

LEHMAN COLLEGE

The City University of New York

Lehman College Senate Meeting

Wednesday, April 7, 2010 at 3:30 P.M.

Carman Hall B-04

AGENDA

1. Approval of the minutes of the Senate Meeting of March 3, 2010
2. Announcements and Communications:
 - a. President Ricardo R. Fernández
 - b. Student Conference: Ms. Hyacinth Bouzalakos
3. Reports of Standing Committees:
 - a. Governance: Prof. Duane Tananbaum
 - b. Admissions, Evaluations and Academic Standards: Mr. Ralph W. Boone
 - c. Undergraduate Curriculum: Prof. Barbara Jacobson
 - d. Graduate Studies: Prof. Janet DeSimone
 - e. Academic Freedom: Prof. Jessica Shiller
 - f. Library, Technology, and Telecommunications: Mr. James Carney
 - g. Campus Life and Facilities: Prof. Janette Tilley
 - h. Budget and Long Range Planning: Prof. Robert Feinerman
 - i. University Faculty Senate: Prof. Manfred Philipp
4. Old Business: None
5. New Business: None

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**Minutes of
The Lehman College Senate Meeting
Wednesday, March 3, 2010**

Senators Present: Adams, D.; Afrani, D.; Alborn, T.; Amoama, C.; Badru, L.; Bamshad, M.; Banoum, B.; Barry, M.; Beard, C.; Bennett, M.; Boone, R.; Bouzalakos, H.; Brooks, L.; Bryant, S.; Bullaro, G.; Carey, R.; Carney, J.; Cavallo, S.; Choudhary, A.; Delgado, M.; DeSimone, S.; Deveaux, F.; DiPaolo, M.; Eldridge, D.; Esteves, C.; Farrell, R.; Feinerman, R.; Fletcher, D.; Freedberg, S.; Galvez, A.; Garçon, M.; Gorokhovich, Y.; Greenberg, J.; Gross, C.; Haghighat, E.; Handel, L.; Harushimana, I.; Hattori, T.; Holloway, J.; Jacobson, B.; Jafari, M.; Jervis, J.; Jitianu, A.; Jones, L.; Kolb, P.; Lertzundi, P.; Levitt, J.; Lucente, J.; Magdaleno, J.; Marianetti, M.; Markens, S.; Matthews, E.; Munch, J.; Nadeem, S.; O'Connor, N.; O'Hanlon, T.; Olabode, A.; Onemola, O.; Papazian, M.; Peruyero, C.; Philipp, M.; Qian, G.; Raaum, R.; Rachlin, J.; Rice, A.; Ruiz, J.; Schwartz, G.; Seiger-Gardner, L.; Silverman, H.; Sloan, H.; Small, M.; Sokol, M.; Tananbaum, D.; Tegeder, D.; Thompson, P.; Tilley, J.; Troy, R.; Voge, S.; Warde, B.; Wheeler, D.; Whittaker, R.; Wilder, I.; Wunder, A.; Zermatt-Scutt, M.

Senators Absent: Akan, A.; Artinian, A.; Bard, A.; Barnard, J.; Blot, R.; Borrell, L.; Buckley, M.; Cabrera, A.; Calderon, K.; Calvet, L.; Cheng, T.; DellaPina, M.; Fernández, R.; Gilbert, F.; Graulau, J.; Jarroll, E.; Kabat, D.; Kayaalp, O.; Kleiman, S.; Larimer, A.; Maybee, J.; Miles, K.; Mineka, J.; Ndukwe, C.; Prohaska, V.; Ricourt, M.; Rotolo, R.; Sailor, K.; Schlesinger, K.; Segura, Y.; Shiller, J.; Sibermintz, N.; Soto, M.; Totti, X.; Twomey, R.; Villar, F.; Zucchetto, V.

The meeting was called to order by Professor Manfred Philipp at 3:35 p.m.

Professor Philipp made a motion to adopt the minutes of the Senate meeting of February 3, 2010. The motion was seconded, and the minutes were approved unanimously.

Announcements and Communication

- a. In the absence of President Ricardo R. Fernández, Provost Mary A. Papazian gave his report. Dr. Papazian noted that we are still in a challenging budget environment with tremendous uncertainty as to the final outcome of the budgetary process. Some interest, she said, has been expressed toward differential tuition at CUNY and SUNY; each

42 institution has a different perspective on the topic. CUNY supports differential tuition in
43 terms of programs, not institutions. Looking to the future, we know that the next two fiscal
44 years will be very tight. There is significant concern at CUNY in relation to fiscal year
45 2011-2012: by that time, any federal stimulus money will be gone and there is
46 apprehension over potential shortfalls. In the next few months, the College will engage in
47 planning to ensure balanced budgets at Lehman over the next three years.

48 2. The Strategic Planning Council Report was issued in the fall semester; to ensure that we
49 utilize ideas in the report, we have created a framework enabling us to separate out
50 objectives and action items. One issue to be addressed by the Senate is entry requirements
51 for freshmen. Our enrollment numbers are now quite strong, and this development
52 encompasses continuing students as well as new students, so the figures speak positively
53 about retention. Fall applications are also up. The planning report recommended that
54 Lehman slowly increase SAT requirements for applicants, as well as raising college
55 averages required of incoming freshmen. In fall 2009, the Senate approved an increase to
56 940 for SAT scores. President Fernández will be asking the Senate to consider raising that
57 figure to 970 for fall 2011 admits. The latest this change would have to be acted on by the
58 Senate no later than by September 2010, in order for it to be in place for the following
59 year. The report suggests ultimately moving to an SAT minimum of 1,000 over a multi-
60 year process.

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62 b. Student Conference—

63 1. Ms. Hyacinth Bouzalakos, Student Conference Chair, spoke about issues that she feels
64 detract from the quality of student life and the education that students receive
65 at Lehman. Although she believes that the Student Conference has been working
66 diligently to achieve positive change, Ms. Bouzalakos pointed out that the group cannot
67 succeed without allies. What is required to make Lehman competitive and enjoyable for
68 everyone on campus is a cooperative effort involving students, faculty, and administrative
69 staff. Some students work full time, attend Lehman full time, and manage to succeed in
70 the midst of what Ms. Bouzalakos termed “chaos.” Social life at Lehman, she asserted, is
71 an “utter mess.” She characterized the College’s power structure as being
72 “incomprehensible.” As an example, she cited the “supposedly” free time on Mondays and

73 Wednesdays that runs from 3:30 p.m. to 5:00 p.m. During this time, no classes are
74 supposed to be scheduled; yet, she said, classes are routinely scheduled and she asked that
75 the person responsible for this error be held accountable. In addition, she reported a
76 conversation in which an instructor told a student that her remuneration only covered
77 teaching hours and that, "I am not paid to answer student e-mails." Ms. Bouzalakos feels
78 this message embodies a lack of respect for students. This institution should be seeking to
79 bring students together, but she characterized the administration as not caring about
80 student life. Lehman students, she believes, are not united, and she described the struggle
81 she has in convincing students to join the Student Conference. Many students, she noted,
82 view Lehman as having nothing more to offer them but a degree. It is a sad situation, she
83 asserted, when students want to spend as little time as possible on campus. Another
84 problem Ms. Bouzalakos described is the clustering of events, which all seem to take place
85 on Mondays or Wednesdays (because of the "supposed" free time on those days).
86 Students, she believes, are frequently torn between which events to attend. Today, for
87 example, the Career Services Center is hosting a Career Fair. "I am furious," she said, that
88 this very beneficial event is taking place on the same day and time as the Senate meeting.
89 The bottom line is an absence of concern for students. As the Student Conference Chair,
90 her main concern is to assist fellow students in getting all they possibly can from their
91 college experiences. Even though Lehman is a commuter school, it does not mean that the
92 College should not feel like a real institution of higher learning. She related how, in
93 making her decision to attend Lehman, it was communicated that attending a public
94 university would provide her with a unique experience. "It never occurred to me," Ms.
95 Bouzalakos said, "that in the end, it would conclude on a sour note." She expressed the
96 hope that the Senate would take her comments as an opportunity to change the school for
97 the better, to promote inter-office communication, to reach out to students in a different
98 way, and to enhance the future of Lehman College.

99 2. At its next meeting, the Student Conference wants to draft a resolution denouncing the
100 Governor's attempt to empower CUNY's Board of Trustees to control tuition increases.
101 The Student Conference is against any attempt to increase tuition. Ms. Bouzalakos said
102 that Student Conference urges all students to walk out of their classes tomorrow at 2:00

103 p.m. to signal student disapproval of any tuition increase, and she urged all Lehman
104 students to participate.

105 REPORTS OF THE STANDING COMMITTEES

106 a. Committee on Governance—

107 1. Professor Duane Tananbaum urged everyone in attendance to make sure they had
108 signed in. He then explained that the changes approved unanimously at the December 9
109 Senate meeting—concerning the Governance Structure of Lehman College—were not
110 valid because less than two-thirds of Senate members were present for the vote. The
111 College's Governance Document calls for approval of changes by three-quarters of
112 Senators when at least two-thirds of the body is present. Professor Tananbaum believes
113 that the Board of Trustees will affirm the changes voted for on December 9, as long as
114 they are approved by the Senate at a second meeting. So the Governance Document,
115 absent a single change, was put forth for a vote. A motion to approve governance changes
116 was put to the body; it was seconded, and approved unanimously.

117 2. Students have asked for changes in Senate committee assignments. In addition, some
118 students have resigned, while some have graduated. The Senate materials for today's
119 meeting contain a document detailing all committee members, with new student members
120 highlighted. He asked if there were additional nominations from the floor, and a
121 nomination was made for Mr. Christian Peruyero to join the Undergraduate Curriculum
122 Committee. A motion was made to accept the reconstituted student representation on
123 committees; it was seconded, and unanimously approved. New student representatives on
124 Senate committees are: **Governance:** Mr. Lamont Badru, Ms. Mariam Barry, and Mr. Olu
125 Onemola; **Admissions, Evaluation, and Academic Standards:** Ms. Ydelsa Segura;
126 **Undergraduate Curriculum:** Mr. Christian Peruyero; **Graduate Studies:** Ms. Mariam
127 Barry, Ms. Hyacinth Bouzalakos, Winston N'Dow, and Ms. Francisca Villar; **Library,**
128 **Telecommunications and Technology:** Mr. Chukwuma Ndukwe and Mr. Olu Onemola;
129 **Campus Life and Facilities:** Ms. Claudia Amoama; **Budget and Long Range Planning:**
130 Mr. Kevin Miles and Ms. Francisca Villar.

131 3. Professor Angela Lebbon, in the Economics and Business Department, was nominated
132 to replace Professor Juan DelaCruz of the same department on the Undergraduate
133 Curriculum Committee. Professor DelaCruz has resigned from the Committee. A motion

134 was put forth to accept Professor Lebbon's nomination, it was seconded, and unanimously
135 approved.

136 4. The Governance Committee is proceeding with the process of selecting a panel of
137 candidates from which President Fernández will appoint an Ombudsman. The committee
138 will conduct an election among faculty members; all faculty will receive written ballots
139 asking for four nominations; from the names suggested, the Governance Committee will
140 narrow the number of candidates from which the president will choose. Professor
141 Tananbaum was asked to define the responsibilities of the Ombudsman's office, and he
142 responded that the Ombudsman is essentially a mediator who tries to resolve various
143 campus issues and differences. He/she is not an arbitrator and cannot impose a solution.
144 The role is not explicitly defined in the College's governance document; in Professor
145 Tananbaum's view, the office has not been very active historically; he hopes the person
146 selected will reenergize the post. Following up on a student's comment about the need for
147 an ombudsman, Professor Tananbaum added that many of the issues raised by Ms.
148 Hyacinth Bouzalakos in regard to student life could benefit from having such an office in
149 place.

150 5. The Governance Committee met with Lehman faculty members involved in the
151 planning of the new CUNY School of Public Health. The committee shared its concerns
152 over the governance structure of the new school.

153 6. The Governance Committee and the chairs of the Senate's Undergraduate Curriculum
154 and Graduate Studies Committees will meet with the provost to discuss the divisional
155 curriculum committees.

156 7. The Governance Committee conferred with the chairs of the Senate's Standing
157 Committees to explore ways of improving communication. It was agreed that the minutes
158 of committee meetings would be exchanged to make sure that each is aware of what other
159 groups are doing; many issues overlap individual committee jurisdictions. Also considered
160 were ways to make Senate committees more proactive. These committees, Professor
161 Tananbaum suggested, should be involved in the implementation of the College's new
162 strategic plan.

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165 b. Committee on Admissions, Evaluations, and Academic Standards—
166 Mr. Ralph William Boone reported that transfer applications were up 300% over the prior
167 year, from 1,200 to 3,700. Freshman applications, even with the more stringent SAT
168 figure of 940, are up 26% over 2009 and are on target to meet the College’s goal. Because
169 all CUNY institutions are experiencing what Mr. Boone termed “seismic” growth, some
170 senior colleges, *not* including Lehman, asked to raise their admission standards in mid-
171 cycle. However, CUNY refused to do this, because the move would have put even more
172 pressure on the community colleges—which are also experiencing a substantial increase in
173 students.

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175 c. Committee on Undergraduate Curriculum—
176 There was no report.
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178 d. Committee on Graduate Studies—
179 Professor Janet DeSimone presented curriculum changes from the Departments of Health
180 Sciences and Counseling, Leadership, Literacy and Special Education. A motion was
181 made to accept these changes, and the motion was approved with two Senate members
182 abstaining. (Professor Tananbaum announced that a quorum was present at this time with
183 seventy-two senators in attendance.)

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185 e. Committee on Academic Freedom—
186 There was no report.
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188 f. Committee on Library, Technology, and Telecommunications—
189 1. Mr. James Carney reported that the majority of tech fee requests had been reviewed,
190 and all eligible projects will receive funding. A few proposals require some clarification;
191 Mr. Carney wants to ensure that projects focus on technology and are for student use.
192 Once his review is completed, the applications will go to the Office of the President, and
193 then to CUNY. Upon final approval, the deans and divisional tech-fee administrators will
194 be informed and the proposals will be posted on the Information Technology website.
195 2. In terms of going forward with CUNYFirst, Mr. Carney reported on a meeting with
196 Vice President and Associate Provost Robert Troy, and Mr. Jay Mercado, project

197 manager, to set up a communication system. This will enable him to report on any
198 CUNYFirst developments, issues, or meetings to the Library, Technology, and
199 Telecommunications Committee as well as to the full Senate.

200 g. Committee on Campus Life and Facilities—

201 There was no report.

203 h. Committee on Budget and Long Range Planning—

204 There was no report. However, Professor Robert Feinerman said a meeting was being
205 planned and asked for students to join the committee.

207 i. Committee on the University Faculty Senate—

208 1. Professor Manfred Philipp was pleased to report to the Senate that the Faculty
209 Experience Survey was now complete. It is a major report, was supported financially by
210 Executive Vice Chancellor Lexa Logue, and can be read in its entirety at
211 <http://www.cunyufs.org/FES>. Professor Kathleen Barker, of Medgar Evers College, was
212 responsible for analyzing the information collected. The report's four detailed appendices
213 contain data on such aspects of campus life as: Facilities, Programs and Resources;
214 Services, Functions and Grant Support; Elements of Job Satisfaction; and Satisfaction with
215 College Culture. Two of the appendices provide faculty opinions across the entire CUNY
216 system; two are campus based.

217 2. The discussions focusing on a restructuring of the Professional Staff Congress—CUNY
218 Awards Program are continuing, and the topic now has been moved to the union-
219 management negotiation process. The proposals under consideration envision two types of
220 awards: one, providing a high-dollar amount, will be subject to outside review; the other,
221 low-dollar awards, will have no outside review. The devolution of the awards to the
222 campuses is a contentious topic: management favors it, while Professor Philipp said he did
223 not think the union would agree to it. The union does favor an increase in the total amount
224 of funding for the awards: the high-dollar awards would be supported by new money, and
225 the smaller grants would remain the same. The question of proposal evaluation is under
226 discussion. One suggestion is to create a process based on “study sections,” where
227 evaluators would gather for a few days to consider research grants in their disciplines.

228 However, even as the entire program is being examined, Professor Philipp noted how

229 important it was that the program continues. Displaying a flyer on a web page, he called
230 for volunteers for the University Committee on Research Awards, the group that handles
231 PSC-CUNY grant reviews. The document lists disciplines in which senior faculty
232 members are sought to coordinate grant review panels. For a full listing and detailed
233 information, go to <http://www.cunyufs.org/CALL2009.pdf>.

234 3. The University Faculty Senate is on record as being in favor of public higher education
235 in New York State prisons, and a proposed University Faculty Senate committee on the
236 topic has attracted 20 faculty members. President Jeremy Travis of John Jay College,
237 independent of the University Faculty Senate, has formed a committee to foster re-entry
238 issues, including higher education issues while prisoners are still in jail. Mr. Elliott Dawes,
239 director of the CUNY Black Male Initiative, has also established a committee to work on
240 issues relating to prisoners and higher education.

241 4. We are examining very closely CUNY's proposed community college. A CUNY
242 executive described this new school as being "faculty driven." But the University Faculty
243 Senate did a numerical analysis and discovered administrative dominance; on two of the
244 community college's planning teams, there was no faculty representation.

245 5. The University Faculty Senate is also looking closely at the proposed School of Public
246 Health. As of now, Professor Philipp asserted that the School's dean has absolute power
247 over all aspects of the school, including the faculty representatives on the governing body.
248 On the faculty and student council, the dean names the representatives; there is no
249 election. Because it is an inter-college issue, it is also a University Faculty Senate issue.
250 The draft governance structure describing governance was characterized by Professor
251 Philipp as "so bad," that the University Faculty Senate, for the first time, declined to
252 negotiate with the Chancellery. However, the Executive Committee of the School of
253 Public Health's faculty is continuing to negotiate over governance, and there are
254 indications that some progress is being made.

255 6. The University Faculty Senate has established sub-committees to deal with processes in
256 the Central Office. One of these involves the performance management process (PMP)
257 that measures annual progress towards key goals by CUNY's college administrations,
258 including presidents. Reports generated by PMP—described by Professor Philipp as "quite
259 unvarnished and very realistic"—are given to CUNY's Board of Trustees. Also being

260 considered is the student admissions process, which, by the Board's by-laws are a faculty
261 issue. On some campuses—Lehman not being included—the administration has taken
262 over the process and the University Faculty Senate is working to bring it back into faculty
263 hands.

264 7. Executive Vice Chancellor Lexa Logue has established a committee on tobacco usage.
265 The intent is to reduce the use of tobacco throughout the university system.

266 8. Professor Philipp made a recent presentation to the PSC's Retiree Chapter to discuss the
267 impact on academic freedom of institutions that have appointed faculties on a semester-to-
268 semester basis and have no elected department chairs.

269 9. One CUNY college administration has proposed as a way of generating revenue that in
270 laboratory courses, the contact hours equal the number of credits. Laboratory credits
271 generally are equal to half the number of contact hours. Currently, colleges pay adjuncts
272 for lab time but receive no credit dollars from students for labs. If this proposal is
273 accepted, it will either reduce instructional time, or increase the cost of college to students.

274 10. The Chancellery and University Faculty Senate are both concerned that the State
275 Budget will damage community colleges in the City and throughout New York State.

276 Professor Philipp has conferred with CUNY Vice Chancellor Jay Hershenson and Dr. Tina
277 Good, president of the Faculty Council of SUNY's community colleges, to discuss the
278 issue. This group is working on ways to lobby the State Legislature, specifically for the
279 benefit of community colleges.

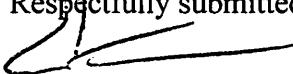
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281 j. Old Business-
282 There was none.

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284 k. New Business-
285 There was none.

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287 ADJOURNMENT

288 The meeting was adjourned at 4:50 p.m.
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290 Respectfully submitted,
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292 
Esdras Tulier

LEHMAN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. Type of change: New Course

2. Course Description:

BIO 312: **Parasitology Laboratory**, 4 hours, 2 credits

Microscopic identification of life cycle stages of parasites. Diagnostic testing of animal parasites covered in BIO 311. Pre or Corequisite: BIO 311.

3. Rationale:

The lectures will be offered in the new course BIO 311. The division of the lectures and laboratory into separate courses allows for scheduling and curriculum flexibility.

4. Academic Objectives:

To provide students with an appreciation and understanding of laboratory methods used to study the life histories of parasites and the diseases they cause.

5. Date of Departmental Approval:

September 9, 2009.

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course title and description

2. **From:** **ENW 207: Introduction to Journalism.** *3 hours (2, lecture; 1, conference), 3 credits.* An introductory course in the history, principles, and practice of journalism, with special attention given to the powers and responsibilities of a free press. Discussions of reporting techniques, reliability of sources, the laws of libel, objectivity, and other matters. Regular practice in the writing of the short news story. Individual conferences. PREREQ: Successful completion of ENG 120 or the equivalent.

3. **To:** **ENW 207: Introduction to Professional Writing** *3 hours (2, lecture; 1, conference), 3 credits.* An introductory course in the history, principles, and practice of professional writing, with special attention given to the powers and responsibilities of a free press. Reporting techniques, reliability of sources, the laws of libel, objectivity, and other matters. Regular practice in the writing of the short news story. Individual conferences. PREREQ: ENG 120.

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

ENW 207 is the pre-requisite for all courses in the English Department's Professional Writing Specialization. As an entry-level course, ENW 207 prepares students not just for journalistic writing, but for the full range of genres and media involved in professional writing, a range reflected by the various courses offered within the Department's Professional Writing specialization. To coordinate ENW 207's title, the Professional Writing specialization, and the reality of professional writing beyond the academy, the Department seeks to change ENW 207's name to "Introduction to Professional Writing."

5. **Date of departmental approval:** March 1, 2010

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course title and description

2. **From:** ENW 323: **Journalistic Writing** *3 hours, 3 credits*. Advanced instruction and practice in reporting and writing news and human interest stories. Individual conferences. PREREQ: [Either] ENW 207 or instructor's permission.

3. **To:** ENW 323: **Advanced Professional Writing** *3 hours, 3 credits*. Advanced instruction and practice in a range of nonfiction genres and media involved in professional writing. PREREQ: ENW 207 or instructor's permission.

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

This change accompanies the change in title and description of ENW 207, to distinguish the topics covered in the English Department's Professional Writing specialization from those covered in the Department of Journalism, Communication, and Theatre's new Multimedia Journalism major.

5. **Date of English Department approval:** March 1, 2010

Department of Health Sciences

Curriculum Change

1. Type of Change:

Change in minor field requirement

2. From:

61- CREDIT MAJOR IN EXERCISE SCIENCE, B.S

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

Exercise Science Courses (31 credits)

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

Math (4 credits)

- 4 credits Mat 132

Science Courses (17 credits)

- 4 credits BIO 181 Anatomy & Physiology I
- 4 credits BIO 182 Anatomy & Physiology II
- 3 credits CHE 114 Essentials of General Chemistry - Lecture
- 1.5 credits CHE 115 Essentials of General Chemistry - Laboratory
- 3 credits CHE 120 Essentials of Organic Chemistry - Lecture
- 1.5 credits CHE 121 Essentials of Organic Chemistry - Laboratory

Health Sciences Courses (6 credits)

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

Major Electives (3 credits)

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

[Minor field requirements (12 credits)]

General electives (5 -14 credits)

3. To:**61- CREDIT MAJOR IN EXERCISE SCIENCE, B.S**

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

Exercise Science Courses (31 credits)

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

Math (4 credits)

- 4 credits Mat 132

Science Courses (17 credits)

- 4 credits BIO 181 Anatomy & Physiology I
- 4 credits BIO 182 Anatomy & Physiology II
- 3 credits CHE 114 Essentials of General Chemistry - Lecture
- 1.5 credits CHE 115 Essentials of General Chemistry - Laboratory
- 3 credits CHE 120 Essentials of Organic Chemistry - Lecture
- 1.5 credits CHE 121 Essentials of Organic Chemistry - Laboratory

Health Sciences Courses (6 credits)

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

Major Electives (3 credits)

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

General electives (5 -14 credits)

No minor is required for this major

4. Rationale:

This change is consistent with the other Bachelor of Science degrees in the college which do not require a minor.

5. Effects on the curriculum outside the Department: None

6. Date of Department Approval: Sept 16, 2009

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

Department of Journalism, Communication, and Theatre

Curriculum Change

Hegis #
Program Code

1. **Type of Change:** Name of major and degree requirements

2. **From:**

42-CREDIT MAJOR IN [MULTILINGUAL] JOURNALISM, B.A.

[The program has four components:

12 Credits of 300-level advanced foreign language courses ([Advanced Grammar;] Translation; Phonetics and Diction; [Special Topic in Language:] Journalistic Writing). Course numbers vary according to the chosen foreign language.

[9 Credits of English (ENW 207: Introduction to Journalism; ENW 317: Editing and Proofreading; and ENW 323: Journalistic Writing);

9 Credits of Mass Communication (COM 214: Foundations of Broadcasting; COM 317: Broadcast Journalism; and either COM 226: Audio Production or COM 315: TV Production); and

12 Credits of Multilingual Journalism (MLJ 211: Introduction to Multilingual Media; MLJ 302: U.S. Multilingual Market; ART 212: Desktop Publishing; and MLJ 470: Internship for Seniors).]

MINOR

The minor in [Multilingual] Journalism consists of 12 credits distributed as follows: MLJ 211, MLJ 302, and any two courses selected from the list of the required courses for the major.

ELECTIVES FOR MAJORS/MINORS

All majors and minors are encouraged to take elective credits selected from the list of courses related to the field of journalism and mass communications. Students who are

non-native speakers of a foreign language are encouraged to take additional courses at the 300 or 400 level in the foreign language concentration beyond the 12 credits required for the major.

3. To:

MULTIMEDIA JOURNALISM PROGRAM MAJOR REQUIREMENT (42 CREDITS)

CORE COURSES (18 credits)

<u>Credits</u>	<u>Course</u>	<u>Title</u>
<u>3</u>	<u>MMJ 211</u>	<u>Introduction to Multilingual Media</u>
<u>3</u>	<u>MMJ 214</u>	<u>Foundations of Media</u>
<u>3</u>	<u>MMJ 221</u>	<u>Reporting I</u>
<u>3</u>	<u>MMJ 222</u>	<u>New Media</u>
<u>3</u>	<u>MMJ 307</u>	<u>Multimedia Editing and Proofreading</u>
<u>3</u>	<u>MMJ 321</u>	<u>Reporting II</u>

24 Track Curriculum (see breakdown)

TRACK CURRICULUM (24 credits)

Each student is required to complete one track chosen from the list below:

PRINT MEDIA TRACK

Required courses (12 credits)

<u>Credits</u>	<u>Course</u>	<u>Title</u>
<u>3</u>	<u>MMJ 300</u>	<u>The Bronx Journal Online</u>
<u>3</u>	<u>MMJ 322</u>	<u>Online News Page Design and Editing</u>
<u>3</u>	<u>MMJ 323</u>	<u>Feature Writing</u>
<u>3</u>	<u>MMJ 370 or 470</u>	<u>Internship I or II</u>

Electives (12 credits) from the following list: MMJ 200, 201, 202, 302, 324, 330, 331, 332, 350, 356, 370, 470, 486

One-credit MMJ workshops (200, 201, and 202) may be combined for up to 3 credits in the major

BROADCAST MEDIA TRACK

Required courses (18 credits)

<u>Credits</u>	<u>Course</u>	<u>Title</u>
<u>3</u>	<u>MMJ 215</u>	<u>Audiovisual Production</u>
<u>3</u>	<u>MMJ 314 or 315 or 316</u>	<u>Advanced Audio Production, TV Studio Production, Field Video Production</u>

<u>3</u>	<u>MMJ 317</u>	<u>Electronic Journalism</u>
<u>3</u>	<u>MMJ 352</u>	<u>The Bronx Journal TV</u>
<u>3</u>	<u>MMJ 357</u>	<u>Digital Editing</u>
<u>3</u>	<u>MMJ 370 or 470 Internship I or II</u>	

Electives (6 credits) from the following list: MMJ 200, 201, 202, 314, 315, 316, 324, 334, 343, 344, 370, 417, 418, 470, 486

One-credit MMJ workshops (200, 201, and 202) may be combined for up to 3 credits in the major

MULTILINGUAL JOURNALISM TRACK

Required journalism courses (9 credits)

<u>Credits</u>	<u>Course</u>	<u>Title</u>
<u>3</u>	<u>MMJ 300 or 352</u>	<u>Bronx Journal Online or Bronx Journal TV</u>
<u>3</u>	<u>MMJ 302</u>	<u>Covering Race, Gender, and Ethnicity</u>
<u>3</u>	<u>MMJ 370 or 470</u>	<u>Internship I or II</u>

Required 300-level foreign language courses (9 credits)

<u>Credits</u>	<u>Title</u>
<u>3</u>	<u>Translation</u>
<u>3</u>	<u>Phonetics and Diction</u>
<u>3</u>	<u>Journalistic Writing</u>

Course numbers vary according to the chosen foreign language.

Electives (6 credits) from 300 or 400-level MMJ courses. One-credit MMJ workshops (200, 201, and 202) may be combined for up to 3 credits in the major

MINOR

The minor in Multimedia Journalism consists of 12 credits distributed as follows: MMJ 214, 3 additional MMJ credits at the 200-level, and 6 MMJ credits at the 300- or 400-level. Please consult with an advisor to ensure that your second 200-level course provides you with the necessary prerequisites for the upper-level courses that you choose to take.

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

Journalism as a profession and field of study has undergone a dramatic evolution as the economic models and technologies supporting the media field have changed. These changes have caused us to undertake a thoughtful and

comprehensive evaluation of the current state of media and journalism, and its anticipated future, and to re-evaluate our curriculum to reflect the new paradigms in both the profession and the field of study. Students and future professionals must be prepared to work in the digital era. This requires the ability of future journalists to communicate not only in the traditional print world, but also to be well versed in multimedia. The proposed curriculum changes reflect the new realities facing journalists in the 21st century, and places our students in position to enter the profession or go on to graduate study with the academic and professional skills to excel in either environment. At the same time our original commitment to multicultural and multilingual journalism is preserved and focused.

The proposed changes in Alpha codes include the introduction of a new major in Multi Media Journalism with three tracks: Print (text-based), Broadcast (radio and TV production), and Multilingual (text and electronic, with a foreign language component). A core of courses will be required in all tracks with increased focus on both writing skills and introduction to technologies that are increasingly required of journalists in the 21st Century.

The 12 credits of advanced foreign language courses in the original MLJ major have been streamlined (from twelve to nine credits) and will only apply in the Multilingual MMJ track. The 9 credits of English (ENW 207, ENW 317, and ENW 323) are being replaced by three new courses (MMJ 221, 307, and 321) all of which are required as core courses in the MMJ program. The 9 credits of Mass Communication courses (COM 214, COM 317, and either COM 226 or 315) will remain in the MMJ broadcast track with new MMJ alpha codes; one of these, MMJ 214, will be required of all MMJ majors. Of the 12 credits in Multilingual Journalism in the original major, MLJ 211 and 470 (now MMJ 211 and a choice of MMJ 370 or 470) will be required in all tracks; MLJ 302 (now MMJ 301) will be required in the Multilingual track; and the material in ART 212 (Desktop Publishing) will be covered in a form more suited to the major in MMJ 222 (New Media), which is required in all tracks. These changes retain the relevant required courses in the appropriate tracks, while converting courses offered by other departments into formats that are better adapted to the needs of the program.

This revised curriculum is the first stage of a two-stage process. The next stage will be to mold many of the remaining COM courses (i.e., those which have not been converted into MMJ courses, and which include film studies and communications theory) into a new 30-credit MMS (Multimedia Studies) major.

The change in minor reflects the fact that MMJ 214, not MMJ 211, is a prerequisite for many 300-level MMJ courses and is a foundational course for both the broadcast and print tracks. The removal of MLJ 302 (now MMJ 302) as a requirement reflects the fact that the new program encompasses broadcast and print media as well as multilingual journalism.

The elimination of the final paragraph in the description of the program reflects the fact that most students will not have time to take additional electives beyond the 42 credits required in this major.

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. Type of change: New course

2. Course Description: **MMJ 202: Inside Lehman.** 4 hours, 1 credit. Introduction to reporting and writing for Inside Lehman, the college's television news magazine. Areas of specialization include writing and production of television and audio segments, video and audio production techniques, graphics, switching and lighting design.

NOTE: May be repeated for a maximum of 4 credits; areas are not repeatable. Open to all students.

PREREQ: Permission of the Department.

3. Rationale: This course provides an opportunity for students who want to gain hands-on experience at Inside Lehman as part of the print media track of the new Multimedia Journalism program.

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

- Work with professional supervision as on-camera reporters/producers
- Write and re-write scripts, develop news segments, edit and participate on field production teams.
- Perform lighting, audio and other production logistics during on-location tapings of interviews and video.

5. Date of Departmental Approval: March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2. **Course Description: MMJ 222: New Media.** 3 hours, 3 credits. Evolution of new communication technologies: their integration into society by the media and their impact on our lives. Introduction to blogging, tweeting, Facebook, Skype and other social networking tools presently used by journalists to gather – and deliver – the news. Differences between professional news sites and amateur blogs, and challenges that the latter represent to the credibility of journalists.

3. **Rationale:** This course is a new requirement for all students in the restructured Multimedia Journalism major. It is essential for students in the twenty-first century to keep up with the ever-changing world of media technology.

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

- Demonstrate a knowledge of technology-based news gathering methods, including blogging, tweeting, Facebook, and Skype.
- Demonstrate a knowledge of these technologies' impact on news-gathering and news-delivery
- Demonstrate a knowledge of these technologies' impact on consumers of the news and on society more generally
- Demonstrate a knowledge of the difference between professional news sites and amateur blogs
- Learn the basic tools that will enable success in MMJ 322, in which students will be expected to create a news website on their own.

5. **Date of Departmental Approval:** March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2. **Course Description:** **MMJ 307: Multimedia Editing and Proofreading.** 3 hours, 3 credits. Reading multimedia copy and producing texts that are grammatically correct, following the rules of journalistic writing established by the Associated Press Stylebook. The art of writing headlines and editing copy for all media platforms, and production of copy that is written in meaningful and readable language, and that insures accuracy. PREREQ: MMJ 221.

3. **Rationale:** This course will broaden the understanding of professional multimedia journalism writing. The prerequisite of MMJ 221: Reporting I will ensure that the students have knowledge of news and feature reporting with emphasis on grammar, syntax, punctuation, and spelling.

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

- Edit and proofread for factual accuracy, objectivity, structure, style, and verbal quality according to AP guidelines

- Produce ready to use copy for print and electronic media.

5. **Date of Departmental Approval:** March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2. **Course Description:** **MMJ 316: Field Video Production.** 4 hours (2 lecture; 2 lab), 3 credits. Theory and practice of field production including single camera, iso-camera and ENG switched remote video production for live and live-to-tape field productions. Field acquisition and post- production editing for news production.
PREREQ: MMJ 215.

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

COM 316, "Film Production" is a course that includes traditional "film style" production including production for cinema and documentary as well as television. In distinction, MMJ 316 focuses on journalistic production in the field—i.e., outside the television studio.

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

- Demonstrate an understanding of Electronic News Gathering (ENG) techniques for recorded and live field news production, including single camera, iso-camera and ENG switched remote video production
- Perform post- production editing for news and documentary production

5. **Date of departmental approval:** March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2. **Course Description:** **MMJ 322: Online News Page Design and Editing.** 3 hours, 3 credits. Layout, usability and navigational challenges of designing news websites and managing their huge amount of content. Review of the world's best news websites, and the latest methods and tools used to build them – from HTML and Photoshop to Dreamweaver, WordPress and beyond.
PREREQ: MMJ 222.

3. **Rationale:** This course is required for all students in the print media track of the newly-restructured Multimedia Journalism major. As all media keeps converging into the Internet, this course is essential to our department's efforts to keep up with the real media world, and to train our students to compete in it. Specifically, it will provide students with the skills they need and expose them to the tools they will use to participate in the production and delivery of news in an online environment.

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

- Demonstrate an understanding of the components of a news website, including HTML, Photoshop, Dreamweaver, and Wordpress.
- Apply this knowledge into practice by creating a news website from scratch.

5. **Date of Departmental Approval:** March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. Type of change: New course

2. Course Description: **MMJ 323: Feature Writing.** 3 hours, 3 credits. Feature journalism in print and online, with an emphasis on reporting and writing entertainment, fashion, sports, arts, and business stories, including profiles, theme pieces and reviews. **PREREQ:** MMJ 221; **COREQ:** MMJ 321

3. Rationale: This course combines into a single course the topics previously covered in MLJ 423 (Entertainment Reporting and Writing), MLJ 425 (Business Reporting and Writing), and COM 333 (Sports Reporting). It will provide students with these essential components of journalistic writing while giving them the option to focus in depth on one of these areas.

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

- Demonstrate an understanding of the essential components of feature writing, including but not limited to entertainment, business, and sports reporting and writing
- Write professionally according to the norms established in each of these genres of writing

5. Date of Departmental Approval: March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2. **Course Description:** **MMJ 331: Literary Journalism.** *3 hours, 3 credits.* Classics of literary journalism from the era of New Journalism in the 1960s and 1970s to the present. Emphasis on journalists who bring the techniques of fiction to their writing, participate in the subjects they cover, write with an impulse toward advocacy and social justice, and/or write subjectively.

3. **Rationale:** This course provides students with exposure to the introduction of new techniques into reporting and that changed the face of journalism. It will enable students to "think outside the box" regarding what is and is not possible in journalism; it will expose them to outstanding examples of writing that were cutting-edge when they first appeared in print. It is part of an effort by the new Multimedia Journalism program to get students to learn how to write more effectively by reading and understanding what makes good journalistic writing successful.

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

- Demonstrate an understanding of innovative and discipline-changing genres of journalistic writing, including (but not limited to) the work of such writers as Tom Wolfe, Hunter Thompson, Richard Preston, and Ted Conover
- Relate these new perspectives on journalism (as revealed in interviews with the writers) to samples of their writing
- Demonstrate an understanding about where objectivity ends and subjectivity begins, by studying writers whose work challenges the meaning of such boundaries
- Write three major pieces and several writing exercises based on some of the techniques covered in the class

5. **Date of Departmental Approval:** March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. Type of change: Experimental course

2. Course Description: **MMJ 202: Inside Lehman.** 4 hours, 1 credit. Introduction to reporting and writing for Inside Lehman, the college's television news magazine. Areas of specialization include writing and production of television and audio segments, video and audio production techniques, graphics, switching and lighting design.

NOTE: May be repeated for a maximum of 4 credits; areas are not repeatable. Open to all students.

PREREQ: Permission of the Department.

3. Rationale: This course provides an opportunity for students who want to gain hands-on experience at Inside Lehman as part of the print media track of the new Multimedia Journalism program.

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

- Work with professional supervision as on-camera reporters/producers
- Write and re-write scripts, develop news segments, edit and participate on field production teams.
- Perform lighting, audio and other production logistics during on-location tapings of interviews and video.

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**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. Type of change: Experimental course

2. Course Description: **MMJ 222: New Media.** 3 hours, 3 credits. Evolution of new communication technologies: their integration into society by the media and their impact on our lives. Introduction to blogging, tweeting, Facebook, Skype and other social networking tools presently used by journalists to gather – and deliver – the news. Differences between professional news sites and amateur blogs, and challenges that the latter represent to the credibility of journalists.

3. Rationale: This course is a new requirement for all students in the restructured Multimedia Journalism major. It is essential for students in the twenty-first century to keep up with the ever-changing world of media technology.

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

- Demonstrate a knowledge of technology-based news gathering methods, including blogging, tweeting, Facebook, and Skype.
- Demonstrate a knowledge of these technologies' impact on news-gathering and news-delivery
- Demonstrate a knowledge of these technologies' impact on consumers of the news and on society more generally
- Demonstrate a knowledge of the difference between professional news sites and amateur blogs
- Learn the basic tools that will enable success in MMJ 322, in which students will be expected to create a news website on their own.

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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2. **Course Description:** **MMJ 307: Multimedia Editing and Proofreading.** 3 hours, 3 credits. Reading multimedia copy and producing texts that are grammatically correct, following the rules of journalistic writing established by the Associated Press Stylebook. The art of writing headlines and editing copy for all media platforms, and production of copy that is written in meaningful and readable language, and that insures accuracy. PREREQ: MMJ 221.

3. **Rationale:** This course will broaden the understanding of professional multimedia journalism writing. The prerequisite of MMJ 221: Reporting I will ensure that the students have knowledge of news and feature reporting with emphasis on grammar, syntax, punctuation, and spelling.

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

- Edit and proofread for factual accuracy, objectivity, structure, style, and verbal quality according to AP guidelines
- Produce ready to use copy for print and electronic media.

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**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Experimental course

2. **Course Description:** **MMJ 316: Field Video Production.** 4 hours (2 lecture; 2, lab), 3 credits. Theory and practice of field production including single camera, iso-camera and ENG switched remote video production for live and live-to-tape field productions. Field acquisition and post- production editing for news production.
PREREQ: MMJ 215.

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

TO BE PROVIDED BY JIM CARNEY

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

TO BE PROVIDED BY JIM CARNEY

5. **Date of departmental approval:** March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2. **Course Description:** **MMJ 322: Online News Page Design and Editing.** 3 hours, 3 credits. Layout, usability and navigational challenges of designing news websites and managing their huge amount of content. Review of the world's best news websites, and the latest methods and tools used to build them – from HTML and Photoshop to Dreamweaver, WordPress and beyond.

PREREQ: MMJ 222.

3. **Rationale:** This course is required for all students in the print media track of the newly-restructured Multimedia Journalism major. As all media keeps converging into the Internet, this course is essential to our department's efforts to keep up with the real media world, and to train our students to compete in it. Specifically, it will provide students with the skills they need and expose them to the tools they will use to participate in the production and delivery of news in an online environment.

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

- Demonstrate an understanding of the components of a news website, including HTML, Photoshop, Dreamweaver, and Wordpress.
- Apply this knowledge into practice by creating a news website from scratch.

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**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. Type of change: Experimental course

2. Course Description: MMJ 323: Feature Writing. 3 hours, 3 credits. Feature journalism in print and online, with an emphasis on reporting and writing entertainment, fashion, sports, arts, and business stories, including profiles, theme pieces and reviews. PREREQ: MMJ 221; COREQ: MMJ 321

3. Rationale: This course combines into a single course the topics previously covered in MLJ 423 (Entertainment Reporting and Writing), MLJ 425 (Business Reporting and Writing), and COM 333 (Sports Reporting). It will provide students with these essential components of journalistic writing while giving them the option to focus in depth on one of these areas.

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

- Demonstrate an understanding of the essential components of feature writing, including but not limited to entertainment, business, and sports reporting and writing
- Write professionally according to the norms established in each of these genres of writing

5. Date of Departmental Approval: March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

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

2. **Course Description:** **MMJ 331: Literary Journalism.** *3 hours, 3 credits.* Classics of literary journalism from the era of New Journalism in the 1960s and 1970s to the present. Emphasis on journalists who bring the techniques of fiction to their writing, participate in the subjects they cover, write with an impulse toward advocacy and social justice, and/or write subjectively.

3. **Rationale:** This course provides students with exposure to the introduction of new techniques into reporting and that changed the face of journalism. It will enable students to "think outside the box" regarding what is and is not possible in journalism; it will expose them to outstanding examples of writing that were cutting-edge when they first appeared in print. It is part of an effort by the new Multimedia Journalism program to get students to learn how to write more effectively by reading and understanding what makes good journalistic writing successful.

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

- Demonstrate an understanding of innovative and discipline-changing genres of journalistic writing, including (but not limited to) the work of such writers as Tom Wolfe, Hunter Thompson, Richard Preston, and Ted Conover
- Relate these new perspectives on journalism (as revealed in interviews with the writers) to samples of their writing
- Demonstrate an understanding about where objectivity ends and subjectivity begins, by studying writers whose work challenges the meaning of such boundaries
- Write three major pieces and several writing exercises based on some of the techniques covered in the class

5. **Date of Departmental Approval:** March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course title, course description, prerequisite

2. **From:** **MLJ 200: Print Journalism Workshop.** 4 hours, 1 credit. Practical application of principles and theories of print media publications through participation in Multilingual Journalism productions. Areas of specialization include writing, editing, proofreading, digital photojournalism, and layout. Note: May be repeated for a maximum of 4 credits; areas are not repeatable. Open to all students. PREREQ: Permission of the instructor

3. **To:** **MMJ 200: The Bronx Journal Online Workshop.** 4 hours, 1 credit. Introduction to reporting and writing for Lehman's online multilingual news site: the workings of a newsroom, editing, proofreading, photography and web publishing.
NOTE: May be repeated for a maximum of 4 credits; areas are not repeatable. Open to all students.
PREREQ: Permission of the Department.

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

The new title more accurately reflects the fact that this course is associated with the Bronx Journal Online, and the new description clarifies what that entails.

The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.

These changes will add clarity to the learning goals and objectives of the newly-restructured Multimedia Journalism major.

5. **Date of departmental approval:** March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course number, course title, course description

2. **From:** COM 200: **Broadcast Workshop**. 4 hours, 1 credit. Practical application of principles and theories of audio, television, film, and Internet productions. Areas of specialization in radio include audio, stereophonic production, signal processing, and audio collage; areas for television, film, and the Internet include camera techniques, graphics, switching, and lighting. (Note: May be repeated for a maximum of 4 credits; areas are not repeatable. Open to all students). PREREQ: Permission of the instructor.

3. **To:** MMJ 201: **Broadcast and Production Workshop**. 4 hours, 1 credit. Practical application of principles and theories of journalism for professional CUNY broadcasts, Internet radio and select individual media projects. Areas of specialization to include writing and production of television and audio segments, video and audio production techniques, graphics, switching and lighting design
NOTE: May be repeated for a maximum of 4 credits; areas are not repeatable. Open to all students.
PREREQ: Permission of the Department.

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

The new title and description reflect more accurately and in greater detail the content covered in the course in recent years, and thereby help clarify the learning goals and objectives of the newly-restructured Multimedia Journalism major. The new number is needed because MMJ 200 already exists.

The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.

These changes will add clarity to the learning goals and objectives of the newly-restructured Multimedia Journalism major.

5. **Date of departmental approval:** March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course description

2. **From:** **MLJ 211: Introduction to Multilingual Media.** 3 hours, 3 credits. Introduction to print and electronic multilingual media in the United States. Focus on the growth and diversity of these media and the role they play in the lives of those who use them. Focus on the comparison between mainstream and ethnic media.

3. **To:** **MMJ 211: Introduction to Multilingual Media.** 3 hours, 3 credits. Introduction to print and electronic multilingual media in the United States. Focus on the growth and diversity of ethnic media, the role they play in the lives of those who use them, and how they compare to mainstream media.

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

The new description is less repetitive.

The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.

These changes will add clarity to the learning goals and objectives of the newly-restructured Multimedia Journalism major.

5. **Date of departmental approval:** March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course title, course description, prerequisite
2. **From: MLJ 214: News Media.** 3 hours, 3 credits. Evolution of the American media, from the earliest days of colonial newspapers through the penny press, the introduction of radio and television, the growth of news-gathering organizations, technology empires, and online resources. PREREQ: ENG 120 or the equivalent.
3. **To: MMJ 214: Foundations of Media.** 3 hours, 3 credits. History and evolution of technology, structure, and regulatory philosophies of broadcast journalism, newspaper journalism, programming and policies in radio, broadcast television, cable television and web-based digital content. The growth of news gathering organizations, network programming, media convergence and evolution of print media from the penny press to modern-day newspaper publishing and online multimedia journalism
4. **Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**
 - The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.
 - The new description reflects the inclusion of non-print media (previously covered in COM 214, which is being withdrawn) into the material covered in this course.
 - The removal of ENG 120 as a prerequisite reflects the fact that this is not primarily a writing course and, as a 200-level course, should be available for first- and second-semester students.
 - These changes will add clarity to the learning goals and objectives of the newly-restructured Multimedia Journalism major.
5. **Date of departmental approval:** March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course title, course description

2. **From:** **COM 215: Fundamentals of Camera for TV and Film.** 4 hours (2 lecture; 2 lab), 3 credits. An introduction to the basic principles, procedures, and techniques of television and film production: video control, special effects, operation of camera and editing machines, composition, lighting, staging, directing, on-camera announcing and interviews.

3. **To:** **MMJ 215: Audiovisual Production.** 4 hours (2 lecture; 2 lab), 3 credits. Fundamental tools and techniques of audio and video production. Basic principles, operations and techniques of audio and video production: camera operation, microphones, audio mixing and processing, studio operations, special effects, lighting, directing, on-camera procedures and basic audiovisual post production techniques.

4. **Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**
The new title and description more accurately reflect the content covered in the course in recent years, and thereby help clarify the learning goals and objectives of the newly-restructured Multimedia Journalism major.
The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.

5. **Date of departmental approval:** March 5, 2010

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course description, prerequisite

2. **From:** **MLJ 221: Reporting I.** 3 hours, 3 credits. Fundamentals of news and feature reporting in a multicultural context.

3. **To:** **MMJ 221: Reporting I.** 3 hours, 3 credits. Fundamentals of news reporting and writing in a multimedia context. News-gathering and storytelling styles and approaches to writing for newspapers, magazines, radio, television and the Internet. Emphasis on grammar, syntax, punctuation, and spelling.
PREREQ: ENG 120 or the equivalent.

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

The new description de-emphasizes the multicultural market, which is sufficiently covered in other courses in the major; provides additional details regarding the diversity of the journalism profession; and provides much-needed emphasis on the importance of learning basic writing skills as a prerequisite for success in journalism.

The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.

The new prerequisite is necessary because this course teaches the craft of writing and assumes a basic level of writing competence.

These changes will add clarity to the learning goals and objectives of the newly-restructured Multimedia Journalism major.

5. **Date of departmental approval:** March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course title, course description, prerequisites

2. **From:** **MLJ 300: Advanced Print Journalism Workshop.** 4 hours (2, lecture; 2, lab), 3 credits. (May be repeated for a maximum of 6 credits.) Advanced analysis and interpretation of journalistic writing applied to the production of a professional newspaper. Emphasis on writing and editing. PREREQ: MLJ 200 or Departmental permission.

3. **To:** **MMJ 300: The Bronx Journal Online Advanced Workshop.** 4 hours (2, lecture; 2, lab), 3 credits. Reporting and writing for Lehman's online multilingual news site: hands-on reporting experience, proofreading, photography and web publishing, with an emphasis on writing and editing.

NOTE: May be repeated for a maximum of 6 credits.

PREREQ: MMJ 221; COREQ: MMJ 321

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

The new title more accurately reflects the fact that this course is associated with the Bronx Journal, and the new description clarifies what that entails.

The new prerequisite (Reporting I) will provide students with the skills they need to succeed in this course, and the corequisite of Reporting II will enable them to build their reporting skills in conjunction with the practical experienced offered by participating on the Bronx Journal.

The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.

These changes will add clarity to the learning goals and objectives of the newly-restructured Multimedia Journalism major.

5. **Date of departmental approval:** March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course title, course description, prerequisites

2. **From:** **MLJ 302: The U.S. Multilingual Market.** 3 hours, 3 credits. Demographic profile of the United States; the new ethnic consumer; assimilation; income and buying power; market evaluations. Reaction of corporate America to this diverse and pluralistic market. Focus on a case study. PREREQ: MLJ 211.

3. **To:** **MMJ 302: Covering Race, Gender, and Ethnicity.** 3 hours, 3 credits. Reporting and writing on minority and women's issues; covering minorities and women fairly as a beat reporter by providing balanced reporting; developing and writing stories that make mainstream news coverage more diverse and inclusive.
PREREQ: MMJ 211, MMJ 221.

4. **Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**
As previously described, this course substantially overlapped with MLJ (now MMJ) 330, "Women, Minorities, and the Media." The new description signals a more focused attention on the integration of race, gender, and ethnicity into the craft of journalism.
The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.
The new prerequisite (MMJ 221) reflects the importance of reporting skills as well as understanding of the ethnic market in order to succeed in this course.
These changes will add clarity to the learning goals and objectives of the newly-restructured Multimedia Journalism major.

5. **Date of departmental approval:** March 5, 2010

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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course description, prerequisite
2. **From:** **COM 314: Advanced Audio Production.** 4 hours (2, lecture; 2, lab), 3 credits. Continuation of COM 226, including stereophonic production, signal processing, and audio collage. PREREQ: COM 226.
3. **To:** **MMJ 314: Advanced Audio Production.** 4 hours (2 lecture; 2 lab), 3 credits. Application of audio production techniques including "radio" news and documentary recording, production, mixing and sweetening for both broadcast and new media applications. Production and post-production using advanced software applications. PREREQ: MMJ 215.
4. **Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**

The new description more accurately reflects the content covered in the course in recent years, and thereby helps clarify the learning goals and objectives of the newly-restructured Multimedia Journalism major.

The new prerequisite reflects the fact that the material covered in COM 226 (which is being withdrawn) is now being covered in MMJ 215. The minimum grade of C- has been removed since that is practically equivalent to requiring a passing grade in the course.

The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.
5. **Date of departmental approval:** March 5, 2010

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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course title, course description, prerequisites

2. **From:** **COM 315: Television Production.** 4 hours (2, lecture; 2, lab), 3 credits. Theory and practice of TV studio operations: camera techniques, graphics, switching, lighting, and integration of film in live production situations. Several major studio projects are produced each semester. PREREQ: COM 215 and at least a grade of C- in COM 226.

3. **To:** **MMJ 315: TV Studio Production.** 4 hours (2 lecture; 2 lab), 3 credits. Theory and practice of TV studio operations: camera techniques, graphics, switching, lighting, and integration of recorded video in live production situations, culminating in a series of studio projects.
PREREQ: MMJ 215.

4. **Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**
The new title and description more accurately reflect the content covered in the course in recent years, and thereby help clarify the learning goals and objectives of the newly-restructured Multimedia Journalism major.
The material covered in COM 226 (which is being withdrawn) is now being covered in MMJ 215. The minimum grade of C- has been removed since that is practically equivalent to requiring a passing grade in the course.
The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.

5. **Date of departmental approval:** March 5, 2010

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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course title, course description, prerequisites

2. **From:** COM 317: **Broadcast Journalism.** 3 hours, 3 credits. Locating, gathering, writing, and editing news for radio and TV. Styles ranging from the radio newscast to the TV documentary are examined. PREREQ: COM 214.

3. **To:** MMJ 317: **Electronic Journalism.** 3 hours, 3 credits. Locating, gathering, writing, and editing news for radio and TV. Styles ranging from the radio newscast to the TV documentary are examined. Evolution of news media from the inception of broadcast media through the internet.
PREREQ: MMJ 214, MMJ 221

4. **Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**
The new title and description more accurately reflect the content covered in the course in recent years, in response to changing industry standards (including cable, satellite, subscription and mobile device news writing and production), and thereby help clarify the learning goals and objectives of the newly-restructured Multimedia Journalism major.
The new prerequisite (Reporting I) reflects the fact that basic reporting skills are essential for success in a course that combines writing about the news with learning about different news media.
The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.

5. **Date of departmental approval:** March 5, 2010

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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course description

2. **From: MLJ 321: Reporting II.** 3 hours, 3 credits. Conceptualization, organization, and writing of various types of journalism. PREREQ: MLJ 214 and MLJ 221 or the equivalent.

3. **To: MMJ 321: Reporting II.** 3 hours, 3 credits. Practical experience in multimedia storytelling through reporting and writing across platforms; covering a beat, checking government records, practicing police and court reporting, and in-depth feature writing, including human interest stories, profiles, and obituaries.
PREREQ: MMJ 214 and MMJ 221.

4. **Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**
The new description provides more details regarding the various types of reporting covered in the course, and will help students distinguish the learning objectives of this course from those of Reporting I. "Across platforms" refers to the expansion of the scope to include the "mass media" topics covered in COM 318 (which is being merged into this course).
The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.

5. **Date of departmental approval:** March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change** Alpha code, course number, course title, course description, prerequisites

2. **From: MLJ 424: The Opinion Makers.** 3 hours, 3 credits. Influential opinion makers in politics and the arts, with emphasis on the writing of op-ed pieces, political and cultural observations, evaluative pieces about popular culture, and reviews of food, fashion, music, art, books, television, and films. PREREQ: MLJ 321.

3. **To: MMJ 324: Opinion Writing and Talking Heads.** 3 hours, 3 credits. Influential opinion makers in politics and the arts, with emphasis on writing editorials and op-ed pieces for print media, commentaries for radio and television, and reviews of food, fashion, music, art, books, television, and films. Presentation of opinions in writing, in radio podcasts, and in front of a TV camera. PREREQ: MMJ 221.

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

The new description adds podcasting and television to the print component of the course, which will prepare students for the increasingly blurred lines between these media in the practice of journalism.

The new course number reflects the fact that the material taught in this course is more appropriate at a 300-level, and with a 200-level prerequisite.

The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.

These changes will add clarity to the learning goals and objectives of the newly-restructured Multimedia Journalism major.

5. **Date of departmental approval:** March 5, 2010

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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, prerequisite

2. **From:** COM (WST) 330: Women, Minorities, and the Media. 3 hours, 3 credits. Study of the institutional policies and practices of commercial media in the United States and their impact on minorities and women. PREREQ: MLJ 211 or Department's permission.

3. **To:** MMJ (WST) 330: Women, Minorities, and the Media. 3 hours, 3 credits. Study of the institutional policies and practices of commercial media in the United States and their impact on minorities and women.

4. **Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**
The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.
Dropping the prerequisite reflects the fact that this course, as it has come to be taught, does not require MLJ (now MMJ) 211 for students to succeed in it.
These changes do not affect the learning goals and objectives of the newly-restructured Multimedia Journalism major.

5. **Date of departmental approval:** March 5, 2010

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CURRICULUM CHANGE

1. **Type of Change:** Alpha code
2. **From:** COM (MLJ) (AAS) 332: African American Media. 3 hours, 3 credits. Analysis of the African American media's role in U.S. history and culture.
3. **To:** MMJ (AAS) 332: The African American Media. 3 hours, 3 credits. Analysis of the African American media's role in U.S. history and culture.

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

The new alpha code reflects the combination of COM 332 and MLJ 332 and their inclusion in the restructured Multimedia Journalism program. This change does not affect the learning goals and objectives of the newly-restructured Multimedia Journalism major.

5. **Date of departmental approval:** March 5, 2010

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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course number, prerequisite

2. **From:** COM 234: **The Documentary.** 3 hours, 3 credits. History of documentary film and the various types of film within the genre, e.g., propaganda, autobiographical, direct cinema, and rockumentary.

3. **To:** MMJ 334: **The Documentary.** 3 hours, 3 credits. History of documentary film and the various types of film within the genre, e.g., propaganda, autobiographical, direct cinema, and rockumentary.
PREREQ: MMJ 215.

4. **Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**
The new course number reflects the fact that the course has come to be taught at a level that makes the 300-level designation more appropriate.
The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.
The new prerequisite ensures that students have a basic grasp of audiovisual production before taking this course at the 300-level.
These changes do not affect the learning goals and objectives of the newly-restructured Multimedia Journalism major.

5. **Date of departmental approval:** March 5, 2010

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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course description, prerequisites
2. **From:** COM (THE) 343: Voice-Over for Radio, Film, and TV. 3 hours, 3 credits. Microphone technique, script analysis, and audition skills. PREREQ: COM (THE) 232.
3. **To:** MMJ (THE) 343: Voice-Over for Radio, Film, and TV. 3 hours, 3 credits. Performance techniques for the spoken word and script analysis with focus on clarity, vocal performance for differing media applications, microphone technique and audition skills.
4. **Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**

The new description more accurately reflects the content covered in the course in recent years, and thereby helps clarify the learning goals and objectives of the newly-restructured Multimedia Journalism major.

The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.

The elimination of the prerequisite reflects the fact that the skills taught in this course are distinct from and not dependent on the mastery of those taught in "Voice and Speech for the Actor."
5. **Date of departmental approval:** March 5, 2010

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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course title, course description, prerequisites
2. **From:** COM (THE) 344: **Acting for the Camera.** 3 hours, 3 credits. On-camera technique, audition skills, script analysis. PREREQ: COM (THE) 232.
3. **To:** MMJ (THE) 344: **On-Camera Technique.** 3 hours, 3 credits. On-camera presentation in the studio and on field assignments; including TV script writing, reading from a teleprompter, preparing for an audition, handling on-air guests, and creating a demo.

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

The new title and description more accurately reflect the content covered in the course, and thereby help clarify the learning goals and objectives of the newly-restructured Multimedia Journalism major.

The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.

The elimination of the prerequisite reflects the fact that the skills taught in this course are distinct from and not dependent on the mastery of those taught in "Voice and Speech for the Actor."

5. **Date of departmental approval:** March 5, 2010

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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course title, course description, prerequisites

2. **From:** **MLJ 350: Topics in Multilingual Journalism.** 3 hours, 3 credits. Introduction to long-distance communications via the Internet to promote interdisciplinary study and activity.

3. **To:** **MMJ 350: Topics in Multimedia Journalism.** 3 hours, 3 credits. Topics vary from semester to semester.
PREREQ: Permission of Department

4. **Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**
The old description did not accurately the mode of teaching used in many sections of the course, nor did it inform students that this is a variable topics course.
The new alpha code and title reflect the inclusion of this course in the restructured Multimedia Journalism program.
These changes do not affect the learning goals and objectives of the newly-restructured Multimedia Journalism major.

5. **Date of departmental approval:** March 5, 2010

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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course number, course title, hours, course description, prerequisites

2. **From:** **COM 452: Special Studies in Mass Communication.** 3 hours, 3 credits. Special topics in mass communication. Topics will vary from semester to semester. PREREQ: Director's permission.

3. **To:** **MMJ 352: The Bronx Journal TV Advanced Workshop.** 4 hours (2 lecture, 2 lab), 3 credits. Segment production and guest hosting on the community affairs talk show televised on Bronxnet TV and seen throughout the Bronx. PREREQ: MMJ 215, MMJ 221; COREQ: MMJ 321

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

The new title more accurately reflects the fact that this course is associated with the Bronx Journal, and the new description clarifies what that entails.

The new course number and hours reflect the fact that this course will henceforth be taught at the same level and in the same format as its sister course, MMJ 300 (The Bronx Journal Online).

By clarifying the necessary preparation for this course, the new prerequisites will help students design their curriculum more productively. Specifically, students will now be required to master the basics of reporting (in MMJ 221) and audiovisual production (in MMJ 215) before taking this course, and will be expected to take Reporting II in conjunction with this course.

The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.

5. **Date of departmental approval:** March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course description, prerequisites

2. **From:** COM 356: Digital Photojournalism. 4 hours (2, lab; 2, lecture), 3 credits. Concepts and techniques in digital publishing. The use of digital cameras and digital printing. PREREQ: MLJ 210, ART 108, or ART 212.

3. **To:** MMJ 356: Digital Photojournalism. 4 hours (2 lecture; 2 lab), 3 credits. Multimedia storytelling through images using concepts and techniques in digital photography, including shooting, editing and displaying news photos.

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

The new description more accurately states the learning objectives of the course, and links it more firmly to the practice of journalism.

The removal of the prerequisites reflects the experience of those who have taught the course that these are not necessary for student success.

The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.

These changes will add clarity to the learning goals and objectives of the newly-restructured Multimedia Journalism major.

5. **Date of departmental approval:** March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course title, prerequisites

2. **From:** **COM 357: Non-Linear Editing.** 4 hours (2 lab; 2 lecture), 3 credits. Principles and practice of step-by-step functions of non-linear editing, including logging, capturing, and organizing audio-video media. PREREQ: COM 215, COM 226.

3. **To:** **MMJ 357: Digital Editing.** 4 hours (2 lecture; 2 lab), 3 credits. Principles and practice of step-by-step functions of non-linear editing, including logging, capturing, and organizing audio-video media.
PREREQ: MMJ 215. COREQ: MMJ 315 or MMJ 316.

4. **Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**
 - The new title provides a less technical description of the content of the course, which will make it easier for students to recognize what it offers them.
 - The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.
 - The material covered in COM 226 (which is being withdrawn) is now being covered in MMJ 215. The new corequisite (MMJ 315 or 316) reflects the fact that the editing techniques covered in this course will be most effectively learned in conjunction with a hands-on studio or field production course.
 - These changes do not affect the learning goals and objectives of the newly-restructured Multimedia Journalism major.

5. **Date of departmental approval:** March 5, 2010

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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code

2. **From:** MLJ 370: Internship I. 9 hours (8 in the field; 1 weekly conference), 3 credits (maximum 6 credits). Individual field experience with various media, public relations, publishing, advertising, and marketing firms. The course will include a one-hour weekly meeting with the Program Director and other internship students. A final report is required.

3. **To:** MMJ 370: Internship I. 9 hours (8 in the field; 1 weekly conference), 3 credits (maximum 6 credits). Individual field experience with various media, public relations, publishing, advertising, and marketing firms. The course will include a one-hour weekly meeting with the Program Director and other internship students. A final report is required.

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

The new alpha code reflects the inclusions of this course in the restructured Multimedia Journalism program. This change does not affect the learning goals and objectives of the newly-restructured Multimedia Journalism major.

5. **Date of departmental approval:** March 5, 2010

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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, prerequisites

2. **From:** COM 417: **Broadcast Programming.** 3 hours, 3 credits. Study of the roles of the public, government, advertisers, stations, and networks in influencing radio and TV content. PREREQ: COM 214.

3. **To:** MMJ 417: **Broadcast Programming.** 3 hours, 3 credits. The roles of the public, government, advertisers, stations, and networks in influencing radio and TV content. PREREQ: MMJ 214.

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

The new alpha codes in the course and its prerequisites reflect the inclusion of this course in the restructured Multimedia Journalism program. These changes do not affect the learning goals and objectives of the newly-restructured Multimedia Journalism major.

5. **Date of departmental approval:** March 5, 2010

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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, prerequisite

2. **From:** COM 418: Mass Media and Public Policy. 3 hours, 3 credits. Intensive study of selected problems of public policy in mass communication. PREREQ: COM 214.

3. **To:** MMJ 418: Mass Media and Public Policy. 3 hours, 3 credits. Intensive study of selected problems of public policy in mass communication.
PREREQ: MMJ 214.

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

The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.

5. **Date of departmental approval:** March 5, 2010

**LEHMAN COLLEGE
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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, title

2. **From:** **MLJ 470: Advanced Internship for Seniors.** 9 hours (8 in the field; 1, weekly conference), 3 credits (maximum 6 credits). Individual field experience with various media, coordinated by the Program Director. The course will include working 8 hours a week with a chosen media outlet, plus one-hour weekly seminar meetings with the Director and other internship students. A journal and a final research paper will be required. **PREREQ:** 18 credits from the program major and permission of the Program Director.

3. **To:** **MMJ 470: Internship II.** 9 hours (8 in the field; 1, weekly conference), 3 credits (maximum 6 credits). Individual field experience with various media, coordinated by the Program Director. The course will include working 8 hours a week with a chosen media outlet, plus one-hour weekly seminar meetings with the Director and other internship students. A journal and a final research paper will be required. **PREREQ:** 18 credits from the program major and permission of the Department.

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

The new alpha code reflects the inclusions of this course in the restructured Multimedia Journalism program. The new title makes the connection of this course with MMJ 370, "Internship I," more apparent. These changes do not affect the learning goals and objectives of the newly-restructured Multimedia Journalism major.

5. **Date of departmental approval:** March 5, 2010

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DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Alpha code, course title, course description, prerequisite
2. **From:** **COM 486: Independent Study in Mass Communication.** One semester, 3 credits (maximum 6 credits). Independent study and/or research in mass communication. PREREQ: Director's permission.
3. **To:** **MMJ 486: Independent Study in Journalism.** One semester, 3 credits (maximum 6 credits). Independent study and/or research in journalism. PREREQ: Permission of the Department.
4. **Rationale (Explain how this change will impact learning goals and objectives of the department and Major/Program):**

The new title and description reflect the extension of this independent study course to the print media and multilingual tracks of the MMJ major. The change in wording for the prerequisite provides consistency within the MMJ course descriptions.

The new alpha code reflects the inclusion of this course in the restructured Multimedia Journalism program.

These changes do not affect the learning goals and objectives of the newly-restructured Multimedia Journalism major.
5. **Date of departmental approval:** March 5, 2010

**LEHMAN COLLEGE
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Department of Journalism, Communication and Theatre

CURRICULUM CHANGE

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

2. **Description:** **MLJ 210: Print Media: Theory and Production.** 4 hours (2 lecture; 2 lab), 3 credits. Theory and practice of print media production, from linotype to digital media. Emphasis on practical techniques of producing newspapers, newsletters, and magazines.

3. **Rationale (Explain why this course/program is no longer needed in the Department):** The parts of this course that are still relevant to journalism in the twenty-first century are replicated in MMJ 200, the Bronx Journal Online, and MMJ 222, New Media.

4. **Date of departmental approval:** March 5, 2010

**LEHMAN COLLEGE
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Department of Journalism, Communication and Theatre

CURRICULUM CHANGE

1. **Type of Change:** Withdrawal of course.
2. **Description:** **MLJ 320: Interviewing for Mainstream and Ethnic Media.** 3 hours, 3 credits. Theory and practice in preparing for, arranging, and conducting the journalistic interview for both mainstream and ethnic media (in English and/or a foreign language). PREREQ: MLJ 211 or Director/instructor permission.
3. **Rationale (Explain why this course/program is no longer needed in the Department):** The material covered in this course is replicated in MMJ 321, Reporting II, and MMJ 302, Covering Race, Gender and Ethnicity.
4. **Date of departmental approval:** March 5, 2010

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

Department of Journalism, Communication and Theatre

CURRICULUM CHANGE

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

2. **Description:** **MLJ 423: Entertainment Reporting and Writing.** 3 hours, 3 credits. Analysis of entertainment outlets and entertainment journalism. Emphasis on reporting and writing profiles, theme pieces, entertainment business pieces, and celebrity write-around. PREREQ: MLJ 320.

3. **Rationale (Explain why this course/program is no longer needed in the Department):** The material covered in this course is being combined with the material covered in COM 333 and MLJ 425 to form a new course, MMJ 323: "Feature Writing."

4. **Date of departmental approval:** March 5, 2010

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

Department of Journalism, Communication and Theatre

CURRICULUM CHANGE

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

2. **Description:** **COM 333: Sports Reporting.** 3 hours, 3 credits. Instruction and practice in reporting sports for broadcast journalism. Special emphasis on live play-by-play coverage, interviewing techniques, features, sidebars, advance copy, and press conference coverage. PREREQ: COM 218.

3. **Rationale (Explain why this course/program is no longer needed in the Department):** The material covered in this course is being combined with the material covered in MLJ 423 and MLJ 425 to form a new course, MMJ 323: "Feature Writing."

4. **Date of departmental approval:** March 5, 2010

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

Department of Journalism, Communication and Theatre

CURRICULUM CHANGE

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

2. **Description:** **MLJ 425: Business Reporting and Writing.** 3 hours, 3 credits.
Components of a good business article, with emphasis on small businesses, corporate theme pieces, and business or corporate profiles. PREREQ: MLJ 321.

3. **Rationale (Explain why this course/program is no longer needed in the Department):** The material covered in this course is being combined with the material covered in COM 333 and MLJ 423 to form a new course, MMJ 323: "Feature Writing."

4. **Date of departmental approval:** March 5, 2010

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

Department of Journalism, Communication and Theatre

CURRICULUM CHANGE

1. **Type of Change:** Withdrawal of course
2. **Description:** **COM 214: Foundations of Broadcasting.** 3 hours, 3 credits. History, technology, programming, structure, and regulatory philosophies and policies of radio and TV in America, including educational broadcasting and cable television.
3. **Rationale (Explain why this course/program is no longer needed in the Department):** The material covered in this course is being merged with the material covered in MLJ 214, "News Media" to form MMJ 214, "Foundations of Media."
4. **Date of departmental approval:** March 5, 2010

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

Department of Journalism, Communication and Theatre

CURRICULUM CHANGE

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

2. **Description:** **COM 218: Fundamentals of Mass Media Writing.** 3 hours, 3 credits. Fundamental structures of writing for broadcast journalism. Emphasis on grammar, syntax, punctuation, and spelling. Study of stylistic differences of radio, television, film, and Internet writing. PREREQ: Successful completion of ENG 120 or the equivalent.

3. **Rationale (Explain why this course/program is no longer needed in the Department):** The material covered in this course is being merged with the material covered in MLJ 221, "Reporting I."

4. **Date of departmental approval:** March 5, 2010

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

Department of Journalism, Communication and Theatre

CURRICULUM CHANGE

1. **Type of Change:** Withdrawal of course
2. **Description:** **COM 226: Audio Production.** 4 hours (2 lecture; 2 lab), 3 credits. Creative concepts and operational techniques of the sound studio. Styles and tools of audio production for radio, television, film, and theatre. PREREQ: COM 212, 213, or 214, or permission of the instructor.
3. **Rationale (Explain why this course/program is no longer needed in the Department):** The material covered in this course is being merged with the material covered in COM 215, "Fundamentals of Camera for TV and Film," to form MMJ 215, "Audiovisual Production."
4. **Date of departmental approval:** March 5, 2010

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

Department of Journalism, Communication and Theatre

CURRICULUM CHANGE

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

2. **Description:** COM 318: **Writing for the Mass Media.** 3 hours, 3 credits:
Organizing, outlining, and scripting dramatic, documentary, and instructional material for radio, TV, and film. Comparison of the requirements of different media from the writer's point of view. PREREQ: COM 213 and 214.

3. **Rationale (Explain why this course/program is no longer needed in the Department):** The material covered in this course is being merged with the material covered in MLJ 321, "Reporting II."

4. **Date of departmental approval:** March 5, 2010

**Lehman College of the
City University of New York**

Department of Latin American and Puerto Rican Studies

1. **Type of Change:** New Course
1. **Course Description:** LAC (HIW) 313: *Religion in Hispaniola: from Catholicism to African Religions* 3 hours, 3 credits. Socio-cultural significance and history of religions in the Dominican Republic and the Republic of Haiti.
2. **Rationale:** Religion has played an important role in the process of colonization and anti-colonial resistance in the Caribbean. The interaction of the colonizer's imposition of Christianity and the colonized resistance through the perseverance of African religions created a Creole/hybrid religion still practiced throughout the island today.
3. **Learning Objectives:** This course provides students with the tools to think critically about the representations of diverse religions and the different visions of God and visions of the world of Christianity and lived religion.
4. By the end of the course, students should be able to:
 - Demonstrate an understanding of contemporary Creole religions in Hispaniola.
 - Demonstrate an understanding of the historical roles of European colonization and African religions in creating Creole religions.
 - Define concepts such as "syncretism," "lived religion," and "hybrid religion," etc.
 - Demonstrate the ability to think critically about the socio-religious phenomenon of *creolidad/creolité/Creole*.
 - Demonstrate the ability to contextualize Hispaniola religions within the larger context of Caribbean social and religious history.
 - Speak and write with critical coherence about society, religion, and history in Hispaniola.
5. **Date of LACPRS Departmental approval:** December 3, 2009
Date of History Departmental approval: February 11, 2010

**Lehman College of the
City University of New York**

Department of Latin American and Puerto Rican Studies

2. **Type of Change:** Experimental Course

6. **Course Description:** *LAC (HIW) 313: Religion in Hispaniola: from Catholicism to African Religions 3 hours, 3 credits.* Socio-cultural significance and history of religions in the Dominican Republic and the Republic of Haiti.

7. **Rationale:** Religion has played an important role in the process of colonization and anti-colonial resistance in the Caribbean. The interaction of the colonizer's imposition of Christianity and the colonized resistance through the perseverance of African religions created a Creole/hybrid religion still practiced throughout the island today.

8. **Learning Objectives:** This course provides students with the tools to think critically about the representations of diverse religions and the different visions of God and visions of the world of Christianity and lived religion.

9. By the end of the course, students should be able to:
 - Demonstrate an understanding of contemporary Creole religions in Hispaniola.
 - Demonstrate an understanding of the historical roles of European colonization and African religions in creating Creole religions.
 - Define concepts such as "syncretism," "lived religion," and "hybrid religion," etc.
 - Demonstrate the ability to think critically about the socio-religious phenomenon of *creolidad/creolité/Creole*.
 - Demonstrate the ability to contextualize Hispaniola religions within the larger context of Caribbean social and religious history.
 - Speak and write with critical coherence about society, religion, and history in Hispaniola.

10. **Date of LACPRS Departmental approval:** December 3, 2009
Date of History Departmental approval: February 11, 2010

DEPARTMENT OF POLITICAL SCIENCE
LEHMAN COLLEGE
THE CITY UNIVERSITY OF NEW YORK

CURRICULUM CHANGE

1. **Type of Change:** New course
2. **Course Title and Description:** **POL 229 Classical Political Economy.** *3 hours, 3 credits.* Foundations of classical political economy. Theories of value, laissez faire, division of labor, production, distribution, trade, and economic growth. Importance of classical political economy to government and capitalism.
3. **Rationale:** The proposed course aims at providing Political Science students with a foundation in classical political economy. It seeks to systematically expose students to the leading ideas, authors, and times that shaped the fields of inquiry of Political Economy and Public Policy. This exposure will provide much-needed theoretical tools for understanding contemporary issues and debates about domestic and global policy. Students will gain building blocks for analyzing domestic and international political economy issues such as specialization, competition, efficiency, competitive advantages, openness of economies, market liberalization, growth strategies, labor and capital mobility, and trade integration, among others. There is no introductory theoretical course in classical political economy at the Department, and this course meets this need.
4. **Academic Objective:** The proposed course will enable students to:
 - a. Comprehend the origin and development of classical political economy.
 - b. Comprehend principal writings by Adam Smith, David Ricardo, James Mill, Robert Thomas Malthus, and Karl Marx, among others
 - c. Identify the significance of theories of demographic and environmental limits to growth
 - d. Identify the various notions of the division of labor.
 - e. Analyze views about the social contract and the state.
 - f. Describe the legitimate role of the government according to theories of classical political economy
5. **Date of Departmental Approval:** February 2, 2010.

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

1. **Type of change:** New Course
2. **Course Title and Description:** SOC (MES) 328 Gender & Society in Middle East & North Africa (MENA), 3 hours, 3 credits. Norms, values and institutions that shape gender relations in different MENA societies.
3. **Rationale:** The roles of women and men in Middle Eastern and North African (MENA) societies have been contested both within these societies and also by outsiders, who have frequently misunderstood and stereotyped them. This course explores the complex and multi-layered processes of gender relations and dimensions, including cultural norms, values and the role of institutions that have shaped and continue to shape women's experiences in different MENA societies. This course will be taught as an upper level interdisciplinary course with an emphasis on the Sociological aspect of women and men's social status in the MENA region.
It adds to the curricular offerings of both Sociology and the Middle Eastern Studies Minor. It is the only course in Sociology that focuses on Middle Eastern and North African (MENA) societies and the only course in Middle Eastern Studies that emphasizes the sociological aspects of gender relations in these societies.
4. **Academic Objectives:** By the end of the course students will be expected to:
 - Demonstrate an understanding of the connection between Orientalism and historical prejudices
 - Describe women's social status and its indicators in MENA
 - Demonstrate an understanding of the process of gendering in MENA
 - Identify the core of patriarchy (historically and presently) and its effect on women's status in MENA
 - Analyze the continuous debate on *Hejab* in the MENA region and the Western world
 - Identify recent demographic changes in MENA and its dramatic effect on women and men's lives
 - Analyze the effects of globalization, oil wealth, labor migration on men and women's status in MENA
 - Demonstrate an understanding of international sources of demographic data and be able to access and analyze data from The World Bank, Population Reference Bureau, U.S. Census IDB, International Labor Office
 - Analyze contemporary political and social issues and debates as they relate to the MENA region
5. **Date of Middle Eastern Studies Program Approval:** 4 March 2010
Date of Sociology Department Approval: 10 March 2010

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

1. **Type of change:** Experimental course
2. **Course Title and Description:** SOC (MES) 328 Gender & Society in Middle East & North Africa (MENA), 3 hours, 3 credits. Norms, values and institutions that shape gender relations in different MENA societies.
3. **Rationale:** The roles of women and men in Middle Eastern and North African (MENA) societies have been contested both within and also by outsiders, who have frequently misunderstood and stereotyped them. This course explores the complex and multi-layered processes of gender relations and dimensions, including cultural norms, values and the role of institutions that have shaped and continue to shape women's experiences in different MENA societies. This course will be taught as an upper level interdisciplinary course with an emphasis on the Sociological aspect of women and men's social status in the MENA region.

It adds to the curricular offerings of both Sociology and the Middle Eastern Studies Minor. It is the only course in Sociology that focuses on Middle Eastern and North African (MENA) societies and the only course in Middle Eastern Studies that emphasizes the sociological aspects of gender relations in these societies.

- 4: **Academic Objectives:** By the end of the course students will be expected to:
 - Demonstrate an understanding of the connection between Orientalism and historical prejudices
 - Describe women's social status and its indicators in MENA
 - Demonstrate an understanding of the process of gendering in MENA
 - Identify the core of patriarchy (historically and presently) and its effect on women's status in MENA
 - Analyze the continuous debate on *Hejab* in the MENA region and the Western world
 - Identify recent demographic changes in MENA and its dramatic effect on women and men's lives
 - Analyze the effects of globalization, oil wealth, labor migration on men and women's status in MENA
 - Demonstrate an understanding of international sources of demographic data and be able to access and analyze data from The World Bank, Population Reference Bureau, U.S. Census IDB, International Labor Office
 - Analyze contemporary political and social issues and debates as they relate to the MENA region
5. **Date of Middle Eastern Studies Program Approval:** 4 March 2010
Date of Sociology Department Approval: 10 March 20

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

Department of Middle and High School Education

1. Type of Change: Change in requirements for the M.S.Ed. Program (Sequence 1) in English Education

2. From:

Degree Requirements

All students will complete one of the following sequences: 36-45 credits (Sequence 1) or 33 credits (Sequence 2). All courses must be selected in consultation with, and with the approval of, an adviser in English Education. Applicants for this degree include:

Sequence 1 (36-45 credits): Candidates with an undergraduate degree in English or the equivalent who lack education courses and who seek initial certification in English Education grades 7-12.

1. Core Education (15-18 credits): ESC 501 (3), 502 (3), 529 (3), 522 (3), 595 (3) OR 596 (6).

2. Teaching of English (6-9 credits): Selected from: ESC 720 (3), 721 (3), 722 (3), 723 (3), 724 (3), 730 (3), or 772 (3).

3. English Electives (9-12 credits): Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement.

4. [Research (6 credits): ESC 705 (3), 706 (1), and 707 (2). Sequence culminates in an approved master's project.]

Sequence 2 (33 credits): Teachers who hold a valid Transitional B certificate in English Education grades 7-12 from New York State.

1. Core Education (12 credits): ESC 501 (3), 529 (3), 522 (3), and 595 (3).

2. Teaching of English (9 credits): Selected from: ESC 720 (3), 721 (3), 722 (3), 723 (3), 724 (3), 730 (3), or 772 (3).

3. English Electives (9 credits): Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement.

4. Master's Project (3 credits): ESC 708 (3). Culminates in an approved curriculum project.

3. To:

Degree Requirements

All students will complete one of the following sequences: 36-45 credits (Sequence 1) or 33 credits (Sequence 2). All courses must be selected in consultation with, and with the approval of, an adviser in English Education. Applicants for this degree include:

Sequence 1 (36-45 credits): Candidates with an undergraduate degree in English or the equivalent who lack education courses and who seek initial certification in English Education grades 7-12.

1. Core Education (15-18 credits): ESC 501 (3), 502 (3), 529 (3), 522 (3), 595 (3) OR 596 (6).

2. Teaching of English (6-9 credits): Selected from: ESC 720 (3), 721 (3), 722 (3), 723 (3), 724 (3), 730 (3), or 772 (3).

3. English Electives (9-12 credits): Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement.

4. Master's Project (6 credits): ESC 708 (3), ESC 788 (3). Culminates in an approved curriculum project.

Sequence 2 (33 credits): Teachers who hold a valid Transitional B certificate in English Education grades 7-12 from New York State.

1. Core Education (12 credits): ESC 501 (3), 529 (3), 522 (3), and 595 (3).

2. Teaching of English (9 credits): Selected from: ESC 720 (3), 721 (3), 722 (3), 723 (3), 724 (3), 730 (3), or 772 (3).

3. English Electives (9 credits): Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement.

4. Master's Project (3 credits): ESC 708 (3). Culminates in an approved curriculum project.

4. Rationale:

ESC 705 is not a traditional teaching methods course. The purpose of the course is to

complete the first two chapters of the master's thesis. The traditional thesis structure, which includes the course sequence of ESC 705, 706, and 707, is not meeting the evolving needs of our Sequence 1 teacher candidates, who need additional coursework in the methods of teaching English Language Arts effectively.

ESC 788 provides an opportunity for students to learn the theory and practice of curriculum development, which will provide them with materials and strategies that will support them in contextualizing and implementing what they have learned in the foundations and methods courses.

ESC 708 provides more flexibility for students who wish to develop a specialized curriculum project as the culminating work for the M.S.Ed. degree in English Education. Students will consider contextual factors while reflecting on their pedagogical practice, with the goal of creating a capstone project that will facilitate continuing professional development. Examples of capstone projects include, but are not limited to, the following:

- Writing a grant proposal to fund educational field trips for middle and high school students
- Developing a curriculum integrating literature and the arts
- Developing a survey of professional development needs of faculty in a middle or high school
- Developing assessments to determine the impact of specific teaching strategies on (7-12) student achievement

5. Date of departmental approval: 2/16/2010

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
Department of History
Curriculum Change**

1. **Type of Change:** Change in Degree Requirements for the M.A. Program in History

2. **From:**

Degree Requirements:

The general requirements for the M.A. Degree in History consist of 36 credits of coursework:

- HIS 780 and 781 in the first year (6 credits)
- Other coursework at the 700-level (24 credits)
- Comprehensive oral examination (0 credits)
- HIS 797 (master's thesis) (6 credits)

After successfully completing 30 credits of coursework with a 3.0 average, [each student] must pass a comprehensive oral examination in two fields. Candidates for the M.A. degree must then present a master's thesis, prepared under the direction of a thesis supervisor from the Department of History and an approved second reader, and accepted by the thesis supervisor.

SPECIAL TRACK FOR SECONDARY SCHOOL TEACHERS OF SOCIAL STUDIES

Degree Requirements:

The general requirements for the Special Track in History for Secondary School Teachers of Social Studies consist of 36 credits of coursework:

- HIW 533 and HIU 534 in the first year (6 credits)
- ESC 533 and ESC 534 in the first year, or acceptable alternative ESC courses for students who have already passed equivalents of these with a minimum grade of B+ (6 credits)
- HIS 780 and 781 in the second year (6 credits)

- Other History coursework at the 700-level (12 credits)
- Comprehensive oral examination (0 credits)
- HIS 797 (master's thesis) (6 credits)

3. To:

Degree Requirements:

The general requirements for the M.A. Degree in History consist of 36 credits of coursework:

- HIS 780 and 781 in the first year (6 credits)
- Other coursework at the 700-level (24 credits)
- Comprehensive oral or written examination (0 credits)
- HIS 797 (master's thesis) (6 credits)

Or:

- HIS 780 and 781 in the first year (6 credits)
- Other coursework at the 700-level (27 credits)
- Comprehensive oral or written examination (0 credits)
- HIS 795 (approved capstone project) (3 credits)

After successfully completing 30 credits of coursework with a 3.0 average, candidates for the M.A. degree who plan to write a thesis must pass a comprehensive oral or written examination in two fields. These candidates for the M.A. degree must then present a master's thesis, prepared under the direction of a thesis supervisor from the Department of History and an approved second reader, and accepted by the thesis supervisor.

Students who plan to do a capstone project first must successfully complete 33 credits of course work with a 3.0 average. They then must pass a comprehensive oral or written examination in two fields. These candidates for the M.A. degree must then present an approved capstone project, prepared under the direction of an adviser from the Department of History.

SPECIAL TRACK FOR SECONDARY SCHOOL TEACHERS OF SOCIAL STUDIES

Degree Requirements:

The general requirements for the Special Track in History for Secondary School Teachers of Social Studies consist of 36 credits of coursework:

- HIW 533 and HIU 534 in the first year (6 credits)
- ESC 533 and ESC 534 in the first year, or acceptable alternative ESC courses

for students who have already passed equivalents of these with a minimum grade of B+ (6 credits)

- HIS 780 and 781 in the second year (6 credits)
- Other History coursework at the 700-level (12 credits)
- Comprehensive oral or written examination (0 credits)
- HIS 797 (master's thesis) (6 credits)

Or:

- HIW 533 and HIU 534 in the first year (6 credits)
- ESC 533 and ESC 534 in the first year, or acceptable alternative ESC courses for students who have already passed equivalents of these with a minimum grade of B+ (6 credits)
- HIS 780 and 781 in the second year (6 credits)
- Other History coursework at the 700-level (15 credits)
- Comprehensive oral or written examination (0 credits)
- HIS 795 (approved capstone project) (3 credits)

4. Rationale (Explain how this change is expected to fulfill the learning goals and objectives of the Department and major/program).

In order to provide more flexibility in the programs of study for candidates for the M.A. in History, the Department of History proposes that the current requirements for thirty credits of course work at the 700-level (at three credits per course) and a six-credit M.A. thesis be expanded to include a non-thesis option. This option would require an additional three credits of course work at the 700-level for a total of thirty-three credits and the completion of a three-credit capstone project.

Such projects could include (but not be limited to) an extended original-source research paper, an annotated critical bibliography, presentations by museum docents, development of public history websites, etc. Capstone projects would be done under the supervision of a faculty adviser from the department.

By introducing the capstone project option, the Department can better address the intellectual, technical, and professional needs of students for whom a traditional master's thesis may not be suitable, while maintaining an emphasis on research skills and graduate-level academic writing. It can also guide students in developing historical skills for such positions as preservationists, curators, and web developers.

By introducing the option of taking the comprehensive examination either as an oral or written examination, the department seeks to provide more flexibility to students, and to encourage timely, successful completion of this degree requirement.

5. Date of departmental approval: November 18, 2009