

**Minutes of
The Lehman College Senate Meeting
Wednesday, December 10, 2025
Senate Meeting**

Senators Present: Adams, M.; Agyemang, C.; Ayalew, M.; Banks, R.; Barry, A.; Barry, M.; Bell, R.; Buenrostro Dominguez, L. A.; Burton-P. B.; Campeanu, S.; Castellano, S.; Cheng, S.; Coller, A.; Dickson De La Rosa, W.; Drame, S.; Fajardo, J.; Fera, J.; Garcia, M.; Gonzalez, R.; Gonzalez, T.; Grant, B.; Harrison, E.; Hsu, S. C.; Hurley, D.; Hyman, D.; Irvin, A.; Jackson, G. S.; Jimenez, M.; Kane, F.; Keita, Y.; Kendall, K.; Kim, N.; Locke, A.; Lopez, K. D.; Lopez, N.; Lora, E. E.; Loscocco, P.; Machado, E.; Mahon, J.; Manier, D.; Marianetti, M.; Markens, S.; Marte, G. J.; Matthews, E.; McG. J.; Mohorcich, J.; Murphy, B.; O'B. D.; O'N. C.; Oberlin, D.; Ohmer, S.; Owoaje, O. S.; Pantalone, D.; Pitts, W.; Prince, P.; Qafleshi, D.; Schlesinger, K.; Soto II, R. T.; Stopler, M.; Toro, C.; Valentine, R.; Wang, E.; Waring, E.; White, A.; Wright, J.

Senators Absent: Abi-Hanna, R.; Aisemberg, G.; Ali, A. Y.; Ali, T.; Ayalew, S. I.; Ba, K.; Brown, T.; Cotton, T. M.; Delgado, F.; Di Raimo, S.; Dyantyi-Achi, Grace N.; Finger, R.; Gerry, C.; Hassan, M.; Henriquez-Castillo, M.; Lancaster, G.; Lee, H.; MacKenzie, J.; McKenna, C.; Nisa, Z.; Ortega, B.; Palmer, C.; Pena, S.; Quinones, J.; Rice, A.; Rosario, Y.; Ruiz, E.; Salami, F.; Sanford, V.; Schwartz, D. O.; Shahzadi, M.; Silva-Puras, J.; Sofianos, E.; Stein Smith, S.; Sualah, R.; Williams, H.; Zhong, M.

24 The meeting was called to order at 3:51 PM by the Chair of the Lehman College Senate,
25 Professor Joseph Fera.

1. Action Items

a. Approval of the Minutes

There was a motion to approve the minutes, which was seconded. The minutes of the November 5, 2025, College Senate was approved by unanimous voice vote.

See Attachment I

b. Undergraduate Curriculum Committee

Professor Douglas Oberlin presented a proposal for curriculum changes in the following departments: Languages and Literatures, Mathematics, and Exercise Sciences and Recreation. The floor was opened to questions and comments. There were several questions for clarification, which were all addressed accordingly. There were no additional questions. Professor Fera moved to vote on the

40 presented proposals. All of the proposals were approved by unanimous voice
41 vote.

42
43 See Attachment II
44

45 The next meeting was scheduled for Wednesday, February 4, 2026, at 1:00 PM
46 via Zoom. Proceeding this date, Undergraduate Curriculum Committee meetings
47 are scheduled to occur on Wednesdays at 1:00 PM on the following dates: March
48 4, 2026; April 15, 2026; May 6, 2026.

49
50 **c. Graduate Curriculum Committee**

51 Professor Justine McGovern presented a proposal for curriculum changes in the
52 Department of Exercise Sciences and Recreation. The floor was opened to
53 questions and comments. There were none. Professor Fera moved to vote on the
54 presented proposal. It was seconded. The proposal was approved by unanimous
55 voice vote.

56
57 See Attachment III
58

59 The next meeting was scheduled for Wednesday, February 4, 2026, at 11:00 AM
60 via Zoom. Proceeding this date, Graduate Curriculum Committee meetings are
61 scheduled to occur on Wednesdays at 11:00 AM on the following dates: March
62 4, 2026; March 25, 2026; May 6, 2026.

63
64
65 **d. Admissions, Evaluation, and Academic Standards**

66 Professor Sandra Campeanu announced that the Committee on Admissions,
67 Evaluation, and Academic Standards met last on November 20, 2025, to discuss
68 several matters in which they were in favor of approving. However, due to the
69 committee's lack of quorum, she informed that a vote from the College Senate
70 was needed for formal approval.

71 Professor Campeanu presented the first proposal—a posthumous degree for Ms.
72 Smaranda Teodorescu, a Psychology major and Art minor in good academic
73 standing, who lost her battle with cancer on April 24, 2024. It was moved to vote
74 on the proposal, which was seconded. The proposal was approved by unanimous
75 voice vote.

76

77 Professor Campeanu presented the Fall/Winter Graduation List for approval. She
78 informed that, although the list was neither complete nor final, it represented all
79 students who have and will meet the requirements to graduate in the fall/winter
80 of 2025. She also noted that voting to approve the list at the College Senate would
81 be a symbolic gesture in support of those eligible to graduate. It was moved to
82 vote on the graduation list, which was seconded. The list was approved by
83 unanimous voice vote.

84

85 Professor Campeanu invited Professor Sarah Omer to discuss the following
86 information item: the Writing-Intensive guidelines. Professor Omer gave a
87 special thanks to all who contributed to revising the guidelines. She also presented
88 a timeline of the process as well as next steps. There was a considerable
89 discussion surrounding the presented draft of the Writing-Intensive guidelines,
90 dated October 16, 2025. Professor Omer thanked all for their feedback and
91 encouraged those interested to email her with further input.

92

93 See Attachment IV

94

95 Future meetings of the Admissions, Evaluation, and Academic Standards
96 Committee are TBD.

97

98 **e. Academic Freedom**

99 Professor David Manier presented the draft resolution, Reaffirming Academic
100 Freedom, which postulates that adjunct faculty, including those who teach multi-
101 section courses, are entitled to the same academic freedom as tenure track or full-

102 time faculty. The floor was opened to questions and comments. There were a
103 number of questions for clarification, which were addressed accordingly.

104

105 There was a motion on the floor to amend the resolution, in particular, to include
106 all omitted language substituted with an ellipsis, as shown in the following
107 paragraph:

108

Whereas the AAUP has declared that the “freedom to teach includes the right of faculty
members to select the materials, determine the approach to the subject, make the
assignments, and assess student academic performance in teaching activities for which
they are individually responsible, without having their decisions subject to the veto of a
department chair, dean, or other administrative officer. [...] In a multisection course taught
by several faculty members, responsibility is often shared among the instructors for
identifying the texts to be assigned to students. [...] The individual’s freedom in other

109

110 The motion was seconded and the floor was opened to discussion. There were no
111 questions or comments. Professor Fera moved to vote on the amendment. The
amendment was approved by unanimous voice vote.

112

113

114 Professor Fera opened the floor to discuss the resolution as amended. There were
115 a number of positive comments surrounding the resolution and its commitment
116 to support the core values of academic freedom. There were no additional
117 questions or comments. Professor Fera moved to vote on the resolution. The
118 resolution was approved, as amended, by majority voice vote with two
abstentions.

119

120

See Attachment V

121

122

Future meetings of the Academic Freedom Committee are TBD.

123

124

2. Announcements and Communications

125

a. Report of the President—

126

There was no report.

127

128

b. Student Legislative Assembly—

129 Ms. Mariama Barry, Chair of the Student Legislative Assembly (SLA), recapped
130 the following highlights from the Student Government Association (SGA): (1) a
131 Thanksgiving holiday event, on November 24, 2025, in which students gathered to
132 enjoy food and celebrate the season; (2) an Afro Ball event, on December 4, 2025,
133 in celebration of the diversity of the student body; (3) an upcoming event, scheduled
134 for December 11, 2025, in collaboration with the Career Exploration Center,
135 designed to help students strengthen their resumes and prepare for internships and
136 job opportunities; (4) the Academic ER, another upcoming event, scheduled for
137 December 16, 2025, and which will provide students with a space to decompress,
138 receive academic support, and connect with resources as students approach the end
139 of the fall semester; (5) SGA in collaboration with the Wellness Center and the
140 Counseling Center have developed a system that will ensure that clean clothes are
141 donated during the clothing donations process. Ms. Barry elaborated that SGA is in
142 contact with a laundry company, which has agreed to do a trial run on washing all
143 donated clothing before the end of the semester. Ms. Barry urged all students to stay
144 connected through the Lehman Lightning Connect page and the Lehman SGA
145 Instagram page for updates and opportunities.

146

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

148 **a. Campus Life and Facilities**

149 Professor Penny Prince recapped an issue she had previously presented to the
150 College Senate—the need for two-ply toilet paper, as currently the College only
151 supplies one-ply. Professor Prince informed that she raised the issue to Charlotte
152 Diehl, the Assistant Vice President of Campus Planning and Facilities, who
153 offered some clarity as to why the change to two-ply may be problematic: the
154 toilet paper dispensers were made for one-ply instead of two. Professor Prince
155 informed that although design limitations have halted the transition to two-ply,
156 she will continue to champion for change.

157

158 The next meeting was scheduled for Wednesday, March 4, 2025, at 2:00 PM via
159 Zoom. Proceeding this date, the meeting(s) of the Campus Life and Facilities
160 Committee are scheduled as follows: April 15, 2026 and May 6, 2026.

161

162 **b. Equity, Inclusion, Accessibility, and Anti-Racism**

163 There was no report.

164

165 Future meetings of the Equity, Inclusion, Accessibility, and Anti-Racism
166 Committee are TBD.

167

168 **c. Assessment**

169 There was no report.

170

171 Future meetings of the Assessment Committee are TBD.

172

173 **d. Library, Technology, and Telecommunications**

174 Mr. Steven Castellano brought announcements from the Library, the Division of
175 Information Technology, Brightspace, and the Center for Teaching and Learning.

176

177 There was a question on what to do in the event that your email has been
178 compromised. Mr. Castellano informed that compromised emails should be
179 forwarded to the Help Desk, or help.desk@lehman.cuny.edu, for assistance. He
180 also informed that there were a number of compliance trainings available on
181 Brightspace; he urged all to complete the cybersecurity training to better protect
182 against phishing and other digital threats. Susan Lai, Director of Information
183 Technology Support Services, echoed that those requiring IT assistance should
184 reach out to the Help Desk, adding that users will be added to a queue, where they
185 will be assisted either by phone, in person, or via Zoom.

186

187 See Attachment VI

188

189 Future meetings of the Library, Technology, and Telecommunications
190 Committee are TBD.

191

192 **e. University Faculty Senate Report**

193 Professor David Manier reported on the December 2, 2025, plenary session of the
194 University Faculty Senate.

195

196 See Attachment VII

197

198 The next meeting was scheduled for Tuesday, February 24, 2026, at 6:30 PM.
199 Proceeding this date, the meetings of the University Faculty Senate are scheduled
200 as follows: March 31, 2026 and May 5, 2026.

201

202 **f. Governance Committee**

203 There was no report. Professor Joseph Fera informed that the Governance
204 Committee would be meeting in January to discuss the creation of a Robert's
205 Rules cheat sheet, to be used as a quick reference guide for members of the
206 College Senate. Professor Fera also informed that the committee would be
207 looking into the governance documents and discussing potential amendments.

208

209 Future meetings of the Governance Committee are TBD.

210

211 **g. Budget and Long-Range Planning**

212 There was no report.

213

214 Future meetings of the Budget and Long-Range Planning Committee are TBD.

215

216

217 **Unfinished Business**

218

219 There was no unfinished business to report.

220

221

New Business:

222 • **CUNY Beyond**

223 ○ There was no report. Professor Manier informed of a new initiative from
224 the University called CUNY Beyond, which intends to connect curriculum
225 with career goals. Professor Fera added that the Associate Provost for
226 Experiential Learning, Teresita Levy, though unable to provide the report
227 today, would present the report at the February, 4, 2025, College Senate.
228 Professor Fera also informed that the Associate Provost provided a similar
229 report on CUNY Beyond at the Faculty Personnel and Budget meeting on
230 December 3, 2025, in which information concerning the initiative was
231 distributed to the department chairs. He urged all faculty interested in
232 CUNY Beyond to contact their department chairs for additional
233 information.

234

235 • **Update on Middle States Accreditation**

236 ○ Professor Susan Dumais recapped the reaccreditation process with Middles
237 States and the goals of the College for the next three years. She also
238 communicated the following points:

239 ■ Donald Sutherland, the Director of Strategic Planning, Institutional
240 Research, and Associate Provost Karin Beck, would be leading the
241 entire reaccreditation process

242 ■ Professor Susan Dumais and Brandon Begarly—the AVP of
243 Research Administration and Strategy, would be leading the
244 steering committee.

245 ■ The steering committee is working to put together a website that
246 would provide additional information on the topic of reaccreditation

247 ■ A final version of the drafted self-study design is in the works and
248 would be shared with the Lehman College community

249 ■ The self-study design will later be submitted for approval by
250 Middle States so the College can move forward with an official
251 self-study

252 ■ There will be an email communication, on Monday, December 8,
253 2025, with a link to both the self-study design draft accompanied by
254 a feedback form.

255

256 **ADJOURNMENT**

257 There was a motion to adjourn the meeting; it was seconded. The meeting was
258 adjourned at 5:55 PM

259

260 Respectfully submitted:

261

262 Cynthia Cessant

LEHMAN COLLEGE
The City University of New York
Lehman College Senate Meeting
Wednesday, December 10th at 3:45 P.M.
Carman, B04

1. Action Items
 - a. Approval of the minutes for the Senate Meeting of November 5, 2025.
 - b. Undergraduate Curriculum: Prof. Lynn Rosenberg
 - c. Graduate Studies: Ms. Takiyah Ali
 - d. Admissions, Evaluation, and Academic Standards: Prof. Sandra Campeanu
 - e. Academic Freedom: Prof. David Manier
2. Announcements and Communications:
 - a. President's Report: President Fernando Delgado
 - b. Student Legislative Assembly: Ms. Mariama Barry
 - c. Campus Life and Facilities: Prof. Penny Prince
 - d. Equity, Inclusion, Accessibility, and Anti-Racism: Ms. Takiyah Ali
 - e. Assessment: Prof. Devrim Yavuz
 - f. Library, Technology, and Telecommunications: Mr. Stephen Castellano
 - g. University Faculty Senate: Prof. David Manier
 - h. Governance Committee: Prof. Joseph Fera
 - i. Budget and Long-Range Planning: Prof. Alexander Nunez-Torres
3. Unfinished Business
 - a. None
4. New Business
 - a. CUNY Beyond: Associate Provost Teresita Levy
 - b. Update on Middle States Accreditation: Prof. Susan Dumais

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

Senators Present: Abi-Hanna, R.; Adams, M.; Agyemang, C.; Aisemberg, G.; Ayalew, M.; Banks, R.; Barry, A.; Barry, M.; Bell, R.; Burton-Pye, B.; Campeanu, S.; Castellano, S.; Cheng, S.; Coller, A.; Drame, S.; Fajardo, J.; Fera, J.; Finger, R.; Garcia, M.; Gonzalez, R.; Harrison, E.; Henriquez-Castillo, M.; Hsu, S.-C.; Hurley, D.; Hyman, D.; Irvin, A.; Jimenez, M.; Kane, F.; Kendall, K.; Kim, N.; Lee, H.; Locke, A.; Lopez, K. D.; Lopez, N.; Lora, E. E.; Losocco, P.; Machado, E.; Mahon, J.; Manier, D.; Marianetti, M.; Markens, S.; Marte, G. J.; Matthews, E.; McGovern, J.; McKenna, C.; Mohorcich, J.; Murphy, B.; Nisa, Z.; O'Boy, D.; O'Neil, C.; Oberlin, D.; Ohmer, S.; Owoaje, O. S.; Pantalone, D.; Pitts, W.; Prince, P.; Qafleshi, D.; Quinones, J.; Rice, A.; Ruiz, E.; Salami, F.; Sanford, V.; Schlesinger, K.; Shahzadi, M.; Silva-Puras, J.; Sofianos, E.; Soto II, R. T.; Stopler, M.; Toro, C.; Valentine, R.; Wang, H.-T.; Waring, E.; White, A.; Wright, J.; Zhong, M.

Senators Absent: Ali, A. Y.; Ali, T.; Ayalew, S. I.; Ba, K.; Barry, A.; Brown, T.; Cotton, T. M.; Delgado, F.; Di Raimo, S.; Dickson De La Rosa, W.; Dyantyi-Achi, G. N.; Gerry, C.; Gonzalez, T.; Hassan, M.; Jackson, G. S.; Keita, Y.; Lancaster, G.; MacKenzie, J.; Ortega, B.; Palmer, C.; Pena, S.; Rosario, Y.; Schwartz, D. O.; Stein Smith, S.; Sualah, R.; Williams, H.

24 The meeting was called to order at 3:46 PM by the Chair of the Lehman College Senate,
25 Professor Joseph Fera. He gave the floor to Jorge Silva-Puras, the Provost and Senior Vice
26 President for Academic Affairs and Student Success.

28 The provost made a somber announcement: Professor Ning Cheng, of the Management and
29 Business Innovation Department, had passed away. He extended his deepest condolences to
30 the family and asked that everyone keep the family in their prayers.

1. Action Items

a. Approval of the Minutes

34 There was a motion to approve the minutes, which was seconded. The minutes of
35 the October 15, 2025, College Senate was approved by unanimous voice vote.

See Attachment I

b. Undergraduate Curriculum Committee

40 Professor Lynn Rosenberg presented a proposal for curriculum changes in the
41 following departments: Early Childhood and Childhood Education; English;
42 Health, Equity, Administration, and Technology; Health, Promotion, and
43 Nutrition Sciences; Nursing; Sociology; and Speech Language Hearing Sciences.
44 The floor was opened to questions and comments. There were none. Professor
45 Fera moved to vote on the presented proposals. All of the proposals were
46 approved by unanimous voice vote.

47

48 Professor Rosenberg also presented a proposal from the Undergraduate
49 Curriculum Committee—the College Option Pathways General Education
50 Degree Requirements and LEH requirements. The floor was opened to questions
51 and comments. There were concerns about the programmatic changes and the
52 possible issues that may arise without campus-wide input. It was informed that
53 there was a long intensive discussion in an open forum where members of the
54 College were involved and where, after said forum, the Undergraduate
55 Curriculum Committee took the input into consideration and revised the proposal
56 accordingly. There were additional concerns as well as many questions for
57 clarification, which resulted in a prolonged debate.

58

59 There was a motion to call the question. The motion was seconded. Professor
60 Fera moved to vote on the motion. The motion passed by majority vote and the
61 debate was closed.

62

63 Professor Fera moved to vote on the proposal. Fifty-two votes were needed for
64 the proposal to pass; there were only forty-eight votes in favor. The proposal
65 failed.

66

67 Professor Rosenberg shared the following informational items: experimental
68 courses CIS 110 and GEO 170.

69

70 See Attachment II

71
72 The next meeting was scheduled for Wednesday, December 10, 2025, at 1:00 PM
73 via Zoom. Proceeding this date, Undergraduate Curriculum Committee meetings
74 are scheduled to occur on Wednesdays at 1:00 PM on the following dates:
75 February 4, 2026; March 4, 2026; April 15, 2026; May 6, 2026.
76

77 **c. Graduate Curriculum Committee**

78 Professor Justine McGovern presented a proposal for curriculum changes in the
79 Department of Counseling, Leadership, Literacy, and Special Education. The
80 floor was opened to questions and comments. There were none. Professor Fera
81 moved to vote on the presented proposal. It was seconded. The proposal was
82 approved by unanimous voice vote.
83

84 See Attachment III
85

86 The next meeting was scheduled for Wednesday, December 10, 2025, at 11:00
87 AM via Zoom. Proceeding this date, Graduate Curriculum Committee meetings
88 are scheduled to occur on Wednesdays at 11:00 AM on the following dates:
89 February 4, 2026; March 4, 2026; March 25, 2026; May 6, 2026.
90

91 **d. Admissions, Evaluation, and Academic Standards**

93 Professor Sandra Campeanu presented a policy change proposal to place a 7-year
94 expiry date on the Nursing Department's science pre-requisite courses. There was
95 one question for clarification, which was answered accordingly. Professor Fera
96 moved to vote on the proposal. It was seconded. The proposal was approved by
97 unanimous voice vote.
98

99 See Attachment IV
100

101 The next meeting was scheduled for Thursday, November 20, 2025, at 2:00 PM
102 via Zoom. Proceeding this date, the meeting(s) of the Admissions, Evaluation,
103 and Academic Standards Committee are TBD.

104

105

106 **e. Governance Committee**

107 Professor Joseph Fera presented a slate of students nominated to serve on the
108 College Senate Standing Committees. Professor Fera opened the floor to
109 additional nominations. There were none. The slate of students was approved by
110 unanimous voice vote.

111

112 See Attachment V

113

114 The next meeting was scheduled for Thursday, November 13, 2025, at 2:00 PM
115 via Zoom. Proceeding this date, the meeting(s) of the Governance Committee are
116 TBD.

117

118 **2. Announcements and Communications**

119 **a. Report of the President—**

120 There was no report.

121

122 **b. Student Legislative Assembly—**

123 Ms. Mariama Barry, Chair of the Student Legislative Assembly (SLA), recapped
124 the following highlights from the Student Government Association (SGA): (1) SGA
125 hosted a Mentor Mondays on November 3, 2025, providing students with
126 opportunities to connect and network with their peers; and (2) SGA will host two
127 events on November 5, 2025: the Civic Engagement and Leadership event and the
128 Pumpkins of Color event, which were designed to inspire student involvement,
129 creativity, and collaboration on campus. Ms. Barry encouraged students to visit
130 Lehman's Lightning Connections (formerly Club Central) for additional
131 information.

132 3. **Reports of the Standing Committees-**

133

134

a. Assessment

135 Professor Devrim Yavuz briefed more updates regarding the Assessment
136 Committee's preparation for the next visit from the Middle States Commission in
137 Higher Education (MSCHE). He informed that the Assessment Committee
138 discussed the General Education assessment and that the Committee voted to
139 form a subcommittee to better assess LEH courses as well as Flexible Core
140 Pathways courses. Professor Yavuz also informed that, in the interest of doing
141 more in-depth assessment on LEH and Pathways courses, the committee voted to
142 recommend that the Lehman College assessment clock be set to eight years. He
143 invited all interested in learning more to attend the committee meeting.

144

145 Provost Jorge Silvas-Puras reported on the Middle States accreditation process.
146 He informed that Middle States is an accrediting agency that evaluates and
147 accredits Colleges and Universities that meet established standards. He also
148 provided a comprehensive presentation of the process and presented to all the
149 areas in which the College can improve. He invited everyone to attend a campus
150 community event on November 12, 2025, for a discussion on the matter and to
151 better understand the process.

152

153

See Attachment VI

154

155

The next meeting was scheduled for Friday, October 31, 2025, via Zoom.
Proceeding this date, the meeting(s) of the Assessment Committee will be Friday,
December 5, 2025, via Zoom.

158

159

b. Library, Technology, and Telecommunications

160

161

Mr. Steven Castellano brought announcements from the Library, the Division of
Information Technology, Brightspace, and the Center for Teaching and Learning.

162

163 See Attachment VII

164

165 The next meeting was scheduled for Wednesday, October 27, 2025, at 11:00 AM
166 via Zoom. Proceeding this date, the meetings of the Library, Technology, and
167 Telecommunications Committee are scheduled as follows: Wednesday,
168 November 26, 2025, at 11:00 AM via Zoom.

169

170 **c. Academic Freedom**

171

There was no report.

172

Future meetings of the Academic Freedom Committee are TBD.

173

174 **d. University Faculty Senate Report**

175

Professor David Manier reported on the October 28, 2025, University Faculty
176 Senate

177

See Attachment VII

179

180

The next meeting was scheduled for Tuesday, December 2, 2025, at 6:30 PM.
181 Proceeding this date, University Faculty Senate meetings are scheduled to occur
182 on Tuesdays at 6:30 PM on the following dates: February 24, 2026; March 31,
183 2026; and May 5, 2026.

184

185 **e. Campus Life and Facilities**

186

Professor Penny Prince briefly discussed the cafeteria. She informed that the
187 prices were unreasonable and that the food options, such as pre-packaged foods
188 like Lunchables, were unacceptable. She asked that the Vice President for
189 Administration and Finance, Bethania Ortega, reestablish the cafeteria
190 committee.

191

192

Professor Prince informed of the partnership between the Division of Student
193 Affairs and Hanover Research, emphasizing their need for feedback from faculty,

194 staff, and students on the programs, services, and resources the College provides.
195 She informed that the Division of Student Affairs would be emailing a survey to
196 the campus community and noted that the information received may be helpful to
197 the Middle States assessment.

198
199 The next meeting was scheduled for Wednesday, December 10, 2025, at 2:00 PM
200 via Zoom. Proceeding this date, the meeting(s) of the Campus Life and Facilities
201 Committee are TBD.

202
203 **f. Equity, Inclusion, Accessibility, and Anti-Racism**

204 There was no report.

205
206 Future meetings of the Equity, Inclusion, Accessibility, and Anti-Racism
207 Committee are TBD.

208
209 **g. Budget and Long-Range Planning**

210 There was no report.

211
212 The next meeting was scheduled for Thursday, November 13, 2025, at 3:00 PM
213 in SH-336. Proceeding this date, Budget and Long-Range Planning Committee
214 meetings are scheduled to occur on Thursdays at 3:00 PM on the following dates
215 and in the following locations: November 13, 2025 (Library Tree House);
216 February 5, 2025 (SH-336); and May 7, 2025 (SH-336).

217
218 **Unfinished Business**

219 There was no unfinished business to report.

220
221 **New Business:**

222 There was no new business to report.

223
224 **ADJOURNMENT**

227 There was a motion to adjourn the meeting; it was seconded. The meeting was
228 adjourned at 5:20 PM

229

230 Respectfully submitted:

231

232 Cynthia Cessant

Senate Meeting – 12/10/25

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on 11/05/25 (7/7 members in attendance): Lynn Rosenberg (chair), Daniel Stuckart, Andrew Gold, Alyshia Galvez, Ronald Banks, Douglas Oberlin, Yuri Gorokhovich, Guest- Sophia Diamantis-Fry, Julie Maybee

1. Languages and Literatures Department

- Latin BA-Program Withdrawal

2. Mathematics Department

- Mathematics BAMA-Program Withdrawal
- Mathematics teacher, BA-Program Withdrawal

3. Exercise Sciences and Recreation Department

- EXS 471-Description, Title
- EXS 472-New Course
- REC 210-Liberal Arts Designation
- REC 266-New Course
- Recreation Education BS-Degree Requirements

Informational items

Next meeting: 2/04/26

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

1. Type of Change: *Description, Title*

2. From: *Strikethrough the changes*

Department(s)	Exercise Sciences and Recreation
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 471
Course Title	Internship in Exercise Science
Description	Supervised placement of 120 hours in a clinical or corporate fitness setting in order to develop knowledge of professional practice through on-site experience, with emphasis on leadership and programming.
Pre/ Co Requisites	PREREQ: EXS 470 and 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

3. To: Underline the changes

Department(s)	Exercise Sciences and Recreation
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 471
Course Title	Internship in Exercise Science <u>1</u>
Description	Supervised placement of <u>150</u> hours in a clinical or corporate fitness setting in order to develop knowledge of professional practice through on-site experience, with emphasis on leadership and programming.
Pre/ Co Requisites	PREREQ: EXS 470 and 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 (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in internship hours is being made to help meet the needs of our different students, and accrediting organizations. CASCE accreditation requires 300 hours of internship within an approved setting with a CSCS mentor. However, this would only apply to Movement Science students. Thus, a small increase in hours, will still accommodate our pre-PT and pre-OT students while offering a greater number of hours for Movement Science Students. Movement Science students will then go on to take an additional internship to meet the 300 total hours.

5. Date of departmental approval: 10/07/2025

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

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

2.

Department(s)	Exercise Sciences and Recreation
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 472
Course Title	Internship in Exercise Science 2
Description	Supervised placement of 150 hours in a clinical or corporate fitness setting in order to develop knowledge of professional practice through on-site experience, with emphasis on leadership and programming.
Pre/ Co Requisites	Prerequisite/Corequisite: EXS 471
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. **Rationale:**

This new course is being made to provide an additional elective internship opportunity to our students. This helps us to align with the CASCE accreditation requirements for students to perform a total of 300 internship hours. By adding this addition internship,

students will be able to complete this in the same semester or in a subsequent semester from their first internship course (EXS 471).

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

At the end of the course, students should be able to:

- Assess the exercise and training needs and interests of individuals and groups and plan and implement programs to meet those needs and interests.
- Demonstrate competency in the duties expected of a strength and conditioning professional.
- Interpret and disseminate risk management guidelines for a health/fitness facility
- Understand and summarize specific agency structure, facility management, and administrative system and responsibilities.

5. Date of Departmental Approval: 10/07/2025

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

1. **Type of Change:** Change from Non-Liberal Arts Course to Liberal Arts Course

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

Department(s)	Exercise Sciences and Recreation
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	Recreation Education and Therapeutic Recreation
Course Prefix & Number	REC 210
Course Title	Recreation Leadership
Description	Leadership principles and techniques. Group processes and methods for working with diverse populations in varied recreation and leisure service settings. In-class leadership exercises and practice.
Pre/ Co Requisites	
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	<p><input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World</p>

3. To: Underline the changes

Department(s)	Exercise Sciences and Recreation
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	Recreation Education and Therapeutic Recreation
Course Prefix & Number	REC 210
Course Title	Recreation Leadership
Description	Leadership principles and techniques. Group processes and methods for working with diverse populations in varied recreation and leisure service settings. In-class leadership exercises and practice.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p><input type="checkbox"/> World Cultures</p> <p><input type="checkbox"/> US Experience in its Diversity</p> <p><input type="checkbox"/> Creative Expression</p> <p><input type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> Scientific World</p>

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

REC 210 – Recreation Leadership focuses on leadership theories, strategies, conflict management, communication, leading individuals of different backgrounds (race, ethnicity, culture, age, etc.), ethical leadership, and public speaking within the field of recreation and leisure. These learning objectives are met through weekly discussion forums and VoiceThread response assignments (student presentations) where students are encouraged to interact and share their ideas with one another, including critically analysis. This course helps students meet the recreation education and therapeutic recreation program learning objectives (Goal II: Demonstrate the ability to design,

implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity; and Goal III: Demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, and/or related professions).

5. **Date of departmental approval:** 10/07/2025

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

1. Type of change: New Course

2.

Department(s)	Exercise Sciences and Recreation
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	Recreation Education
Course Prefix & Number	REC 266
Course Title	Principles of Travel and Tourism
Description	Examination of the interconnections among tourists, local communities, and stakeholders within the tourism system. It presents essential concepts in tourism and examination of their importance and application to international tourism operations.
Pre-requisites:	
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	<p><input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required</p> <p><input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p><input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World</p>

3. Rationale:

Although travel and tourism represent some of the largest and most dynamic sectors within the recreation industry, our current curriculum does not include any courses specifically dedicated to tourism. This gap limits students' exposure to a vital area of professional opportunity and industry relevance.

To address this, the proposed course will introduce foundational concepts and knowledge related to the tourism industry. It will help students understand key components such as tourism systems, trends, impacts, and career pathways. By offering this course, we aim to better prepare students for diverse roles in the recreation field and enhance the overall comprehensiveness of our academic program.

4. Learning outcomes (by the end of the course students will be expected to):

- 1) Students will be able to identify the key components of travel and tourism system, including different types of tourism.
- 2) Students will be able to describe tourist experiences and behaviors, and how they are related to tourism
- 3) Students will be able analyze the operating sectors of the travel and tourism industry and assess how its services are managed.
- 4) Students will be able to describe the economic, social, cultural, and environmental contributions and impacts of tourism development.
- 5) Students will be able to outline the process involved in tourism planning and sustainable development
- 6) Students will analyze global tourism by examining geographical destination characteristics and traveler profiles, assessing their impact on international tourism.
- 7) Students will be able to provide an in-depth description of a destination from a tourism perspective.
- 8) Students will be able to evaluate emerging trends, innovations, and challenges in tourism, forecasting their impacts on the industry.

5. Date of Departmental Approval: 10/07/2025

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

Name of Program and Degree Award: Recreation Education, B.S.

Hegis Number: 0835.00

Program Code: 02593

Effective Term: Spring 2026

1. Type of Change: Degree Requirements

2. From:

The Bachelor of Science (B.S.) in Recreation Education is a fully online, 100% distance education program designed to prepare students for entry into the parks, recreation, and leisure services profession. This online program enables students to complete their studies from any location within the United States. Recreation and leisure services are provided in a variety of settings serving people of all ages in carefully planned and organized recreation programs. Students may concentrate in recreation management or exercise and sport.

Students in the recreation management concentration are employed in public park and recreation agencies, not-for-profit organizations, community recreation centers, camps, and sports associations.

Students in the exercise and sport concentration can work as programmers, fitness trainers, group exercise leaders or coaches, in sports and fitness programs in a variety of settings. Students are prepared to obtain various fitness certifications from several national organizations.

Fieldwork and internship experiences are important components of the major, which give students the opportunity to apply theory to practice in an actual work setting under the supervision of a qualified professional.

Students in this major that have met the academic requirements, upon graduation, and complete at least 1 year of full-time experience in the field are eligible to sit for the national certifying examination for the Certified Park and Recreation Professional (CPRP), administered by the National Recreation and Park Association.

Students may complete 100% of courses online.

Honors in Recreation Education:

Departmental honors in Recreation Education may be awarded to a student who has maintained an index of 3.5 in a minimum of 24 credits in all courses required for the major.

- Please note that this online program is not available to students studying on an F1 Visa.

Departmental Grading Policy

Students must earn a C- or above in all Departmental courses required for the major and the minor.

Major Requirements – Overall

Type: Completion requirement

Earn at least 49 credits

Major Requirements – Recreation Education

Type: Completion requirement

Earn at least 24 credits from the following:

REC 200 - History and Philosophy of Recreation
REC 210 - Recreation Leadership
REH 230 – Introduction to Youth Studies
REC 240 - Inclusive Recreation
REC 260 - Selected Topics in Recreation
REC 302 - Administration of Recreation Service
REC 407 - Research and Evaluation in Recreation Service
REC 422 - Programming and Planning in Recreation

Major Requirements – Concentration Options

Type: Completion requirement

12 credits in one of two concentrations:

Complete at least 1 of the following:

Recreation Management

Earn at least 12 credits from the following:

REH 330 - Management of Youth Serving Organizations
REC 361 - Outdoor Recreation and Sustainable Management
REC 405 - Facility Management in Recreation Service

REC 410 - Advanced Finance and Human Resources Management in Recreation Service
OR

Exercise and Sport

Earn at least 12 credits from the following:

- EXS 264 - Introduction to Exercise Science
- EXS 265 - Behavioral Aspects of Physical Activity
- EXS 316 – Motor Learning
- EXS 424 - Principles and Practices of Fitness and Wellness Programming

Major Requirements – Departmental Courses

Type: Completion requirement

Earn at least 6 credits

- 6 credits selected from REC, THR, REH, and/or EXS courses with departmental approval

Major Requirements – Recreation Internship

Type: Completion requirement

Earn at least 7 credits from the following:

- THR 400 – Pre-internship Seminar in Recreational Therapy and Recreation Education
- REC 470 - Recreation Education Internship

Major Requirements – B.S.-M.S.Ed. Dual Credit Option in Recreation Education (Option A Only)

Type: Completion requirement

Undergraduate students majoring in Recreation Education with 90 or more credits and a minimum of a (3.0) cumulative index and (3.0) index in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S.Ed. in Recreation Education Option A: Recreation and Park Administration. The following graduate courses may be taken in place of these undergraduate courses: REC 702 (in place of REC 422), REC 706 (in place of REC 361), REC 680 (in place of REC 240), and REC 680 (in place of any other 300-level elective). The student must receive permission from both the academic undergraduate and graduate advisors.

3: To:

The Bachelor of Science (B.S.) in Recreation Education is a fully online, 100% distance education program designed to prepare students for entry into the parks, recreation, and leisure services profession. This online program enables students to complete their studies from any location within the United States. Recreation and leisure services are provided in a variety of settings serving people of all ages in carefully planned and organized recreation programs. Students may concentrate in recreation management or exercise and sport.

Students in the recreation management concentration are employed in public park and recreation agencies, not-for-profit organizations, community recreation centers, camps, and sports associations.

Students in the exercise and sport concentration can work as programmers, fitness trainers, group exercise leaders or coaches, in sports and fitness programs in a variety of settings. Students are prepared to obtain various fitness certifications from several national organizations.

Fieldwork and internship experiences are important components of the major, which give students the opportunity to apply theory to practice in an actual work setting under the supervision of a qualified professional.

Students in this major that have met the academic requirements, upon graduation, and complete at least 1 year of full-time experience in the field are eligible to sit for the national certifying examination for the Certified Park and Recreation Professional (CPRP), administered by the National Recreation and Park Association.

Students may complete 100% of courses online.

Honors in Recreation Education:

Departmental honors in Recreation Education may be awarded to a student who has maintained an index of 3.5 in a minimum of 24 credits in all courses required for the major.

- Please note that this online program is not available to students studying on an F1 Visa.

Departmental Grading Policy

Students must earn a C- or above in all Departmental courses required for the major and the minor.

Major Requirements – Overall

Type: Completion requirement

Earn at least 52 credits

Major Requirements – Recreation Education

Type: Completion requirement

Earn at least 27 credits from the following:

REC 200 – History and Philosophy of Recreation

REC 210 – Recreation Leadership

REH 230 – Introduction to Youth Studies

REC 240 – Inclusive Recreation

REC 260 – Selected Topics in Recreation

REC 266 – Principles of Travel and Tourism

REC 302 – Administration of Recreation Service

REC 407 – Research and Evaluation in Recreation Service

REC 422 – Programming and Planning in Recreation

Major Requirements – Concentration Options

Type: Completion requirement**12 credits in one of two concentrations:****Complete at least 1 of the following:****Recreation Management****Earn at least 12 credits from the following:**

REH 330 - Management of Youth Serving Organizations

REC 361 - Outdoor Recreation and Sustainable Management

REC 405 - Facility Management in Recreation Service

REC 410 - Advanced Finance and Human Resources Management in Recreation

Service

OR

Exercise and Sport**Earn at least 12 credits from the following:**

EXS 264 - Introduction to Exercise Science

EXS 265 - Behavioral Aspects of Physical Activity

EXS 316 – Motor Learning

EXS 424 - Principles and Practices of Fitness and Wellness Programming

Major Requirements – Departmental Courses

Type: Completion requirement**Earn at least 6 credits**

- 6 credits selected from REC, THR, REH, and/or EXS courses with departmental approval

Major Requirements – Recreation Internship

Type: Completion requirement**Earn at least 7 credits from the following:**

THR 400 – Pre-internship Seminar in Recreational Therapy and Recreation Education

REC 470 - Recreation Education Internship

Major Requirements – B.S.-M.S.Ed. Dual Credit Option in Recreation Education (Option A Only)

Type: Completion requirement

Undergraduate students majoring in Recreation Education with 60 or more credits and a minimum of a (3.0) cumulative index and (3.0) index in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S.Ed. in Recreation Education Option A: Recreation and Park Administration. The following graduate courses may be taken in place of these undergraduate courses: REC 702 (in place of REC 422), REC 706 (in place of REC 361), REC 680 (in place of REC 240), and REC 680 (in place

of any other 300-level elective). The student must receive permission from both the academic undergraduate and graduate advisors.

4. Rationale:

Lowering the required credits from 90 to 60 credits will allow more students to take advantage of the dual credit opportunity. The courses that would be part of the dual credit opportunity would be taken early in the undergraduate student's education. By the time students have 90 credits, it is very likely they would have taken the dual credit courses. Consequently, many students would not be able to take advantage of the dual credit opportunity.

The newly created REC 266 course will be added to the core course list required for the major to provide a more rounded introduction and education of possible careers within the field of parks, recreation, and tourism. The creation of REC 266 adds an additional 3 credits, increasing the total major credit requirement from 49 to 52.

5. Date of Departmental Approval: 10/07/2025

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

Name of Program and Degree Award: Latin, BA

Hegis Number: 1109.00

Program Code: 34015

Effective Term: Fall 2026

1. Type of Change: Program Withdrawal

2. Description:

Major Requirements – Overall

Earn at least 36 credits

Major Requirements – Core Courses

Earn at least 24 credits

LAT courses

Fulfill ANY of the following requirements:

Earn at least 12 credits

ACU courses or from any 300-level courses in ancient history or ancient art, or from courses in ancient philosophy. Courses in other related areas, e.g., medieval studies, may be submitted with permission of the Department chair;

OR

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

GRK 101 - Introduction to Ancient Greek I

GRK 102 - Introduction to Ancient Greek II

AND

Earn at least 3 credits

3 Additional Credits: May be selected from the history and culture courses specified above or 12 credits from GRK courses.

3. Rationale:

There have not been enrollments in Latin, BA for several years. We are requesting NYSED discontinue the program.

4. Date of departmental approval: October 8, 2025

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

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

Name of Program and Degree Award: Mathematics Teacher, BA

Hegis Number: 1701.00

Program Code: 25939

Effective Term: Fall 2026

1. **Type of Change:** Program Withdrawal

2. **Description:**

(No requirements listed in Coursedog)

3. **Rationale (Explain why this course/program is no longer needed in the Department):**

There have not been enrollments in the Mathematics Teacher, BA for several years. We are requesting NYSED discontinue the program.

4. **Date of departmental approval:** October 7, 2025

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

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

Name of Program and Degree Award: Mathematics, BAMA

Hegis Number: 1701.00

Program Code: 78852

Effective Term: Fall 2026

1. Type of Change: Program Withdrawal

2. Description:

Major Requirements – Overall

Earn at least 12 credits

Undergraduate students majoring in Mathematics with 90 or more credits and a minimum of a (3.0) cumulative index and (3.0) index in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's MA in Pure Mathematics.

The student must receive permission from the department prior to registration.

Major Requirements – Required Courses

Complete ALL of the following Courses:

MAT 616 - Algebra

MAT 711 - Topics in Algebra

MAT 733 - Differential Geometry

MAT 734 - Calculus on Manifolds

MAT 741 - Topology

MAT 751 - Theory of Functions of a Real Variable

MAT 753 - Theory of Functions of a Complex Variable I

MAT 754 - Theory of Functions of a Complex Variable II

MAT 759 - Special Topics in Analysis

MAT 771 - Mathematical Logic I

MAT 775 - Set Theory

MAT 789 - Special Topics in Applied Mathematics

3. Rationale (Explain why this course/program is no longer needed in the Department):

There has not been enrollment in the Mathematics, BAMA for several years. We are requesting NYSED discontinue the program.

4. Date of departmental approval: October 7, 2025

Senate Meeting – December 10, 2025
Proposed Graduate Studies Report

Presenting a proposal from the following department for approval:

Department of Exercise Sciences and Recreation

- New course: EXS 921
- Degree changes: Ph.D., Human Performance and Fitness

Happy Holidays!

Next meeting: **February 4, 2026, at 11 a.m.**

**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: 1299.00

Program Code: 44097

Effective Term: Spring 2027

1. **Type of Change:** Change in Elective Courses

2. **From:**

Human Performance and Fitness, PhD

Admission Requirements

Type: Completion requirement

- A 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

Degree Requirements – Doctor of Philosophy

Type: Completion requirement

Earn at least 62 credits

Degree Requirements – 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).

Degree Requirements - Coursework

Type: Completion requirement

The following is a listing by terms of courses that comprise the 62-credit Doctor of Philosophy in Human Performance and Fitness. Coursework must include at least 6 credits in statistical-related coursework and 12 credits in research-based coursework.

Fulfill ALL of the following requirements:

Semester 1 Fall

Complete ALL of the following Courses:

~~EXS 901 - Physical Activity, Exercise and Fitness in Research~~

~~EXS 902 - Applied Exercise Physiology in Human Performance~~

~~EXS 903 - Research Design in Human Performance~~

AND

Semester 2 Spring

Complete ALL of the following Courses:

~~EXS 904 - Assessments for Exercise Research and Prescription~~

~~EXS 905 - Research in Sports Nutrition~~

~~EXS 906 - Applied Training Methodologies for Human Performance~~

AND

Semester 3 Fall

Complete ALL of the following Courses:

~~EXS 915 - Methods in Biomechanical Analysis~~

~~EXS 916 - Applied Concepts in Motor Learning and Performance~~

~~EXS 917 - Evidence-Based Principles in Strength and Hypertrophy~~

AND

Semester 4 Spring

Complete ALL of the following Courses:

~~EXS 920 - Statistical Modeling for Research in Exercise Science~~

~~EXS 940 - Pedagogy in Exercise Science~~

~~EXS 965 - Advanced Sport Psychology~~

AND

Semester 5 Fall

Complete ALL of the following Courses:

~~EXS 970 - Research Practicum in Human Performance~~

~~EXS 975 - Meta-Analyses Practicum~~

~~MAT 582 - Statistics for Students in Biological, Health, and Social Sciences~~

~~AND~~

Semester 6 Spring

Complete ALL of the following Courses:

~~EXS 990 - Doctoral Seminar~~

~~EXS 970 - Research Practicum in Human Performance~~

~~AND~~

Semester 7 Fall

Complete ALL of the following Courses:

~~EXS 991 - Doctoral Dissertation 1~~

~~AND~~

Semester 8 Spring

Complete ALL of the following Courses:

~~EXS 992 - Doctoral Dissertation 2~~

3. To:

Human Performance and Fitness, PhD

Admission Requirements

- Official transcripts from all post-secondary institutions attended
- A 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

Degree Requirements – Doctor of Philosophy

Type: Completion requirement

Earn 63 credits

Degree Requirements – Program Overview

The PhD degree in Human Performance and Fitness is a 63-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 51 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).

Degree Requirements - Coursework

Type: Completion requirement

The following is a listing by terms of courses that comprise the Doctor of Philosophy in Human Performance and Fitness program. Coursework must include at least 6 credits in statistical-related coursework and 12 credits in research-based coursework for a total of 63 credits.

Core Courses (15 credits)		Credits
<u>EXS 903</u>	<u>Research Design in Human Performance</u>	3
<u>EXS 920</u>	<u>Statistical Modeling for Research in Exercise Science</u>	3
<u>EXS 970</u>	<u>Research Practicum in Human Performance</u>	3
<u>EXS 975</u>	<u>Meta-Analysis Practicum</u>	3
<u>EXS 990</u>	<u>Doctoral Seminar</u>	3
Elective Courses (36 credits)		Credits
<u>EXS 901</u>	<u>Physical Activity, Exercise and Fitness in Research</u>	3
<u>EXS 902</u>	<u>Applied Exercise Physiology in Human Performance</u>	3
<u>EXS 904</u>	<u>Assessments for Exercise Research and Prescription.</u>	3
<u>EXS 905</u>	<u>Research in Sports Nutrition</u>	3
<u>EXS 906</u>	<u>Applied Training Methodologies in Human Performance</u>	3
<u>EXS 915</u>	<u>Methods in Biomechanical Analysis</u>	3
<u>EXS 916</u>	<u>Applied Concepts in Motor Learning and Performance</u>	3
<u>EXS 917</u>	<u>Evidence-Based Principles in Strength and Hypertrophy</u>	3
<u>EXS 921</u>	<u>Measurement in Sport & Exercise Science</u>	3
<u>EXS 940</u>	<u>Pedagogy in Exercise Science</u>	3
<u>EXS 965</u>	<u>Advanced Sport Psychology</u>	3
<u>MAT 582</u>	<u>Statistics for Students in Biological, Health, and Social Sciences</u>	3
<u>MAT 782</u>	<u>Mathematical Statistics</u>	3
Thesis (12 credits)		Credits
<u>EXS 991</u>	<u>Dissertation 1</u>	6
<u>EXS 992</u>	<u>Dissertation 2</u>	6

4. Rationale :

- The existing course, MAT 782, has been included as an elective. A new course, EXS 921, is also being added as an elective. Students in the PhD program must complete at least 6 credits of statistical coursework. However, the program lacks a sufficient number of statistical courses at the graduate level, thus requiring students to take courses outside of department. We thus need additional statistical elective courses to allow students to complete coursework within the department. Currently, there is no course in the PhD program that provides insights into the complexities of measurement in exercise science. These skills are important for doctoral students in human performance both from a practical and research standpoint. These elective courses will help provide students with the skills and competencies necessary to design and develop instruments for assessment of fitness outcomes, as well as to understand their properties, applications and interpretations.
- Given the only option students have based on the curriculum is to take 63 credits, the total number of required credits for the program has been increased to 63. This increase accurately represents the number of credits students actually take.
- The curriculum was also reorganized to make the requirements clearer for students.

5. **Date of departmental approval:** 10/9/2025

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

1. Type of change: New Course

Department(s)	Exercise Science and Recreation
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	Human Performance and Fitness
Course Prefix & Number	EXS 921
Course Title	Measurement in Sport & Exercise Science
Description	Develop an understanding of validity, reliability, responsiveness, scaling, questionnaire design, and interpretation of measurement tools in practical and research contexts.
Pre/ Co Requisites	
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	<p><input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required</p> <p><input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p><input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World</p>

3. Rationale:

Students in the PhD program must complete at least 6 credits of statistical coursework. However, the program lacks a sufficient number of statistical courses at the graduate

level, thus requiring students to take courses outside of department. We thus need additional statistical elective courses to allow students to complete coursework within the department. Currently, there is no course in the PhD program that provides insights into the complexities of measurement in exercise science. These skills are important for doctoral students in human performance both from a practical and research standpoint. This elective course will help provide students with the skills and competencies necessary to design and develop instruments for assessment of fitness outcomes, as well as to understand their properties, applications and interpretations.

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

1. Explain key concepts of measurement principles
2. Develop measurement instruments
3. Evaluate instrument properties
4. Select appropriate instruments
5. Interpret measurement results
6. Critically assess exercise science literature
7. Apply concepts to practice

5. Date of Departmental Approval: 10/09/2025

Committee on Admissions, Evaluations and Academic Standards (CAEAS) Report

Senate Meeting: December 10, 2025

The CAEAS committee met via Zoom on November 20, 2025 but there was no quorum present during voting.

CAEAS members voted unanimously to approve a posthumous degree conferral, but since no quorum was present, Professor Campeanu moves for a Senate vote on this resolution.

CAEAS members voted unanimously to approve the Fall/Winter graduation lists, but since no quorum was present, Professor Campeanu moves for a Senate vote on the lists.

Professor Campeanu also presents an informational item. Sarah Ohmer, Associate Professor and Co-Chair of the Writing-Intensive Guidelines subcommittee of the Undergraduate Curriculum Committee (UCC), brought revised Writing-Intensive guidelines to the CAEAS committee for discussion at our last meeting. The current revisions have now been reviewed by both CAEAS and the UCC, and Professor Campeanu presents the latest version of these revised guidelines as an informational item for Senate discussion (but not a vote).

**THE CITY UNIVERSITY OF NEW YORK
HERBERT H. LEHMAN COLLEGE
COLLEGE SENATE**

Resolution: Posthumous Degree for Ms. Smaranda Teodorescu

WHEREAS, Herbert H. Lehman College of The City University of New York shares with the family and friends in the profound loss and memory of Smaranda Teodorescu; and

WHEREAS, Smaranda Teodorescu, age 24, was a Psychology major and an Art minor at Lehman College in good academic standing, having completed 146 credits and earned a 3.19 GPA; having met all but one course requirement for the Psychology major and having met all requirements for the Art minor; and only needing 10 credits of required classes to graduate; and

WHEREAS, Smaranda Teodorescu remained focused on her academic goals, never allowing life's challenges to prevent her from pursuing a productive and fulfilling life after her expected graduation from Lehman College; and

WHEREAS, Smaranda Teodorescu was a caring, committed, and dedicated member of her community; and

WHEREAS, Smaranda Teodorescu battled cancer for seven years, and in December 2022 faced a second, more aggressive form, and then passed away on April 24, 2024; and

WHEREAS, the faculty of the Department of Psychology and the faculty of the Department of Art both unanimously passed resolutions requesting that Smaranda Teodorescu be awarded a posthumous degree; and

WHEREAS, the Chair of the Department of Psychology, the Chair of the Department of Art, the Dean of the School of Natural and Social Sciences, and the Dean of the School of Arts and Humanities have recommended that Smaranda Teodorescu be awarded a posthumous degree; and

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

WHEREAS, the Committee on Admissions, Evaluation, and Academic Standards has reviewed the recommendations and supports awarding a posthumous degree to Smaranda Teodorescu; therefore, be it

RESOLVED, that the Herbert H. Lehman College Senate, comprised of faculty, students, and administrators, hereby recommends that President Dr. Fernando Delgado confer a posthumous Bachelor of Arts degree upon Ms. Smaranda Teodorescu.

Signatures

Anne Reid

Chair, Department of Psychology

Date: 11/21/25

Dr. Pant

Dean, School of Natural and Social Sciences

Date: 11/24/25

CTD/lessey

Chair, Department of Art

Date: 11/23/2025

Jamie McLean

Dean, School of Arts and Humanities

Date: 11/21/2025

John F.

Chair, College Senate

Date: 11/24/2025

DD

Provost and Senior Vice President for Academic Affairs

Date: 12/10/15

President, Herbert H. Lehman College

Date: _____

Purpose of This Document

This document is meant to serve several, related purposes:

- Provide background on the Writing-intensive (WI) requirement at Lehman College
- Clarify, explain, and update Lehman's policy and practice for Writing-intensive sections of courses
- Provide guidance and resources for departments and faculty interested in developing Writing-intensive sections
- Align WI sections across Lehman College
- Support faculty across the curriculum to adopt similar learning outcomes
- Create a more accessible learning environment for the retention and timely graduation of Lehman students.

The first part of this document will focus on institutional context and policy, while the second part will provide guidance and resources.

Please note: *Any and all amendments to the WI Guidelines policies (Part I) must be approved by the Lehman College Senate's Undergraduate Curriculum Committee, Lehman College Senate's CAES Committee and the Lehman College Senate.* Once approved by the UCC, the document is passed on to CAES. Once approved by CAES, the document becomes part of the committee's report, and has a place on the Senate agenda. No action is needed by the Governance Committee Chair. *Amendments to the WI Guidelines regarding information on WI course design and resources (Part II) can be made via the Writing Council,¹ with an update to Lehman Senate as an informational item.* (see: Writing-Intensive Guidelines Approval Process)

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Part II: Guidance and Resources

¹ Made up of faculty members from each School, and students.

Part I: Institutional Context and Overview

A. The Development Process for the Writing-Intensive Guidelines

The original set of Lehman College Writing-Intensive Guidelines came out of the Undergraduate Curriculum Committee, which created a Writing-Intensive subcommittee, headed by Vinny Prohaska (Psychology and then director of General Education). The task of the subcommittee was to revise WI guidelines for use in WI courses. The subcommittee consisted of Vinny Prohaska, Tyler Schmidt (English, WAC Co-Coordinator), Jessica Yood (English, WAC Co-Coordinator), Amod Choudhary (Economics, Business), and Janette Tilley (Music). The Guidelines were finalized in May 2014, and approved by the UCC and Senate in Fall 2014.

In December 2024, the Writing-Intensive Guidelines were revised by a subcommittee of the Undergraduate Curriculum Committee (UCC), tasked by Associate Provost Karin Beck, which included members from departments throughout Lehman College. The committee was co-chaired by the Writing Across the Curriculum (WAC) program co-coordinator Sarah Soanirina Ohmer & Associate Professor in School of Education Sherry Deckman. Institute of Literacy Studies (ILS) Director Jane Kehoe-Higgins, Freshman Year Composition Director Maeve Adams, co-coordinator WAC program Sophia Hsu, and Writing and Literacy Coordinator at the Instructional Support Services Program Lisa Estreich, also participated. Lehman College Registrar Yvette Rosario and representative from the Office of Undergraduate Academic Advising Scott Calvin also participated in drafting the guidelines and aligning the information on the Lehman College website with the policy and practice as outlined in the guidelines.

The drafting process was collective and included several feedback loops with presentations in Spring 2024 to: the Undergraduate Curriculum Committee (UCC), the Faculty Promotion and Budget (FP&B) Committee, and Lehman Senate.

B. The Writing-Intensive Guidelines Approval Process

The Writing-Intensive Guidelines were originally encapsulated in a document that was approved by the Senate in 2014. The revised 2025 guidelines are proposed to serve as a “living document,” which will be *revised as needed, based on feedback from campus constituents, and ongoing research on best practices for WI courses.*

Going forward, some changes will need approval from entities such as Senate and its committees if, for example, they change the policy (Part I). Other changes and additions, such as those related to resources and evidence-based best practices (Part II), can be made without formal changes to the underlying policies.

Please note: Any and all amendments to the WI Guidelines policies (Part I) must be approved by the Lehman College Senate's Undergraduate Curriculum Committee and then by the Lehman College Senate. Once approved by the UCC, the document becomes part of the committee's report, and has a place on the Senate agenda. No action is needed by the Governance Committee Chair.

i. Changes to WI Guidelines policies (Part I) for approval:

- 1) A WI Council will convene annually to review the guidelines policies (Part I) and assess the function of WI courses at Lehman College, across departments, and propose changes to the policies as needed. Changes to the guidelines policies (Part I) will go

through the same feedback loop as the 2025 draft: Undergraduate Curriculum Committee, Faculty Promotion and Budget, Senate, Advising Council.

- 2) After implementing feedback from all, the guidelines will be turned into UCC for a vote, and upon UCC approval, sent over to Senate for a vote.
- 3) For UCC review:
 - a) send the Guidelines revisions to Academic Affairs Manager who will submit to the Undergraduate Curriculum Committee (UCC) as new business for UCC.
 - b) With UCC approval, WI Guidelines will be included into the UCC agenda for Senate vote, and posted on the Senate website.
 - c) The WI Guidelines will fall under the UCC Committee report, and during UCC committee report, the WI Guidelines will be presented for a vote on the Senate floor for approval of the changes.

a. Changes to Guidelines Recommendations (Part II) for approval:

Amendments to the WI Guidelines regarding information on WI course design and resources (Part II) can be made via the Writing Council, and presented as an update to Lehman Senate as an informational item.

C. Writing-Intensive Requirement for Graduation

Students who arrive at Lehman as first-years are required to complete four course sections designated as writing-intensive (WI) by the time they graduate.

According to the Undergraduate Bulletin, transfer students who have completed less than 30 college credits must complete four courses designated as writing-intensive at Lehman College² by the time they graduate.

Students who have completed at least 30 but less than 60 college credits must complete three courses designated as writing-intensive by the time they graduate.

Students who have completed 60 or more college credits must complete two courses designated as writing-intensive by the time they graduate.

For all undergraduate students, at least one of the WI sections must be at 300-level or above, and the 300- or above-level course should be within the student's major. Note that the 300- or above-level course could be offered by another department; for example, the Business Administration major requires students to take Business Writing, ENW 300.

Individual sections of courses will be designated as WI, and students may take WI sections of courses in General Education, major, minor, and elective courses.

The writing-intensive requirements described in this section can only be fulfilled by writing-intensive courses taken at Lehman College.

D. Writing-Intensive Courses and Writing-Intensive Class Sections

At Lehman College, the Undergraduate Curriculum Committee does not oversee the designation of classes as WI *at the section level*. However, the UCC *does* oversee WI designations *at the course level*. Departments and Programs may submit proposals to the UCC for courses to be considered WI at the course level, in which case every section of the course that is offered would be a WI-designated class.

² WI E-permit courses would not count as WI courses taken at Lehman College.

For such course proposals, the UCC may refer to the WI guidelines to assess the WI components of the course.

Outside of this process, any section of any course can be designated as WI, as decided by the department chair, department curriculum committee, P&B committee, or instructor with chair approval. These guidelines can be used as a reference to design WI class sections and by chairs, department curriculum committees, or P&B committees, to assess whether classes fulfill the WI requirements for students.

Sections of courses that are designated as WI will have a student cap of no more than 25 students.³

Before scheduling the section, department chairs, department P&B committees, or department curriculum committees, will remind instructors to fill out a “syllabus checklist self-assessment” form. The forms will be collected by the Associate Provost’s office for data and assessment, and to inform professional development training.

E. Guidelines for Departments and Programs:

Departments and programs will:

- *Establish* the measurable learning outcomes to use for WI courses, as needed (see p. 9 for examples)
- *Use* the guidelines to review and assess WI courses, as needed
- *Consider* offering WI classes within their discipline as part of the minor or major requirement

³ In 2014, Lehman Senate voted to cap students in WI sections to 22.

Part II: Guidance and Resources

"Through writing, we figure out what things mean."
- Rosenwasser & Stephen, *Writing Analytically*

Low stakes writing is "for learning, figuring out, and exploring new and complicated ideas."
- Peter Elbow, *Writing with Power: Techniques for Mastering the Writing Process*

This section of the WI guidelines is to help align WI sections across Lehman College, to support faculty across the curriculum to adopt similar learning outcomes, and to create a more accessible learning environment for the retention and timely graduation of Lehman students.

A. The Role of the WI Guidelines

These Writing-Intensive (WI) guidelines are designed to help align WI sections across Lehman College, to support faculty across the curriculum to adopt similar learning outcomes, and to create a more accessible learning environment for the retention and timely graduation of Lehman students.

B. Writing in the Discipline and Writing Across the Curriculum

Writing helps students uncover what they are unsure about, and to ask questions. Writing helps students to learn what is being presented: concepts, genres of the discipline, etc. Writing paired with reading allows students to observe texts and components of a discipline more closely. Through low stakes and exploratory writing (where the assessment of writing is different than in a writing-heavy discipline) students learn about and practice key strategies and analytical moves related to a discipline or to a topic within a discipline.

C. Writing-Intensive Courses and WI Intensive Class Sections

At Lehman College, the Undergraduate Curriculum Committee does not oversee the designation of classes as WI *at the section level*. However, the UCC *does* oversee WI designations *at the course level*. Departments and Programs may submit proposals to the UCC for courses to be considered WI at the course level, in which case every section of the course that is offered would be a WI-designated-class. For such course proposals, the UCC may refer to the WI guidelines to assess the Writing-Intensive components of the course.

Outside of this process, any section of any course can be designated as writing intensive, as decided by the department chair, department curriculum committee, P&B committee, or instructor with chair approval. These guidelines can be used as a reference to design WI class sections and by chairs, department curriculum committees, or P&B committees, to assess whether classes fulfill the Writing-Intensive requirements for students.

Each instructor who teaches a WI class will be asked to fill out a self-assessment form prior to scheduling the class. The forms will be collected by the Associate Provost's office for data and assessment, and to instruct professional development training.

D. Writing-Intensive Classes

As part of a greater curriculum at Lehman College, WI classes can function as spaces wherein writing is a tool to understand and to process the *content of the course*, regardless of the discipline (STEM, Social Sciences, Health Sciences, Nursing, Business, Arts, Humanities). Instructors can determine different modes of expression according to their discipline, students' learning modalities and needs: multimodal writing, podcasts, presentations, discussion, audiovisual recordings—with accompanying scripts, lab reports, etc.⁴

1. A WI syllabus

- will include some, not necessarily all, learning outcomes from the WI guidelines;
- will include some, not necessarily all, not necessarily only, writing assignments from the modes of writing listed in the guidelines;
- may also include learning outcomes related to the discipline, program, major or minor (not listed in the guidelines)
- may also include learning outcomes related to discipline-specific writing (not listed in the guidelines)

2. A WI instructor

- will have access to support to develop assignments and assessments in their class(es).
- Similar to instructors who are new to teaching online, instructors who are new to teaching writing in their discipline will be incentivized to join a seminar to develop their class(es), and
- will have access to designated Lehman faculty to adjust their courses as they see fit.

E. Assessment in WI classes

At the beginning and the end of each semester, WI instructors and students may be asked to fill out a short survey about the writing components of the class. The goal of the assessment would be to support college-wide assessment and WI course design professional development programming. Assessment may include questions related to:

- Whether writing was used to process/reflect on content and concepts
- The variety and frequency of writing assignments
- Whether there were assignments that prepared students for final projects or papers
- The types and amount of low stakes (ungraded and/or anonymous) writing
- Opportunities for feedback on writing (from instructor and/or from peers) and revision
- Whether writing was used to reflect on features of writing in the discipline (conventions, genre, research methods, etc.)

⁴ The use of multimodal text, podcast, presentation, would be accompanied with a process that includes writing.

F. The Syllabus for Writing-Intensive Classes

To meet the learning outcomes of a WI class, a syllabus should *reflect* the following ideas:

- 1. Writing is comprehensively integrated into the course.** Writing assignments in a WI class serve as a means to achieving mastery of class content. They can also serve to develop professional output, though that is not required – it may be required to meet program or department learning outcomes.
- 2. Writing is a significant part of the coursework.** Though it is not required to assign a single major assignment, students will write at least 2000 words or the equivalent of finished writing. The genres and mode of production should be appropriate for the course and discipline. It is encouraged to distribute the writing over a variety of assignments. *Note: The finished writing will vary depending on the discipline.*
- 3. Writing is a significant part of the course grade.** Though it is not required to put the majority of the weighted grade on a single major assignment, a WI class will include writing as 30% or more of the class grade, for example, discussion board posts, “think pieces” or reflection papers, in-class writing assignments, etc. The grading can also be based on completion, and/or collective rubrics, for example, completing lecture notes, or completing a peer-reflection exercise.
- 4. Writing is learned through revision.** Feedback, peer-reflection, and/or revision will be part of the regular coursework/curriculum. *Note: Feedback and revision does not need to take place via drafts; it can be resubmission of a report, or a reflection.*
- 5. Writing is explained and practiced in the course.** In the WI class, the instructor and the students will engage in reflection, conversation, and writing about the function of writing in the discipline, and the structures of writing in the discipline. The syllabus or course materials can explain the forms and types of writing instruction that the class will use, such as five-minute papers, concept maps, discussion board posts, annotated design notebooks, case study or case notes, reflection for a photo essay, etc. Alongside a writing activity, there could be a workshop to engage students to interactively learn the conventions of the writing style.

G. Syllabus Checklist for a Writing-Intensive Class

Every syllabus for a WI class should:

- Contain 2-3 of the guiding principles selected from the list below
- Contain 3-7 learning outcomes related to writing-to-learn (see examples below)
- Include a description of ungraded or low stakes writing that will be used in the course
- Include a description of how smaller writing assignments will prepare students to complete a larger writing assignment or exam
- Include a description of a larger graded (high stakes) writing assignment (when applicable)

H. Guiding Principles for a Writing-Intensive Class

Choose 2-3 from the list to include in your syllabus.

1. **Focus on process, content and genre:** Writing, reading, and discussion activities and assignments allow students to process the *content of the course* and identify, explore, and practice *genres of writing specific to the discipline*.
2. **Writing as a tool for learning and questioning:** Ungraded and/or anonymous writing assignments/activities invite students to ask questions, identify what they know and don't know. By expressing themselves, they make sense of, synthesize, and analyze course material (in writing, discussion, and/or presentations).
3. **Writing as a mode of evaluation (of texts, of ideas, of the world)** Writing functions as a discovery tool to explore and familiarize oneself with the genres and formats of a discipline, with a particular audience and/or workplace discourse in mind (lab reports in science, charts, music sheets, research-focused writing).
4. **Frequent and varied opportunities to write and revise:** Students should experience frequent and some varied writing assignments and activities, in different modalities, formats, and genres, with different types of assessment for the writing, and opportunities for self-assessment or peer-review when applicable. This helps to become aware of the choices one can make as a writer depending on the needs of a situation.
5. **Writing as multimodal:** Alphabetic, text-based writing is one possible mode of expression/communication that can be used in WI courses. Opportunities for students to engage and/or compose in multimodal writing fosters student confidence and versatility (e.g.: podcast, poster presentation, infographic, brochure, video, soundscape, online materials, etc.)
6. **Opportunities for multilingual expression:** WI classes can make room for students to write in their first language, particularly when writing is being used as a tool for learning and reflection.
7. **Scaffolding:** WI classes can help students build writing skills and work towards completing larger assignments by breaking them into smaller, discrete components. Smaller assignments support the acquisition of disciplinary knowledge.

I. Examples of Learning Outcomes for a Writing-Intensive Class

WI instructors may draft their own (department/program-specific WI learning outcomes are also welcome), or select 3-7 from the list below. This will depend on whether a WI class also includes discipline-specific / program-specific learning outcomes and assessment practices related to programs (Middle States, etc). For further guidance on learning outcomes, see this list of [measurable learning outcomes](#).

Here are examples of measurable learning outcomes, organized into categories.

By the end of the WI course, students will be able to...

Writing style / voice

- Compare and contrast their own writing voice/style with others
- Practice and integrate different strategies of analytical expression, including in traditional essay forms and/or other media forms (digital or analog)
- Use writing to critically reflect on and evaluate their own learning processes and course performance
- Reflect on the differences between writing and learning in a WI-course vs. non-WI courses

Writing Process and Discipline-Specific Conventions

- Identify which characteristics of a text are an argument, evidence, and/or a thesis statement
- Reflect on various steps of the writing process and their outcomes, such as free-/prewriting, drafting, research, revision
- Identify which steps of a writing process work or do not work for them
- Demonstrate the steps involved in developing high-stakes writing-based projects
- Select a genre and/or mode of writing for their final project
- Identify the components of a disciplinary genre of writing (lab report; surrealist poetry; cultural anthropology reflection, concert review, etc)
- Identify discipline-specific writing conventions
- Apply discipline-specific writing conventions in their written assignments
- Describe quantitative research study findings
- Formulate a _____ [type of writing] for _____ [audience]. (Example: formulate a treatment plan for a patient)
- Produce a _____ [piece of writing] which integrates knowledge on _____ [concepts from the course]. For example: Produce an individual treatment plan for the management of IDA which integrates knowledge on nutrition and individual and cultural food preferences.

Reading Comprehension

- Identify components of a disciplinary genre of writing (lab report; surrealist poetry; cultural anthropology reflection, concert review, etc)
- Practice asking questions about the reading
- Use freewriting, note-taking, annotating, and/or journaling to make sense of course readings and concepts (low-stakes ungraded or anonymous writing)
- Use freewriting, note-taking, annotating, and journaling, to synthesize course readings and concepts (low-stakes ungraded or anonymous writing)
- Use freewriting, note-taking, annotating, and journaling, to analyze course readings and concepts (low-stakes ungraded or anonymous writing)
- Differentiate between _____ (concept 1) and _____ (concept 2) by analyzing _____ (disciplinary text) For example: Differentiate between IDA and Sickle cell anemia by analyzing the CBC results.

Peer-Review

- Identify genre components or course concepts in peers' writing (peer-reflection or peer-review)
- Differentiate among published observational research studies in students' literature reviews.

Research & Resources

- Evaluate sources from a variety of genres and perspectives
- Use credible sources to define terms
- Refer to multiple pieces of evidence to illustrate an argument / support an idea.
- Evaluate multiple pieces of evidence to identify which best illustrate an argument / support an idea
- Design research questions that help develop to a topic in the discipline
- Explain how the components of a detailed outline relate to each other

AI and Writing

- Describe how AI is used in writing in the discipline
- Review the uses of AI in writing in the discipline
- Review the ethical uses of AI in writing in the discipline
- **for syllabus policies and resources on Generative AI** <https://www.lehman.edu/ctl/For-Faculty/generative-ai/>

J. Examples of writing assignments [to be added online]

K. Writing Intensive Guidelines Committee members:

Sarah Ohmer	Latin American & Latino Studies & Africana Studies
Sherry Deckman	Middle School & High School Education
Karin Beck	Interim Associate Provost
Jane Kehoe-Higgins	Director of Institute of Literacy
Maeve Adams	Director of First Year Writing Program
Sophia Hsu	WAC Coordinator, English
Scott Calvin	Pre-Health Program Director
Yvette Rosario	Senior Registrar
Tyler Schmidt	Previous WAC Coordinator, English
Lisa Estreich	Writing & Literacy Coordinator, ISSP
Amy White	Health Equity, Administration, and Technology
Sebastian Rojas Villa	Biology
Smee Wang	Music Multimedia Theatre and Dance
Maria Plochocki	English, Freshman Year Initiative
Nari Kim	Management and Business Innovation
Sandhya Nadadur	Nursing
Justine Blau	English
Di Wu	Finance, Information Systems, and Economics
Orlando Rivera	Exercise Science
Amanda Moody Maestranzi	Middle and High School Education
Immaculee Harushimana	English Education and TESOL, MSHS
Carolyn Carr	History
Maria "Mariposa" Fernandez	English & Creative Writing
Elizabeth Simon	Nursing
Tashika McBride	Human Rights and Transformative Justice Certificate, MSHS
Ruby Phillips	Psychology
Loredana Militello	MA Liberal Studies, Student Representative

Members of the UCC committee

Members of the CAES committee

FP&B Committee

Members of the Advising Council

Resolution: Reaffirming Academic Freedom

Whereas, academic freedom is a cornerstone of higher education, protected by CUNY policies, the PSC contract, and widely accepted principles laid out by the AAUP, and is essential to the mission of colleges and universities as spaces of open inquiry, critical thought, and democratic engagement; and

Whereas, in today's political environment, especially as related to current White House policies, CUNY faces new and virulent challenges to academic freedom; and

Whereas the United States now faces what an AAUP official has called "the gravest challenge to academic freedom, one that exacerbates all the others: the steady erosion of the tenure system and the concomitant and explosive expansion of contingent, frequently part-time faculty employment;"ⁱ and

Whereas the AAUP has declared that the "freedom to teach includes the right of faculty members to select the materials, determine the approach to the subject, make the assignments, and assess student academic performance in teaching activities for which they are individually responsible, without having their decisions subject to the veto of a department chair, dean, or other administrative officer. [...] In a multisession course taught by several faculty members, responsibility is often shared among the instructors for identifying the texts to be assigned to students. [...] The individual's freedom in other respects, however, remains undiluted. Individuals should be able to assign supplementary materials to deal with subjects that they believe are inadequately treated in the required textbook. Instructors also have the right to discuss in the classroom what they see as deficiencies in the textbook; doing so could turn out to be as effective in engaging the students as requiring them to use an alternate textbook. These principles apply equally to faculty in the tenure system and those with contingent appointments;"ⁱⁱ now therefore

Be it resolved that the Lehman Senate chooses at this time to reaffirm the academic freedom rights of all faculty, full-time or part-time, those in the tenure system as well as contingent/adjunct faculty; and

Be it further resolved that, in particular, adjunct faculty (including those teaching multi-section courses) should not be subjected to having their freedom to teach impaired, whether by other faculty, by deans, or by administrators; and

Be it finally resolved that adjunct faculty should (like any other faculty member) play a significant role in determining how to approach their subject, make assignments, and assess student academic performance.

ⁱ <https://www.aaup.org/academe/issues/winter-2021/do-adjuncts-have-academic-freedom-or-why-tenure-matters>

ⁱⁱ <https://www.aaup.org/reports-publications/aaup-policies-reports/policy-statements/freedom-teach>



Library Technology and Telecommunications Committee Report

Next Meeting: End of January 2026

Location: ZOOM

Attendance: Stephen Castellano, Sherry Deckman, Dana Fenton, Tailisha Gonzalez, Michelle Ehrenpreis, John DeLooper, Jennifer McCabe, Kenneth Schlesinger, Jennifer Van Allen

Student Senators: Esther Matthews

Excused:

Library

- Library pleased to offer **EXTENDED STUDY** Hours for Fall 2025 Final Exam Period. Extended Study Hours made possible by Public Safety and Administration and Finance.
- Library will remain Open until Midnight during **Final Exam period: December 15-22.**
- Circulation-Reserve, Reference, and access to stacks will not be available. Only First Floor of Library will be available. Virtual Chat will be accessible.
- Public Safety is also offering Escort Service to closest Subway or College Parking Lot. Students needing an escort may call Public Safety at 718-960-8228.
- For complete listing of Extended Hours, please login to Brightspace and see the Hours in the Announcement section of Lehman Brightspace Homepage.

Information Technology

- The Lehman College website upgrade is almost complete. Updating a website from top to bottom is a very time consuming and labor-intensive project with many moving parts. The website update project is on target for completion this month. Thank you to the web services team for an outstanding job on this project.
- The Lehman Digital Signage and Emergency Notification Project has been in the works for many years at Lehman and is now coming to a reality. Digital monitors offering campus information will be placed in key areas of the campus to provide campus news and information to the community. The monitors are in the early stages of installation. A new emergency notification service will also be

introduced to the college community. This project is on target for completion before the end of the year.

- CUNY Multi Factor Authentication (MFA) is up and running. CUNY CIS conducted a CUNY-Wide sweep on December 4th to accomplish the following: Enable accounts that may have been missed. Ensure that MFA is enabled for all new users who join the college going forward. If you have not completed your MFA activation, please do so at your earliest convenience. If you need assistance, kindly reach our Help Desk at Help.Desk@lehman.cuny.edu. MFA provides an added layer of security to our Lehman and CUNY Applications.

LMS/Brightspace

- **Reminders:**

- **Blackboard Retirement:** Bb will be retired. Please export any course materials from Blackboard. Details are in Brightspace Announcements and e-mails.
- **Winter 2026/Spring 2026 Start of Semester Readiness:** To prepare for your Winter 2026/Spring 2026 courses, please review the Start of Semester Readiness checklist in Brightspace Announcements and e-mails.
- **Fall 2025 Final Grade Support:** CTL & IT Division are providing support for faculty on the gradebook and questions to wrap up the Fall 2025 semester. We are hosting three open-ended, 90-minute Brightspace Gradebook Q&A sessions tomorrow, 12/11/25 at 2 pm and throughout next week. If you're not able to make them, we've got you covered. Please schedule a 1:1 BrS Office Hours or Ask Me Anything group session. Registration is on the Training page in the Lehman LMS Transition website and in Brightspace Announcements.
- **Brightspace Blog Tool Decommissioning (December 22, 2025):** CUNY CIS will be disabling the Brightspace Blog tool on December 22nd. 23 identified blog users will be notified and given instructions to downloading their content.
- **Upcoming BrS Training in Winter 2026:** To assist faculty for the Winter 2026 and Spring 2026, CTL and IT Division will be offering training in January 2026. If you would like to prepare earlier, please access the BrS Learning Hub course for our recorded trainings.
- **Upcoming Federal ADA Digital Accessibility Rule (Effective April 24, 2026):** The ADA Title II, which goes into effect April 24, 2026, requires that colleges ensure all digital content, including our Lehman website and Brightspace LMS, must meet WCAG 2.1 standards to be accessible. CUNY Office of Academic Affairs will be providing guidance regarding Brightspace. We will keep you updated and be available to provide support.

Center for Teaching and Learning

- [The Center for Teaching & Learning](#) (CTL) welcomes applications from current Lehman College students and educators for

2026 pilot project that creates teaching and learning opportunities for students through strategic partnerships with instructors, faculty, and relevant professionals.

- [Call for Applications](#): COIL Faculty Training & Collaboration Opportunity: Teaching & Learning is excited to partner with International Programs and Community Engagement to support faculty participation in the SUNY COIL initiative. We encourage faculty across disciplines to consider applying for this opportunity and joining us in shaping globally connected learning experiences for our students.

PROPOSED AGENDA
The 451st Plenary Session
of The University Faculty Senate
of The City University of New York
Rooms 0818/0819
Tuesday, December 2, 2025
6:30 – 8:00 p.m.

1. Approval of the Agenda
2. Approval of the Minutes of October 28, 2025
3. Remarks by Chancellor Felix Matos Rodríguez – 6:35 – 7:15 p.m.
4. Reports from SUNY UFS and FCCC Presidents – 7:15 – 7:40 p.m.
5. Chair's Report – John Verzani – 7:40 – 7:50 p.m.
6. New Business – 7:50 – 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 – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 1072
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

The following Concerns over Title VI Training: Academic Freedom and Freedom of Expression is not part of the official UFS Agenda.

TO: Interim EVC and University Provost Alvero

FROM: CUNY Alliance to Defend Higher Education (CADHE)

CC: Chancellor Matos Rodriguez, Board Chair Thompson, General Counsel Davis, UFS Chair Verzani, PSC Chair Davis, CUNY Presidents, CADHE Organizing Committee

RE: Concerns over Title VI Training: Academic Freedom and Freedom of Expression

November 24, 2025

Dear Interim EVC and University Provost Alvero,

The CUNY Alliance to Defend Higher Education ([CADHE](#)) writes to you today to express our alarm at how academic freedom and free speech are represented in the recently mandated [Title VI training](#) announced to the university community on 11/14/25.

We agree that it is essential that all members of the CUNY community be aware of the protections of Title VI, as well as the university's responsibility to support those protections. But this training does not simply affirm the purposes of Title VI and provide guidance on how to enact its principles. Rather, it sends mixed messages to faculty by asserting that we have rights under academic freedom and the First Amendment while simultaneously warning us to restrain the exercise of those rights lest our actions be perceived as potential violations of Title VI.

Below are the concerning points raised in the training that we would like to see addressed and revised:

1. The training uses vague and potentially chilling language, repeating the phrase "hostile environment" without ever defining it, equating a student's feeling of alienation in a classroom (also undefined) with discrimination, and conflating a *perception* of discriminatory behavior with actions that could legitimately qualify as violations of Title VI. This chilling effect extends to the discussion of the legal basis for academic and First Amendment freedoms: the presenter in the training describes in detail the Supreme Court decision in *Garcetti vs. Ceballos*, which limits free expression by government employees, and then points out that many courts, including those in New York, in addition to *Heim vs. Daniel*, have exempted higher education from these limitations. If *Garcetti* is irrelevant for CUNY's purposes, why mention it at all beyond the desire to seed fears of punishment for speech inside and outside the classroom?
2. Rather than leading our students towards meaningful and contextual thinking, the training encourages faculty to provide "counterpoints or other perspectives to balance discourse." While many issues do generate equally legitimate opposing arguments and include a diversity of perspectives, this guidance is at best tone-deaf in relation to the fields in which many of us work: the history of slavery, for example, or climate science, public health, gender and sexuality studies, and the like. It is our responsibility as instructors not just to hear our students' claims but to correct their mistakes and misapprehensions. Moreover, the definition of "controversial" is historically and geopolitically specific: questions that are

heavily contested at one moment become conventional wisdom at another, and vice versa. Faculty expertise, not student enthusiasm, provides that context.

3. Even more worrying is the training's guidance around political activity on and off campus. The training notes that faculty are free to attend off campus protests, but we should be "mindful" of how our actions outside the classroom may lead to the perception of a hostile learning environment by students who disagree with a faculty member's political positions. The training also notes that faculty may exercise their First Amendment rights by posting on social media, but that students are free to track down their posts and report them. Moreover, although the university would have no grounds on which to legally act against the faculty member, CUNY reserves the right, according to the training, to impose other "remedial measures." In other words, student objections to faculty political speech could lead to discipline *even though* that speech is fully covered by both academic freedom and the First Amendment.
4. Throughout the training, the threat of disciplinary action against faculty is repeatedly raised, although, again, with few specifics. Faculty are warned that in response to any number of different complaints of a hostile environment, "the university may need to take action." Again, besides the fact that "hostile environment" is not defined, the phrase "may need to take action" is intimidatingly vague. Even more concerning is the assertion that such actions may include "academic adjustments." Adjustment to a lesson plan? A syllabus? A faculty member's teaching schedule or employment status? None of this is spelled out.
5. Finally, we are troubled by one of the "Knowledge Check" questions after the training, which asks what is the appropriate action to take if one feels someone may be violating Title VI. While possible answers include "speaking with their supervisor" or "reaching out to Human Resources," the "correct" response is to report this possible violation through the CUNY complaint portal. In other words, rather than first attempting to resolve an issue on the ground with department chairs, supervisors, or HR, faculty and staff, and students, should instead outsource potential complaints to CUNY central. Given the messages conveyed by this training, we have serious doubts about the wisdom of this advice. Additionally, by sending all complaints through the portal, and then to campus chief diversity officers (CDOs), the university violates its own [Policy 5.20](#) of the Manual of General Policy, which explicitly lays out how student complaints of faculty are to be addressed, and simultaneously provides due process for all parties involved, includes an appeals process, and privileges the protection of academic freedom in such proceedings. The university's Title VI training, which is not policy, ignores and upends the very principles of academic freedom and due process that Policy 5.20 lays out.

In sum, we find that the net effect of this training is to induce faculty -- most especially junior and adjunct faculty, who are the least protected -- to self-censor in the classroom and abandon any First Amendment rights. If we engage in social media discourse or public protests, correct misinformation in our students, challenge their beliefs, or speak out of turn in any way, we can expect to be reported, either on the university's portal or to our local CDOs, with claims that we have violated Title VI or at least created the perception of discrimination or of a hostile learning environment.

As you know, many of these questions around academic freedom and freedom of expression were first raised in our [response](#) to a statement you issued in a 9/26/25 newsletter from the Office of Academic Affairs. Several groups, including CADHE, the PSC and BMCC academic freedom committees, and most recently participants at the 10/28/25 UFS Plenary meeting, questioned the implications of that statement. At that meeting, you noted that your statement was received in a far different and more negative manner than you had anticipated, that you were not establishing policy in that statement, and that you planned to clarify the university's position. However, within two weeks of this discussion, this mandatory Title VI training, which not only uses the same language of your statement of 9/26/25 but expands and amplifies the very assertions that CADHE and others objected to, appeared on our Brightspace pages, as though none of these objections had ever been made.

Ultimately, this training does far more damage than good. It places the onus for student comfort (characterized here as a "safe" environment) on faculty; it creates the impression that students are free to lodge complaints against protected faculty activities and leaves the faculty vulnerable to an untold number of attacks; and rather than generating an atmosphere of support for and confidence in faculty as guardians of student learning, it implies that the university's job is to restrain our political speech, surveille our classrooms, and eradicate any hint of student dissatisfaction.

We reiterate our request that you issue a clarification of your and the university's position with regard to faculty's academic freedom and First Amendment rights, which this Title VI training explicitly undermines. We further reiterate our request that you consult with the Academic Freedom Committee of the UFS, and any other academic freedom committee you deem fit, who could have pointed out any of the above concerns before your 9/26/25 statement on academic freedom and this Title VI training were released -- thus avoiding the unnecessary fear and anxiety that has been caused amongst the faculty.

CADHE Organizing Committee

Cristina Bruns, LaGuardia Community College
Sarah E. Chinn, Hunter College
Jonathan Cornick, Queensborough Community College
Beth Evans, Brooklyn College
Paul Fess, LaGuardia Community College
Jean Halley, College of Staten Island
Ernest Ialongo, Hostos Community College
Karen Kaplowitz, John Jay College of Criminal Justice
Joel Kuszai, Queensborough Community College
Douglas A. Medina, Guttman Community College
Hillary Miller, Queens College
Mojubaolu Olufunke Okome, Brooklyn College
Philip A. Pecorino, Queensborough Community College
Larissa Swedell, Queens College

Emily Sohmer Tai, Queensborough Community College
Karen Weingarten, Queens College
Michael W. Yarbrough, John Jay College of Criminal Justice

PROPOSED MINUTES
The 450th Plenary Session
of The University Faculty Senate
of The City University of New York
Rooms 0818/0819
Tuesday, October 28, 2025
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. 74 of the 137 voting members were present.

Baruch: Present – Ellis, Grein, Harel, Karama and Wine. Absent – Lee and Martell. Vacancies – 3. **BMCC:** Present – Glaser, Meltzer and Oram. Absent – Belknap, Comeau-Kirschner, Keane, Kelley and Wiseman. Vacancies – 2. **Bronx CC:** Present – Culkin, David, Fisher and Rothenberg. Vacancies – 1. **Brooklyn:** Present – Evans, Kingan, Okome and Alternate Estey. Absent – Arnow, Bassell, Belyayeva, Cohen and Levy. **CCNY:** Present – Davis, Li, Peele and Stemberg. Absent – Binz-Scharf, Jeruzalmi, Kornhauser and Mano. Vacancies – 1. **CSI:** Present – Gold and Verzani. Absent – Gruber, LaMassa, Vachadze and Yuan. Vacancies – 1. **CUNY Law School:** Absent – Loehr. Vacancies – 1. **Graduate Center:** Present – Shirazi. Absent – Burke, Gorman and Riobó. Vacancies – 1. **Guttman CC:** Present – Medina. Absent – Philipose. **Hostos CC:** Present – Amarante, August, Garcia de Souza and Trachman. **Hunter:** Present – Bondie, Chinn, Clarkson, Gao, Troutt and Young. Absent – Albrecht, Dahbour, Kastner, Nicolai and Soyer. Vacancies – 1. **John Jay:** Present – Belcher, Benton, Carbonell, Grossi, Kimora, and Alternate Ilyes. Absent – Grant, Kaplowitz and Narkunas. **Kingsborough CC:** Present – Aranoff, Devany, Eaton, Segal and Stubin. Absent – Krishnan and Navarro. **LaGuardia CC:** Present – Fess, Keyes, Klein and Sokolski. Absent – Albrecht and Armstrong. Vacancies – 1. **Lehman:** Present – Castellano, Manier and Zack. Absent – Bell, Johnson, Rice, Vann and Wang. **Medgar Evers:** Present – Barker, Chevalier, James and Alternate Huggins. **NYCCT:** Present – Capruso, Rodriguez and Zylstra. Absent – Allahverdi, Bennett, Coughlin and Grujicic -Alatriste. **Queens:** Present – Genack, Newman, Pagano, Schwetz, Swedell and Weingarten. Absent – Kumar, Lowry and Pai. Vacancies – 2. **Queensborough CC:** Present – Akpinar, Carroll, Cornick, Puri, Srivastava, Tai and Alternate Sullivan. Vacancies – 1. **York:** Present – Chirico, Costley and Kaufman. Absent – Lipkind and Sheidlower.

Governance Leaders present were: Barker (Medgar Evers), Chinn (Hunter), Cornick (Queensborough), Fisher (Bronx CC), Gold (CSI), Grein (Baruch), Ialongo (Hostos), Manier (Lehman) and Swedell (Queens). Guests present were Executive Vice Chancellor and University Provost Alicia Alvero, Anson Chung (Doctoral and Graduate Students' Council), Jonathan Hanon (John Jay), Mihir Parekh (Binghamton University, SUNY), Jody Vaisman (CUNY BA) and Yasmin Sokkar Harker (CUNY Law). Members observing via Zoom were Alexander-Street (Lehman), Burke (GC), Cohen (Brooklyn), Gruber (CSI), Kaplowitz (John Jay), Kelley (BMCC), Pai (Queens), Shaker (CSI) Wang (Lehman) and Wiseman (BMCC). Guests Observing via Zoom were Stephen Aldersley, David Baronov, Shahadat Hasan (Hostos), Laura Penman, Kristin Stapleton and Esther Wilder (Lehman). 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 September 16, 2025 – Adopted as Proposed
3. Remarks by Executive Vice Chancellor and University Provost Alicia Alvero – 6:35 – 7:05 p.m. – After some brief comments EVC Alvero led a conversation about her recent statement on academic freedom in the CUNY newsletter. After explaining the background of and clarifying the procedural implications following the statement, she solicited feedback from the body to improve or revise the University’s position moving forward. She then took questions related to academic freedom, artificial intelligence, and University policies related to ongoing critiques of higher education from Washington, D.C.
4. Reports on Standing Committee Charges – 7:05—7:30 p.m. – Each Standing Committee Chair presented to the body their detailed charges for the academic year. There were no questions and the charges will be posted to the UFS website.
5. A Resolution, sponsored by the executive committee, *Resolution in Opposition of the Proposed “Compact for Academic Excellence in Higher Education”* was moved and discussed. - 7:30 – 7:40 p.m. – The resolution was passed unanimously.
6. A Resolution, submitted by the UFS Senators of CADHE and sponsored by the executive committee, *Resolution to Defend Higher Education* was moved and discussed. - 7:40 – 7:45 p.m. – The resolution was passed unanimously.
7. Chair’s Report – John Verzani – 7:45 – 7:50 p.m. – Chair Verzani welcomed recently elected senators and then updated the body on some deliberations of the Committee on Academic Policy and the ongoing search for a University Provost. He then noted some of the recent deliberations of the COACHE Committee regarding faculty promotion and tenure and urged members to reach out to Prof. Kathleen Barker for further information due to her role as UFS representative on COACHE. He then briefly updated the body on the University’s prospective CUNY 360 initiative, as well as his ongoing involvement with the University’s freedom of expression policy committee. He also mentioned the progress on the Board resolution concerning the campus president promotion authority. He then mentioned several ongoing discussions of the Board committees related to finance, budget, and administration, and a few contracts that have recently been awarded to the University. Also noting a statement read by the chair of the Finance and Administration committee on contracts within CUNY and Minority and/or Women Owned Business Enterprises.
8. New Business – 7:50 – 8:00 p.m. – Dr. Jody Vaisman updated the body on the work of the CUNY Baccalaureate Program and apprised the body of its various commitments, opportunities, and supports for students and thanked the UFS for its continued support. Prof. Stubin announced the Belle Zeller award dinner to be held in December and invited members of the Senate to attend. Chair Verzani advised the body to read three recently posted blogs on the UFS website.

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

Respectfully submitted,

Matthew J. Cotter



Teresita Levy, Ph.D.
Associate Provost for Experiential Learning and
Executive Director for Industry Partnerships



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CUNY Beyond is built on five priorities, which together will enable students to launch fulfilling careers.



Career Exposure & Exploration

Early on, current and prospective students explore and identify careers aligned with their interests and make informed decisions on career aspirations



Integrated Academic & Career Advising

Students receive meaningful integrated academic and career advising that helps them understand career goals and pathways to get there



Career-Connected Learning

Students have access to relevant career-connected learning that allows them to acquire skills necessary for career success



Paid Work-Based Learning

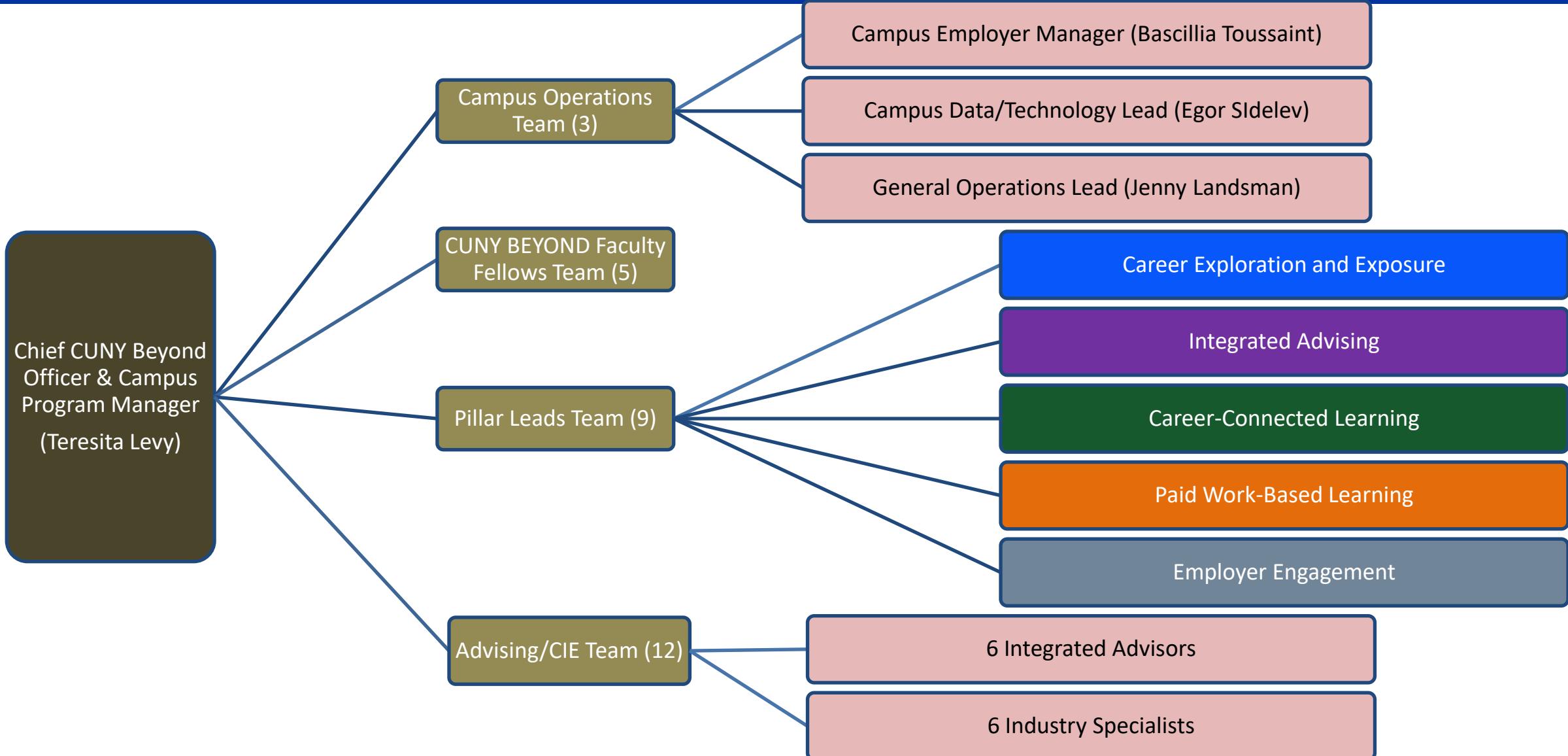
Students gain early career experience and demonstrate proficiency through paid internships and apprenticeships that are fully integrated into degree paths



Employer Engagement

Students connect to a strong first job through robust sector-specific employer engagement on campus and CUNY-wide

Our CUNY Beyond Team (30 strong!)



Pillar Teams



Career Exposure & Exploration

LEADS:

Diane Machado and Dorothy Dobson

Team Members:
Bascillia Toussaint
Lisa Shechter
Kimberly Kendall
Suzette Ramsundar



Integrated Academic & Career Advising

LEADS:

Richard Finger and Elgloria Harrison

Team Members:
Bascillia Toussaint
Yvette Rosario
Lisa Shechter
CIE Advising Teams
College NOW Rep



Career-Connected Learning

LEAD:

Karin Beck

Team Members:
Alison Abreu, CTL
FACULTY FELLOWS
Matthew Castillo-Frye, A&H
Andrew Gold, SB
Sheila Hankin, HS2N
Ayanna Alexander-Street
NSS (Bio)
Marjorine Henriquez-Castillo
NSS (Psych)



Paid Work-Based Learning

LEADS:

Luisiana Baez-Canela and Andrea Huda

Team Members:
Bascillia Toussaint
CIE Industry Teams
IT Rep
Deans
Tara Regist Tomlinson



Employer Engagement

LEADS:

Navisha Maharaj and Kimberly Kendall

Team Members:
Samira Bahrami
CIE Chairs
Luisiana Baez-Canela,
Kelly Brown

Critical Enablers:

Information Technology Division, Institutional Advancement, Communications and Marketing,
Alumni Board, Foundation Board

Opportunities for Engagement by Pillar



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Career Exposure & Exploration



Career Exposure & Exploration

Early on, current and prospective students explore and identify careers aligned with their interests and make informed decisions on career aspirations

Opportunities for Engagement

Serve as a source of career information.

- **Faculty and Staff:**

- “What do I do with THAT?”
- Speak at events on campus for degree students, both undergraduate and graduate.
- Be willing to have conversations about your own career path.

- **Students:**

- Connect with the Career Exploration and Development Center
- Be willing to try things out of your comfort zone
- Find your passion!



Integrated Academic & Career Advising



Integrated Academic & Career Advising

Students receive meaningful integrated advising that helps them understand career goals and pathways to get there

Opportunities for Engagement

Be a cheerleader for the work our AMAZING staff is doing!

- **Everyone:**
 - **Sign up for a workshop (TBA) to learn about how advising works at Lehman**
 - **Sign up for a workshop (TBA) to learn about our Career Exploration and Development Center**
 - **If you don't understand something, ASK!**
- **Students:**
 - **Learn the path towards graduation**
 - **Sign up for Journeys (coming SOON!) in Navigate**
 - **Look at Navigate and DegreeWorks regularly**
 - **If you don't understand something, ASK!**



Career-Connected Learning

Students have access to relevant career-connected learning that allows them to acquire skills necessary for career success

Opportunities for Engagement

Refer us to potential PiRCs!

- **Everyone:**

- The Practitioners In Residence Corps is a CUNY wide program that brings in industry practitioners to teach in our classrooms.
- Know someone that would be a good PiRC? Let them (us) know! They can easily sign up on the CUNY.edu website.

- **Faculty:**

- Think of which courses in your departments would be good hosts for PiRCs.
- Submit course proposals when the call goes out.

- **Students:**

- Look for those course and take them.
- Connect with the PiRCs.



Paid Work-Based Learning



Paid Work-Based Learning

Students gain early career experience and demonstrate proficiency through paid internships and apprenticeships that are fully integrated into degree paths.

Opportunities for Engagement

Serve as our most vocal advocate.

- **Faculty and Staff:**

- **Can you host our students as paid interns?**
- **Advocate for the talent, ability, and perseverance of our students so that others consider them as potential interns.**
- **REALITY: most internships are still unpaid... can we change this?**

- **Everyone:**

- **Connect us to industry contacts so they can learn about Lehman and become partners.**

- **Students:**

- **Look for opportunities.**
- **Sign up for lists, Handshake, wherever internships and jobs are being advertised.**
- **Take risks (again!)**



Paid Work-Based Learning



Paid Work-Based Learning

Students gain early career experience and demonstrate proficiency through **paid internships and apprenticeships** that are **fully integrated** into degree paths.

FACULTY: TWO ASKS coming your way!

- 1) **inventory of existing internship courses (2023–24 and 2024–25)**
- 2) **Inventory of organizations in which students are currently interning. (OK to include both paid and unpaid!)**

- ✓ **Courses with Experiential Learning Objective attribute (ELO)**
- ✓ **Organized by school, course, and student**
- ✓ **We will need:**
 - **Partner Organization Name**
 - **Primary Contact Name for Organization**
 - **Primary Contact Email**
 - **Experiential Learning Type (internship, clinical placement, apprenticeship, etc.)**
 - **Paid Opportunity Available? Yes / No**
 - **Relationship Owner (Lehman Contact)**
 - **Relationship Owner (Lehman Contact) Email**



Employer Engagement



Employer Engagement

Students connect to a strong first job through robust sector-specific employer engagement on campus and CUNY-wide

Opportunities for Engagement

Be the ultimate, superstar connector!

- **Everyone:**

- **Connect us with people you know at work, at home, and at play.**
- **Advocate for Lehman with potential employers and encourage them to become our partners AND hire our students.**
- **Can we call you to come along to high-level meetings?**
- **Speak (all the time!) about our students (or yourself!).**

- **Faculty:**

- **Connect us with YOUR alumni.**



Employer Engagement



Employer Engagement

Students connect to a strong first job through robust sector-specific employer engagement on campus and CUNY-wide

FACULTY AND STAFF: ONE ASK coming your way! **Inventory of industry relationships**

- Partner Organization Name
- Primary Contact Name for Organization
- Primary Contact Email
- Relationship Type (choose from the pull-down menu on the cell)
- Paid Opportunity Available? Yes / No
- Relationship Owner (Lehman Contact)
- Relationship Owner (Lehman Contact) Email

ONE LAST TIME:

THREE ASKS on THREE different spreadsheets coming your way.

Email will go out to the Deans and Directors this week. They will forward to appropriate faculty and staff.

NOT DUE UNTIL THE END OF JANUARY

¡GRACIAS!



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Questions or comments?

Please reach out anytime!
(917) 690-7366
teresita.levy@lehman.cuny.edu



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Self-Study Report to the Senate, December 10, 2025

Susan Dumais, Steering Committee Co-Chair and Professor of Sociology

We are undergoing reaccreditation with the Middle States Council on Higher Education (MSCHE), which is a 3 year process. We are just getting started. We had a “soft” launch for the accreditation process on November 12, and we will have a big official launch at the beginning of the spring semester.

Don Sutherland and Karin Beck are leading the entire process. We have a steering committee led by myself and Brandon Begarly. Don, Karin, and Brandon are currently attending the Middle States Conference in Philadelphia and learning as much as they can about the process. I couldn’t go because I have to teach. Members of the steering committee include a balance of faculty and administrators. We intend to have students involved with each step of the reaccreditation process, as well as the entire campus community.

Brandon Begarly	Steering Committee Co-Chair; AVP Research Administration & Strategy
Susan Dumais	Steering Committee Co-Chair; Professor and Chair-Sociology
Vanessa Arce-Senati	Head of Reference, Library
Bridget Barbera	Executive Counsel/Legal Affairs and Labor Designee
Karin Beck	Associate Provost, Professor-Languages and Literatures, ex-officio
Fernando Delgado	President, ex-officio
Raymond Diaz	Director of Academic and Campus Technology Support Services
Joseph Fera	Chair of the Senate Governance Committee, Chair and Professor-Mathematics
Dene Hurley	Dean, Professor-Finance, Information Systems & Economics
Marisol Jimenez	Senior Director, Academic Programs, Enrollment Management
Teresita Levy	Senior Director, Academic Programs, Enrollment Management

	Associate Provost for Experiential Learning/Executive Director for Industry Partnerships, Associate Professor-Latin American and Latino Studies
Paula Loscocco	Professor-English
Julie Maybee	Chair and Professor-Philosophy
Douglas Oberlin	Assistant Professor and Co-Program Director of Exercise Science
Bethania Ortega	Interim Vice President of Administration and Finance
Deborah Rhem-Jackson	Administrative Officer, Academic Personnel and Adjunct Lecturer
Jorge Silva-Puras	Provost and Senior Vice President for Academic Affairs and Student Success, ex-officio
Sean Stein Smith	Associate Professor-Accounting
Donald Sutherland	Director of Institutional Research and Assessment, ALO, ex-officio
Conrad Walker	Assistant Vice President for Student Affairs and Dean of Students
Devrim Yavuz	Chair of the Senate Assessment Committee, Associate Professor-Sociology

Members of the steering committee will lead 8 working groups based on the 7 standards of the Middle States Council on Higher Ed, plus one working group for AI.

- Standard I: Mission and Goals
- Standard II: Ethics and Integrity
- Standard III: Design and Delivery of the Student Learning Experience
- Standard IV: Support of the Student Experience
- Standard V: Educational Effectiveness Assessment
- Standard VI: Planning, Resources, and Institutional Improvement
- Standard VII: Governance, Leadership, and Administration

- Artificial Intelligence (AI): Cuts across all seven standards e.g., procurement policies related to vetting AI would be discussed under Standard VI

Our focus this fall has been developing the self-study design. Key components of the self-study design include Lehman's strategic goals, CUNY's strategic initiatives, and our institutional priorities. Each working group has been designing lines of inquiry for their specific MSCHE standard and we will identify the data that need to be collected in order to address these lines of inquiry.

Currently, we are working on the final version of draft 1 of the Self-Study Design. Previous versions have been shared with the Steering Committee for review/revision, constructive feedback has been received, and future drafts will be shared with the President/Provost/campus community, public, and the senate very soon and people will have the opportunity to comment. Indeed, we intend for an email with a link to both the draft and a feedback form to go out on Monday. The final draft will be submitted to MSCHE on January 30th.

We also encourage people to self nominate for working groups.

Email address for self-study matters: self.study@lehman.cuny.edu