://forms.office.com/pages/responsepage.aspx?id=s_BgbwZfCU6XFZiduozH2F6ZhXvYpqtCgO5bt-XulzFUME9GMDA2TVJENVJJRIQNzRYVFFITTA3NC4u&route=shorturl)]

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Recommendation #4: Create a Standing Committee within the Senate that is dedicated to Campus Free Speech and Peaceful Protest

Draft of Functions:

- Review and recommend policies and procedures regarding the creation, revision, communication, and enforcement of current and new rules, regulations, and policies related to the rights of free speech and peaceful protest by members of the Lehman community;
- Review and assess that Lehman and CUNY policies and procedures regarding the rights of free speech and peaceful protest of the Lehman community to ensure that they do not violate constitutionally-protected freedoms and rights, and, if necessary, make recommendations to the College Senate, College President and CUNY Board of Trustees regarding policies and practices that conflict with these rights.
- Hear appeals from individual undergraduate students taking care to safeguard the confidentiality of individual cases.

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Recommendation #5 (this recommendation has been revised and submitted as a Resolution)

That the [addendum](#) to the Student Handbook regarding Guidance on Student Activities Related to Safe Demonstrations made during the academic year 2024-2025 be suspended until reviewed by a shared governance entity to ensure they do not infringe constitutionally-protected freedoms and rights. That the Student Handbook refer to [Henderson Rules](#) until addendum to Student Code of Conduct is reviewed and approved by the Senate.

[for reference of Addendum to the Student Handbook:

[https://drive.google.com/file/d/1meR9ExxQLEBQDZbj-O3Q-o9c2zol\\_uJY/view?usp=sharing](https://drive.google.com/file/d/1meR9ExxQLEBQDZbj-O3Q-o9c2zol_uJY/view?usp=sharing)]

[Note: Henderson Rules are referred to as “Board of Trustees Rules and Regulations on Campus Conduct: Rules and Regulations for the Maintenance of Public Order Pursuant to Article 129-A of the Education Law,” as an appendix in the Lehman College undergraduate online catalog.]



## Library Technology and Telecommunications Committee Report

Next Meeting: March, 26<sup>th</sup> @ 11 AM

Location: ZOOM

### Library

- Library offers one-hour guided tours. Participants will receive a general overview of Library services such as resources, study spaces, and available technology. Tours are conducted Tuesdays @ 10:00 AM, Thursdays @ 3:00 PM, and Fridays @ 11:00 AM. For groups of more than 15, please contact Rebecca Arzola. You must have a physical or digital ID to enter Library
- CUNY *Academic Works* website has been redesigned. Library encourages faculty to upload their scholarship into *Academic Works*, CUNY's publicly accessible institutional repository. Library's Vanessa Arce is available to offer Workshops and training.
- Library now provides access to Credo Reference Source, an educational platform that provides access to multidisciplinary reference book collections. Credo is accessible both on and off-campus.
- Library and English Department invite you to a Reading and Discussion with two Lehman alumni – Andre Aciman and Maria-Christina Necula. They will be discussing their recently published works: *Roman Year* [Aciman] and *The Voice Beneath the Quince Tree* [Necula]. English's Paula Loscocco will moderate. Discussion will be held Thursday, March 13th, from 6:00 -7:30 PM in the Periodicals Room on Library Concourse. Please register on Library Homepage.

### Information Technology

- Lehman will be transitioning to Brightspace in the summer semester. Beginning with the summer semester all teaching and learning will be done on Brightspace. Students registering for summer and fall courses will be enrolled on Brightspace. Brightspace Training will begin on March 10<sup>th</sup>. Please see the Lehman Brightspace Transition page to learn more and register for a training session. Sessions are in person and virtual.
- Course Migration from Bb to Brightspace has begun. 4-years of course content will be migrated to Brightspace.
- We are continually getting closer to using the CUNY login for Lehman applications. The one login will streamline our community's access to our various applications and greatly reduce memorizing various logins and passwords.

- We strongly recommend that the college community take the CUNY Cybersecurity Course on Bb. There is a course for students and faculty and each course will take no longer than 45-minutes to complete. There is some very important information in these courses to help you protect yourself when online.

### **Blackboard/Learning Management System**

- The Bronx Ed Tech Showcase will be held at Lehman College on May 2, 2025. The Ed Tech Showcase committee will be sending out SAVE THE DATE Reminders shortly. The Call for Proposals will be sent during January. Please consider presenting at the showcase. The CUNY Community is Welcome to attend
- We are in the process of gathering a list of Bb Organizations and DEVELOPMENT courses created through the years to migrate to Brightspace. If you received a letter and want your Organization or Development course migrated to Brightspace, please complete the form by Thursday.

### **Center for Teaching and Learning/Online Education**

- Save the date for the Excellence in Education and Community Conference (EECC) on Wednesday, April 9, from 10:00 AM to 5:00 PM at Lehman College. Hosted by the Center for Teaching and Learning, this free, in-person event celebrates the achievements of CUNY Lehman College faculty, students, staff, and Bronx community members in teaching, learning, and community impact. [Visit the conference website](#) to learn more and register!
- Faculty are invited to prepare for summer teaching! No matter your teaching modality—in-person, hybrid, or online—connect with your Brightspace Ambassador for hands-on support during Lehman's LMS transition. Visit the [Lehman Center for Teaching and Learning website](#) to find your school's ambassador and start planning today!
- Faculty are invited to the next AI in Teaching & Learning webinar, "Engaging with Generative AI: Which Tool Does What?", on Monday, April 28, from 12:00 PM to 1:15 PM. This session will explore and compare generative AI tools—both free and paid—to help participants understand their functions, strengths, and limitations. The workshop will provide insights for making informed choices in teaching and learning. Co-led by Iain Coggins (English Education, Middle & High School Education) and **John McDonough** (Associate Director of Instructional Design, Center for Teaching and Learning), this session will be both practical and engaging. To register visit <https://tinyurl.com/Lehman-Choose-AI>

**Report for Lehman Senate of USF on UFS Plenaries, as proposed on February 18, 2025.  
Submitted by Lehman USF reps: Naomi Zack, David Manier, and Stephen Castellano.**

*To the Lehman College Senate: Below are a proposed agenda for the February 25 UFS meeting and proposed minutes for the December 3, 2024 meeting. Both are likely to be approved and the February 25 Agenda might be of interest to the Lemman Faculty Senate, before the meeting.*

**Proposed Agenda for February 25, 2025 Plenary Meeting**

PROPOSED AGENDA

The 446th Plenary Session of The University Faculty Senate of The City University of New York  
Rooms 0818/0819

Tuesday, February 25, 2025 6:30 – 8:00 p.m.

1. Approval of the Agenda
2. Approval of the Minutes of December 3, 2024
3. Remarks by Professional Staff Congress President James Davis – 6:35 – 6:50 p.m.
4. Report by SUNY University Faculty Senate President Keith Landa – 6:50 – 7:00 p.m.
5. Report by SUNY Faculty Council of Community Colleges President Candice Vacin – 7:00 – 7:10 p.m.
6. Chair’s Report – John Verzani – 7:10 – 7:20 p.m.
7. Brief Reports from UFS Standing and Advisory Committee Chairs – 7:20 – 7:45 p.m.
8. New Business – 7:45 – 8:00 p.m.

Social starts at 6:00 p.m. in Rooms 0818/0819

Committee meetings:

Academic Affairs – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 1179

Academic Freedom – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 0963

Community Colleges – 4:00 - 5:00 p.m., 42nd Street, Room 1179

Inclusion, Diversity, Equity, and Access – 4:00 p.m. – 5:00 p.m., 42nd Street, Room 1002

Library and Information Technology – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 1002  
Status of the Faculty – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 1102  
Student Affairs – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 0962

**PROPOSED MINUTES of December 3, 2025, Plenary Meeting**

The 445th Plenary Session of The University Faculty Senate of The City University of New York  
Rooms 0818/0819

Tuesday, December 3, 2024 6:30 – 8:00 p.m.

UFS Chair Verzani called the meeting to order at 6:30 p.m. The Plenary was held in Room 818/819 at the Central Office, 205 East 42nd Street. 73 of the 140 voting members were present.

Baruch: Present – D’Souza, Ellis, Harel, Martell and Wine. Absent – Grein, Lee and Wymbis.  
Vacancies – 2. BMCC: Present – Belknap, Danison, Glaser, Gonzalez-Urbina, Keane, Oram and Wiseman. Absent – Comeau-Kirschner, Kelley, Littlefield and Lomask. Bronx CC: Present – Fisher and Kaighobadi. Absent – Culkun and Rothenberg. Vacancies – 1. Brooklyn: Present – Evans and Kingan. Absent – Arnow, Bassell, Belyayeva, Cohen, Levy and Okome. CCNY: Present – Binz-Scharf, Davis, Li and Peele. Absent – Jeruzalmi, Kornhauser and Stemberg. Vacancies – 2. CSI: Present – Gold and Verzani. Absent – Gruber, LaMassa, Vachadze and Yuan. Vacancies – 1. CUNY Law School: Present – Sokkar Harker. Absent – Loehr. Graduate Center: Present – Shirazi. Absent – Burke, Gorman and Riobó. Vacancies – 1. Guttman CC: Present – Medina and Philipose. Hostos CC: Present – August, Griffin, Trachman and Alternate Hasan. Absent – Worrell. Hunter: Present – Clarkson, Troudt and Young. Absent – Chinn, Chito-Childs, Dahbour, Dudek, Keating, Kenigsberg, Nicolai and Soyer. Vacancies – 1. John Jay: Present – Benton, Domashevskiy, Kimora, Narkunas, Thompson and Alternate Belcher. Absent – Carbonell, Grant and Kaplowitz. Kingsborough CC: Present – Devany, Navarro, Segal and Stubin. Absent – Acosta, Aranoff and Eaton. LaGuardia CC: Present – Fess, Keyes, Klein and Sokolski. Absent – Albrecht, Fernandez and Mann. Lehman: Present – Alexander-Street, Bell, Castellano, Wang and Zack. Absent – Johnson, Manier and Vann. Medgar Evers: Present – Barker, Chevalier, Huggins and James. NYCCT: Present – Bennett, Capruso and Coughlin. Absent – Allahverdi, Gelman, Grujicic-Alatriste, Rodriguez and Zylstra. Queens: Present – Naughton, Newman, Pagano, Swedell and Yearwood. Absent – Kumar, Lowry, Pai and Sullivan. Vacancies – 2. Queensborough CC: Present – Adair, Akpinar, Carroll, Cornick, Puri, Srivastava and Tai. York: Present – Chirico and Costley. Absent – Abbott, Lipkind and Sheidlower.

Governance Leaders present were: Barker (Medgar Evers), Chirico (York) and Gold (CSI). Guests present were Board of Trustees Chairman William Thompson, Eric Barenboim (Doctoral and Graduate Students’ Council), Jonathan Hanon (John Jay) and Karen David (Bronx CC). Senators observing via Zoom were Albrecht (LaGuardia), Burke (Graduate Center), Carbonell (John Jay), Cohen (Brooklyn), Gruber (CSI), Jeruzalmi (City), Johnson (Lehman), Kaplowitz (John Jay), Kornhauser (City), Kumar (Queens), Lee (Baruch), Levy (Brooklyn), Manier (Lehman) Mano (City), Okome (Brooklyn), Pai (Queens), Traver (Queensborough). Guests Observing via Zoom were Jody Clark Vaisman (CUNY BA), Sandi Cooper (CSI), Linda Paradiso (School of Professional Studies) and Candice Vacin (SUNY FCCC President). Executive Director Cotter, Administrative Assistant Pasela and Secretary Blanchard were also present.

1. Approval of the Agenda – Adopted as Proposed
2. Approval of the Minutes of October 22, 2024 – Adopted as Proposed

3. Remarks by Board of Trustees Chairman William Thompson – 6:35 – 7:10 p.m. – Chair Thompson updated the body on CUNY’s current enrollment landscape and some of the initiatives the University is implementing to foster growth on that front, especially regarding its community colleges. He also announced that the State of New York’s proposed budget intended to cover the costs associated with the collective bargaining agreement with the Professional Staff Congress, though he noted that, at present, the City of New York’s budget proposal falls considerably short of CUNY’s needs. He then outlined some of the University’s concerns related to some of the anticipated policies of the incoming presidential administration, especially those related to CUNY’s budget and its commitment to equity and inclusion. He then took questions related to the transparency of presidential searches, the safety of CUNY’s students in light of anticipated federal policies, the prospects for CUNY adding more full-time faculty, and the status of CUNY’s various policies considering the recently released Lippman report.

4. Chancellor's Announcement to Convene a Working Group on Freedom of Expression –Academic Freedom Committee Update– 7:10 – 7:20 p.m. – Professors Glaser and Evans updated the body on the Chancellor’s proposed working group related to the development of a Freedom of Expression policy and presented a letter from the Academic Freedom Committee to him requested faculty participation in it. They then took questions, and Prof. Srivastava requested the participation of community college faculty be part of the group.

5. Vote on Nominees for Student Elections Review Committee (SERC) – 7:20 – 7:25 p.m. – Professor Jonathan Cornick of Queensborough Community College was elected to serve in this capacity

6. Chair’s Report – John Verzani – 7:25 – 7:35 p.m. – Chair Verzani discussed his recent conversation with the Chancellor on faculty participation on the working group (see item 4) and discussions related to recent political events throughout CUNY at the New York City Council on Higher Education. He then announced the appointment of Alicia Alvero as Interim Executive Vice Chancellor and University Provost and outlined a few of her administrative priorities. A few workshops on the calendar that may be of interest to faculty, especially the UFS’ upcoming budget workshop and its partnership with SUNY on a conference on public higher education. He also announced a grant awarded by Google to Dr. Luke Waltzer on how Artificial Intelligence can impact curriculum and that there will be a call for faculty participation soon. He urged the body to attend the upcoming Belle Zeller Gala at John Jay College and announced a few blogs he prepared. He closed by welcoming recently elected Senators from City Tech and the Medical School.

7. Discussion of Higher Education in the Age of One-Party Rule – 7:35 – 7:50 p.m. – Chair Verzani opened the floor to a general discussion related to some of the potential challenges to higher education in general and CUNY in particular considering the incoming presidential administration, and the role the UFS can play is addressing and redressing them. The discussion revolved around questions of academic freedom and research, the funding of the university, the plight of CUNY’s LGBTQIA+ faculty and

students, and the immigration concerns surrounding CUNY students. The body also urged one another to reach out to their local political representatives and their campus presidents to collaborate on solutions to these matters and the anticipated consequences of policies emanating from Washington D.C. Prof. Chevalier encouraged the UFS Standing and Advisory Committees to engage these questions as well.

8. New Business – 7:50 – 8:00 p.m. – Prof. Stubin encouraged the Body to attend the upcoming Belle Zeller Scholarship Awards Gala and directed everyone to consult Prof. Tai’s recent blog on them for further information on it.

There being no further business the meeting adjourned at 8:00 p.m.

Respectfully submitted,

Matthew J. Cotter



## **Petition for Computer Science Advisor for the Computer Science Department**

We, the undersigned computer science students of Lehman College, respectfully urge the administration to **provide a dedicated, in-person academic advisor** specifically for the **computer science department** to support students in navigating their academic and career journeys.

### **Why a computer science advisor is essential**

Currently, **there is no dedicated advisor** for computer science students, leaving many struggling to get timely course permissions, understand degree requirements, and receive proper guidance on course selection, career pathways, and transfer evaluations. This lack of support results in **delays in enrollment, frustration, and students being forced to take courses elsewhere** due to difficulties registering for required classes.

A **dedicated, in-person computer science advisor** would:

- Provide **timely approvals for course permissions**, helping students enroll in the necessary classes without delays.
- Offer **in-person support**, ensuring students receive **real-time answers** to their academic questions.
- Help students navigate **course sequences, prerequisites, and academic tracks** to ensure they stay on the right path toward graduation.
- Provide **career advising**, connecting coursework to real-world industry applications and helping students explore internships and job opportunities.
- Assist with **transfer evaluations** and credit approvals for students who have taken coursework elsewhere.
- Be **consistently available** (rather than only online assistance only) to assist students with enrollment, ensuring they are not left struggling to figure things out on their own.

### **Our Request**

We urge the administration to **establish a dedicated, in-person academic advisor** within the computer science department who is available to assist students with course registration, academic planning, career guidance, and overall support. **This is a critical resource that will help ensure student success and retention in the program.**

By signing this petition, we stand in solidarity to advocate for a **dedicated computer science academic advisor** at Lehman College, ensuring that students receive the support they need to thrive in their academic and professional pursuits.









