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**Minutes of
The Lehman College Senate Meeting
Wednesday, April 6, 2016
Senate Meeting**

Senators Present: Alonso, O.; Azeem, A.; Bamshad, M.; Benalcazar, D.; Bergmann, R.; Budescu, M.; Calderon, P.; Campeanu, S.; Charlton, M.; Chawla, J.; Cheng, H.; Choudhury, Z.; Christian, M.; Clark, V.; Conner, P.; DeJesús, M.; Dellapina, M.; Eleyinate, O.; Emeonyl, P.; Fayne, H.; Fera, J.; Fernández, R.; Finger, R.; Hassan, M.; Hernandez, M.; Hernandez, M.; Holloway, J.; Hussen, N.; Jervis, J.; Jordan, S.; Kaid, G.; Kremenitzer, J.; Latimer, W.; Li, S.; Machado, E.; Magdaleno, J.; Mak W.; Marianetti, M.; Martín, O.; Maybee, J.; Mazza, C.; McCabe J.; Medina, G.; Morrobel-Sosa, A.; Munoz, M.; Muallem, J.; Muñiz, B.; Nadeem, S.; Nelson, D.; Oh, H.; Pearly, R.; Peguero, E.; Pena, K.; Petkov, R.; Prohaska, V.; Rahath, A.; Ramsundar, S.; Ricourt, M.; Rivera, A.; Rivera, C.; Rivera-McCutchen, R.; Rosario, Y.; Roush, K.; Rupp, S.; Sailor, K.; Samuel, L.; Sanchez, A.; Santiago, M.; Sarmiento, R.; Schlesinger, K.; Sen, G.; Spencer, R.; Tananbaum, D.; Valentine, R.; Varughese, J.; Waring, E.; Yang, L.; Yates, S.; Zucchetto, V.

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Senators Absent: Amend, A.; Benitez, J.; Carey, R.; Choudhury, E.; Diaz, J.; Doyran, M.; Fadoju, A.; Fernandes, A.; Georges, C. A.; Gerry, C.; Glover, B.; Gorokhovich, Y.; Levi, N.; Li, X.; Markens, S.; Matty, T.; McKensie, O.; Mindanao, F.; O'Connor, N.; Perkins, M.; Pettipiece, D.; Prince, P.; Spence, N.; Vazquez, F.; Williams, H.

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The meeting was called to order by President Ricardo R. Fernández at 3:36 p.m.

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1. Approval of the Minutes

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The Minutes of the March 9, 2016 meeting was approved by voice vote with one correction: that Anna Luerssen be removed from the attendees roster as she is not a member of the Senate.

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2. Announcements and Communications—

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a. Report of the President

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President Ricardo Fernández announced that the New York State budget was approved and it does not include a tuition increase. The President also explained, however, that there were no additional costs provided for mandatory contractual increases, which will result in a reduction of the budget. More information will be available later in the month, but a cut of approximately 2% can be anticipated. The capital budget is still under consideration.

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CUNY 20/20 has been reauthorized for another year. The Legislature still has issues to be considered, such as ethics reform, so there is work yet to be done. Issues not resolved by the session’s end on June 16th, it will not be resolved until the 2017 legislative session.

On April 10, 2016 a comprehensive Two-Plus-Two Agreement will be signed between Westchester Community College and Lehman, which will formalize the relationship between the two colleges and make it easier for students to transfer. The President congratulated all from Academic Affairs, Student Affairs, and Enrollment Management for this accomplishment.

President Fernández announced that he was invited to the High School of American Studies at Lehman College this morning to commemorate his time as President of Lehman College and, while there, he received an honorary high school diploma from HSAS.

b. Student Legislative Assembly—

Ms. Lilian Yang announced that the Student Legislative Assembly (SLA) will hold its annual election for student senators from April 12th to April 14th; she urged all students to vote. SLA is also discussing new courses and majors that could be offered at Lehman. The SLA will forward their proposals to the Curriculum Committee for its consideration.

Ms. Yang discussed the issue of committee meeting date, time, and/or location being changed which may result in student senators missing meetings. She urged greater communication regarding any changes of when and where the meetings are held.

3. REPORTS OF STANDING COMMITTEES—

1. Graduate Studies—

Vice Provost Stefan Becker presented proposals from the following departments: History; Middle and High School Education; Health Sciences; Nursing; and the School of Education. The proposals were approved by unanimous voice vote.

See Attachment I

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The next meeting is scheduled for Wednesday, March 22nd at 1:00 a.m. in Carman, 201.

2. Governance Committee—

Prof. Duane Tananbaum presented the slate of student nominees for Senate committees for the remainder of the Spring 2016 semester. All nominees were approved by unanimous voice vote.

See Attachment II

Prof. Tananbaum added that the response for faculty nominees for Senate committees was disappointing and welcomed all nominations, which will be accepted for the next week.

The next meeting is scheduled for Tuesday, April 19th at 1:00 p.m. in Carman 201.

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

There was no report.

The next committee meeting is scheduled for 1 p.m. before the next Senate meeting.

4. Undergraduate Curriculum---

Prof. Vincent Prohaska presented three items: (1) Proposals for curriculum changes in the following departments: Sociology; Latin American & Puerto Rican Studies; Languages & Literatures; Art; and Journalism, Communication & Theatre; the proposals were approved by unanimous voice vote. (2) The nominees for each of the two new Common Core Course Review Committees; the nominees were approved by unanimous voice vote. (3) Informational items.

See Attachment III

The next meeting is scheduled for Wednesday, April 13th at 1:00 p.m., in the Science Building 1405A.

5. Academic Freedom—

104 There was no report.

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106 **6. Library, Technology, and Telecommunication—**

107 Steve Castellano presented the report.

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109 See Attachment IV

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111 The next meeting is scheduled for Wednesday, May 4th at 11:00 a.m. in the Library.

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113 **7. Campus Life and Facilities —**

114 There was no report.

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116 **8. Budget and Long Range Planning —**

117 There was no report.

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119 The next meeting is scheduled for Friday, April 20th at 3:30 in Shuster 336.

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

122 There was no report.

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124 Old Business----None.

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126 New Business----None.

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128 **ADJOURNMENT**

129 President Fernández adjourned the meeting at 4:00 p.m.

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131 Respectfully submitted:

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133 Mary T. Rogan

Committee Assignment as of April 4, 2016

Governance Committee (3 student senators)

Melanie Hernandez	MELANIE.HERNANDEZ@lc.cuny.edu	Nominee
Antonio Fernandes	antonio.fernandes215@gmail.com	Nominee
Lilian Yang	Lilian.Yang@lc.cuny.edu	Liaison

Admissions, Evaluation, and Academic Standards Committee (3 student senators)

Patricia Calderon	PATRICIA.CALDERON@lc.cuny.edu	Nominee
Arlene Sanchez	arlene.sanchez9@hotmail.com	Liaison
Jasmeet Chawla	jasmeet.chawla@lc.cuny.edu	

Undergraduate Curriculum Committee (3 student senators)

Denise Nelson	denise.nelson@lc.cuny.edu	Liaison
Marcus Charlton	marcus.charlton@lc.cuny.edu	Nominee
Amna Azeem	Amna.azeem@lc.cuny.edu	Nominee

Graduate Studies Committee (3 student senators)

Akintayo Fadoju	akintayo.fadoju@lc.cuny.edu	Nominee
Felix Vasquez	FELIX.VAZQUEZ@lc.cuny.edu	Nominee
Emdadur Choudhury	EMDADUR.CHOUDHURY@lc.cuny.edu/ choudhuryemdad@gmail.com	Nominee

Library, Technology and Telecommunications Technology and Committee (3 student senators)

Paul Emeonyi	paul.emeonyi@lc.cuny.edu	Nominee
Abu Rahath	abu.rahath@lc.cuny.edu	Nominee
Jeffin Varughese	Jeffin.varughese@lc.cuny.edu	Nominee

Budget and Long Range Planning Committee (3 student senators)

Tyra Matty	tyra.matty@lc.cuny.edu	
Gabir Kaid	gabir.kaid@lc.cuny.edu	Nominee
Erick Peguero	erick.peguero@lc.cuny.edu	

Campus Life and Facilities Committee (3 student senators)

Shuang Li	shuang.li@lc.cuny.edu	Liaison
Michael DeJesus	michael.dejesus@lc.cuny.edu	
Jackie Muallem	jackie.muallem@yahoo.com	

Academic Freedom Committee (3 student senators)

Angelica Rivera	angelicarivera7@hotmail.com	Liaison
Jackie Muallem	jackie.muallem@yahoo.com	
Danny Benalcazar	ecudaniel15@gmail.com	

Other Committees

Ad Hoc Committee: Student Evaluation on Teaching (Ended in March)

Sori Grullon	sori.grullon@lc.cuny.edu	
Odessa Mckenzie	ODESSA.MCKENZIE@lc.cuny.edu	
Tyra Matty	TYRA.MATTY@lc.cuny.edu	

Cafeteria Committee

Briana Muniz	BRIANNA.MUNIZ@lc.cuny.edu	

Bookstore Committee

Jasmine Diaz	JASMINE.DIAZ@lc.cuny.edu	Nominee
Frances Angel Mindar	fmindanao5094@bths.edu	
Ann Marie Dauphin		Nominee

Vending Machines Committee

Emdadur Choudhury	choudhuryemdad@gmail.com	

Technology Fee Committee (Ended in March)

Zikrullah Choudhury	ZIKRULLAH.CHOUDHURY@lc.cuny.edu	
Danae Vidal	danae.vidal@lc.cuny.edu	
Jasmeet Chawla	jasmeet.chawla@lc.cuny	

Childcare Committee

Muneeba Hassan	muneeba.hassan@lc.cuny.edu	
Nilima Hussen	nilima.hussen@lc.cuny.edu	
Ruksad Pearly	Ruksad.pearly@lc.cuny.edu	Nominee

Student Advisory Committee on Teacher Evaluations

Lilian Yang	Lilian.Yang@lc.cuny.edu	
Tyra Matty	TYRA.MATTY@lc.cuny.edu	

Senate Meeting – April 6, 2016
Graduate Studies Proposed Report

On behalf of the Grad Studies Committee, I'd like to put forth items from the following departments:

Department of Counseling, Leadership, Literacy and Special Education

- Change in admission requirements – adding GRE requirement for MSED/literacy programs
- MSED/educational leadership program – change in curriculum (credits) and removal of specific admission deadline date

Department of Middle and High School Education

- MSED/science education – change in curriculum (replacing ESC 755 with ESC 536)

Does anyone have any questions and/or comments?

All those in favor of approving these proposals, please say I. Anyone opposed? Any abstentions?

Although the following proposal originally was included on the agenda, I am removing it for the time being, since additional revisions need to be made.

Continuing Education

- MA/liberal studies program – change in curriculum – adding a non-thesis option

Our next meeting is May 4, 2016, at 11 a.m. in Carman B33A – if necessary.

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND
SPECIAL EDUCATION

CURRICULUM CHANGE

Name of Program; Degree Award or Advanced Certificate (non-degree); Program Code:

Degree Programs and Program/HEGIS Codes Leading to Professional Certification

Reading Teacher, Birth-6, MS.ED – 25809/0830.00

Reading Teacher, Grades 5-12, MS.ED – 25806/0830.00

Literacy Birth-6 & Special Education Grades 1-6, MS.ED – 36464/0830.00

Effective Term: Spring 2016

1. **Type of Change:** *Admission Requirements: Programs Leading to Professional, Alternative, or Additional Certification*

2. **From:**

3. **To:**

Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.

4. **Rationale:**

An amendment to Part 52 of the New York State Education Department Commissioner's Regulations (presented for approval to the Board of Regents at its September 2015 meeting) mandates that all graduate level teacher and educational leadership programs require applicants to submit scores on a nationally normed admission test. In anticipation of the new requirement, CUNY Teacher Education Council (a group composed of deans and directors of all CUNY education schools and departments) considered how best to comply with the "rigorous admission" statute at its September 2015 meeting and recommended that: 1) the Graduate Record Examination (GRE) be the assessment adopted across all CUNY colleges that offer graduate-level programs; and 2) all campuses inform admission offices as well as applicants of the new requirement well in advance of admission deadlines.

5. **Date of departmental approval:** February 10, 2016

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

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

CURRICULUM CHANGE

Name of Program and Degree Award:

M.S.Ed., Educational Leadership - School Building Leader

Hegis Number: **0828.00**

Program Code: **31470**

Effective Term: **Fall 2016**

1. **Type of Change:** *Change in Degree and Admission Requirements*

2. **From:** Lehman College offers a ~~33~~-credit Master of Science in Education degree program in Educational Leadership leading to New York State Initial Certification as a School Building Leader (SBL) and a 12-15-credit Advanced Certificate program in Educational Leadership leading to New York State Professional Certification as a School District Leader (SDL).

The purpose of the graduate programs in Educational Leadership is to prepare candidates for positions as School Building and School District Leaders, with an emphasis on urban leadership, and to fulfill the New York State licensure requirements for SBL and SDL. The programs unite both the development of schools and the development of educational leaders by preparing individuals who can be catalysts for school change and improved student performance.

The programs prepare students for positions of leadership (e.g., principals, department chairs, superintendents, and assistant superintendents) in urban schools with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SBL or SDL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school and community agencies, are a central component throughout these programs. Candidates develop their skills and capacities as leaders through both on-campus and school-based experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The Educational Leadership graduate programs are committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in part, on the School of

Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators.

M.S.Ed. Program in Educational Leadership Admission Requirements

Note: Students admitted every fall semester; ~~applications due by March 1.~~

1. A baccalaureate degree in a related field (e.g., teaching, school counseling, etc.) from an accredited college or university;
2. A minimum 3.0 (B) Grade Point Average from a completed undergraduate degree program;
3. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
4. A minimum of three years of successful P-12 teaching and/or school counseling, school psychology, or school social work experience;
5. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a P-12 principal, and at least one must be from a faculty member from prior studies who can best evaluate the candidate's potential for success as a graduate student;
6. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
7. A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree and certification as a school building leader; b) candidate's philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.

Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.

M.S.Ed. Program in Educational Leadership Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;
2. 24 credits in Educational Leadership courses with a minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the P-12 Internship Site Supervisor, and permission of the Program Coordinator are required prior to placement in EDL 710 (The Leadership Experience I) and EDL 711 (The Leadership Experience II); and
3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based projects.

M.S.Ed. Program in Educational Leadership Graduation Requirements

Note: In order to receive institutional recommendation by Lehman College for New York State certification in SBL, students must earn a passing score on the New York State Educational Leadership Assessments in SBL.

1. Completion of ~~33~~ approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B);
3. Successful completion of 400 internship hours; and
4. Submission of the culminating electronic program portfolio in EDL 711 (~~The Leadership Experience II~~).

Note: Candidates who apply for initial certification in School Building Leader on or after May 1, 2014, will be required to take the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Candidates who applied for certification on or before April 30, 2014, but did not meet all the requirements for an initial certificate on or before April 30, 2014, will also be required to pass the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Please visit the New York State Teacher Certification Examinations website for most updated information about the new tests at http://www.nystce.nesinc.com/NY_annProgramUpdate.asp.

3. To:

Lehman College offers a 30-credit Master of Science in Education degree program in Educational Leadership leading to New York State Initial Certification as a School Building Leader (SBL) and a 12-15-credit Advanced Certificate program in Educational Leadership leading to New York State Professional Certification as a School District Leader (SDL).

The purpose of the graduate programs in Educational Leadership is to prepare candidates for positions as School Building and School District Leaders, with an emphasis on urban leadership, and to fulfill the New York State licensure requirements for SBL and SDL. The programs unite both the development of schools and the development of educational leaders by preparing individuals who can be catalysts for school change and improved student performance.

The programs prepare students for positions of leadership (e.g., principals, department chairs, superintendents, and assistant superintendents) in urban schools with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SBL or SDL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school and community agencies, are a central component throughout these programs. Candidates develop their skills and capacities as leaders through both on-campus and school-based experiences with current educational leaders, teachers, counselors, other educational

staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The Educational Leadership graduate programs are committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators.

M.S.Ed. Program in Educational Leadership Admission Requirements

Note: Students admitted every fall semester.

1. A baccalaureate degree in a related field (e.g., teaching, school counseling, etc.) from an accredited college or university;
2. A minimum 3.0 (B) Grade Point Average from a completed undergraduate degree program;
3. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
4. A minimum of three years of successful P-12 teaching and/or school counseling, school psychology, or school social work experience;
5. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a P-12 principal, and at least one must be from a faculty member from prior studies who can best evaluate the candidate's potential for success as a graduate student;
6. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
7. A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree and certification as a school building leader; b) candidate's philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.

Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.

M.S.Ed. Program in Educational Leadership Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;
2. 24 credits in Educational Leadership courses with a minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the P-12

Internship Site Supervisor, and permission of the Program Coordinator are required prior to placement in EDL 710 (The Leadership Experience I) and EDL 711 (The Leadership Experience II); and

3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based projects.

M.S.Ed. Program in Educational Leadership Graduation Requirements

Note: In order to receive institutional recommendation by Lehman College for New York State certification in SBL, students must earn a passing score on the New York State Educational Leadership Assessments in SBL.

1. Completion of 30 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B);
3. Successful completion of 400 internship hours; and
4. Submission of the culminating electronic program portfolio.

Note: Candidates who apply for initial certification in School Building Leader on or after May 1, 2014, will be required to take the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Candidates who applied for certification on or before April 30, 2014, but did not meet all the requirements for an initial certificate on or before April 30, 2014, will also be required to pass the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Please visit the New York State Teacher Certification Examinations website for most updated information about the new tests at http://www.nystce.nesinc.com/NY_annProgramUpdate.asp.

4. Rationale:

Currently, the existing three-credit course being removed does not offer students new content; the content from this course already is included in other courses throughout the M.S.Ed./educational leadership program (EDL). In addition, the culminating electronic portfolio is now submitted in another EDL course. Lastly, the specific admissions deadline date has been removed, since the actual date can change, depending on the graduate admissions office.

5. Date of departmental approval: February 10, 2016

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

Department of Middle and High School Education

Curriculum Change

Hegis # 0899.50

Program Code: 25790

1. Type of Change: Degree Requirement

2. From:

M.S. Ed. Program in Science Education

This program leads to a master's degree in Science Education. Upon completion of additional requirements, candidates will be eligible to receive New York State Initial Certification to teach one or more of the following sciences at the level of adolescent education (Grades 7-12): biology, chemistry, earth science, general science, and physics.

To be eligible for the Science Education Master's Program, potential students must fall into one of the following categories:

Sequence 3: For candidates who hold a valid Transitional B certificate in biology, chemistry, earth science, general science, or physics, Grades 7-12, from New York State.

Science Education Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
2. Demonstrate the ability to successfully pursue graduate study. (Above-average achievement in academic work and in the teaching specialization is required).
3. Submission of scores on the New York State Academic Literacy Skills Test (ALST) and Content Specialty Test (CST).
4. For Sequence 1 admission: An undergraduate science major or the equivalent and a minor in middle and high school education or the equivalent.
5. For Sequence 2 and 3 admission: At least 36 credits in biology, chemistry, geology, or physics. Matriculants may be asked to complete undergraduate and/or graduate prerequisite coursework in addition to degree requirements, based on the evaluation of their credentials by an adviser in the Science Education Program.
6. Satisfy appropriate voice, speech, and health standards.
7. Submit two letters of recommendation, at least one of which is from a college or university science instructor.
8. Personal interview.

Science Education Degree Requirements

Students must consult with an adviser in the Science Education Program before starting

their master's program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the Science Education Program. Students must complete one of the three sequences outlined below.

Curriculum

The curriculum for each sequence is distributed in four instructional modules as follows:

Sequence 3 (34-36 credits)

- Core Education Sequence (10 credits): ESC 501 (3), ESC 502 (3), ESC 519 (3), ESC 789 (1).
- Curriculum and Instruction (12 credits): ESC 506 (3), ~~ESC 755~~ (3), ESC 767 or equivalent (3), ESC 770 (3).
- Research and Culmination Projects (6 credits): ESC 705 (3) and ESC 708 (3).
- Graduate Science Content (6-8 credits): Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to:

Biology: BIO 618 and BIO 611 or BIO 612;

Chemistry: CHE 542 and CHE 544 or CHE 548;

Geology: GEO 501 and GEO 502 or GEO 503;

Physics: PHY 601 and AST 601 or AST 602; and

General Science: BIO 618, CHE 542, GEO 501, PHY 601.

3. To:

M.S. Ed. Program in Science Education

This program leads to a master's degree in Science Education. Upon completion of additional requirements, candidates will be eligible to receive New York State Initial Certification to teach one or more of the following sciences at the level of adolescent education (Grades 7-12): biology, chemistry, earth science, general science, and physics.

To be eligible for the Science Education Master's Program, potential students must fall into one of the following categories:

Sequence 3: For candidates who hold a valid Transitional B certificate in biology, chemistry, earth science, general science, or physics, Grades 7-12, from New York State.

Science Education Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
2. Demonstrate the ability to successfully pursue graduate study. (Above-average achievement in academic work and in the teaching specialization is required).
3. Submission of scores on the New York State Academic Literacy Skills Test (ALST) and Content Specialty Test (CST).
4. For Sequence 1 admission: An undergraduate science major or the equivalent and a minor in middle and high school education or the equivalent.

5. For Sequence 2 and 3 admission: At least 36 credits in biology, chemistry, geology, or physics. Matriculants may be asked to complete undergraduate and/or graduate prerequisite coursework in addition to degree requirements, based on the evaluation of their credentials by an adviser in the Science Education Program.
6. Satisfy appropriate voice, speech, and health standards.
7. Submit two letters of recommendation, at least one of which is from a college or university science instructor.
8. Personal interview.

Science Education Degree Requirements

Students must consult with an adviser in the Science Education Program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the Science Education Program.

Students must complete one of the three sequences outlined below.

Curriculum

The curriculum for each sequence is distributed in four instructional modules as follows:

Sequence 3 (34-36 credits)

- Core Education Sequence (10 credits): ESC 501 (3), ESC 502 (3), ESC 519 (3), ESC 789 (1).
- Curriculum and Instruction (12 credits): ESC 506 (3), ESC 536, (3), ESC 767 or equivalent (3), ESC 770 (3).
- Research and Culmination Projects (6 credits): ESC 705 (3) and ESC 708 (3).
- Graduate Science Content (6-8 credits): Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to:

Biology: BIO 618 and BIO 611 or BIO 612;

Chemistry: CHE 542 and CHE 544 or CHE 548;

Geology: GEO 501 and GEO 502 or GEO 503;

Physics: PHY 601 and AST 601 or AST 602; and

General Science: BIO 618, CHE 542, GEO 501, PHY 601.

4. Rationale:

The proposed change will replace ESC 755 (Teaching the Historical Development of Science) with ESC 536 (Teaching Technology Subjects in Middle and High School) in order to respond to the need to introduce pre-service teachers on how to incorporate instructional technology in secondary science classroom settings. Further, New York State and New York City implemented the new Computer Science for All initiative in fall 2015. This will require more specialized knowledge in instructional technology including computer science education. The proposed changes will allow us to better prepare our teacher candidates to meet the demand for quality instructional technology and the Computer Science for All initiative (<http://www1.nyc.gov/office-of-the-mayor/education-vision-2015-computer-science.page>).

5. Date of departmental approval: March 3, 2016

Senate Meeting – April 6, 2016

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present (6 members in attendance) on March 16, 2016:

Part 1

1. Sociology
 - Change degree requirements BA
 - New course SOC 256
 - New course SOC 330
 - New course SOC 331
2. Latin American & Puerto Rican Studies
 - Course change LAC (AAS) 306
 - Course change LAC (LPR) 312
 - Course change LAC (LPR) 314
 - Course change LAC (LPR) 316
 - Course change LAC (LPR) 321
 - Course change LAC (LPR) 341
 - Course change LAC 342
 - Course change LAC (LPR) 360
 - Course change LPR (HIW) 300
 - Course change LPR 307
 - Course change LPR 308
 - Course change LPR 309
 - Course change LPR 320
 - Course change LPR 353
 - Course change LPR 410
3. Languages & Literatures
 - Course change FRE 111
 - Course change FRE 112
 - Course change ITA 111
 - Course change ITA 112
 - Course change SPA 111
 - Course change SPA 112
4. Art
 - Change degree requirements BFA
 - Course change ART 494
5. Journalism, Communication & Theatre
 - Consideration for Pathways Creative Expression – FTS 258
 - Consideration for Pathways Creative Expression – FTS 218
 - Consideration for Pathways Creative Expression – FTS 212
 - Consideration for Pathways Creative Expression – FTS 210

- Consideration for Pathways Creative Expression – FTS 209
- Consideration for Pathways Creative Expression – MCS 241

Part 2

CUNY is seeking 3 nominees for each of the two new CCCRCs. Nominated for the Arts/Humanities: David Badillo (LPR), Deirdre O'Boy (ENG). Nominated for the Sciences: Brian Wynne (MAT), Renuka Sankaran (BIO)

Informational Items

- General Education Council – add Dean William Latimer or representative, added Juan Delacruz (BUS)
- Integrative Learning Council - added Dean William Latimer or representative

Next meeting: April 13, 2016, 1 p.m., SC 1405A

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

DEPARTMENT OF ART

CURRICULUM CHANGE

Name of Program and Degree Award: ART-BFA

Hegis Number: 1002.00

Program Code: 08345

Effective Term: Fall 2016

1. **Type of Change:** *Change in Degree Requirements and Admission Requirements*

2. **From:** ~~The B.F.A. program is open to students who indicate real promise for doing creative work and wish to pursue a more intensive program in studio art. Candidates for the B.F.A. program must file an application with the Art Department. The application, which includes an essay, faculty recommendations, a listing of ART and ARH courses taken (with grades), and examples of the candidate's work, must be reviewed and approved by a faculty committee before acceptance into the program. Applicants must consult the Department for specific guidelines.~~

Credits (60):

18	Foundation requirement consisting of: ART 100, 101, 102, 108, 112, and ARH 167.
9	General Art History requirement consisting of three Art History courses, at least one of which must be at the 100 level. ARH 167 cannot be counted toward this requirement.
12	General Studio work to be selected from 100-, 200-, or 300-level ART courses.
15	Art Specialization, a sequence of 200-, 300-, and 400-level courses (ART 486 may be counted in this category) in one of the following disciplines: ceramics, computer imaging, design, drawing, painting, photography, printmaking, or sculpture. Students should consult the Department for specific courses that constitute a sequence.
6	Advanced Elective, which may include: ART (CGI) 451, ART (CGI) 480, ART (CGI) 481, ART 486, ART 487, ART 494, ART 496.

3. **To:** The B.F.A. program is open to students who wish to pursue an intensive program in studio art. Upon declaring the major, students are required to schedule a meeting with the BFA Program Coordinator for advising.

Credits (60):

18	Foundation requirement consisting of: ART 100, 101, 102, 108, 112, and ARH 167.
9	General Art History requirement consisting of three Art History courses, at least

	one of which must be at the 100 level. ARH 167 cannot be counted toward this requirement.
12	General Studio work to be selected from 100-, 200-, or 300-level ART courses.
15	Art Specialization, a sequence of 200-, 300-, and 400-level courses (<u>ART (CGI) 451, ART (CGI) 480, ART (CGI) 481, ART 486, ART 487</u> may be counted in this category, <u>pending approval by faculty in area of specialization</u>) in one of the following disciplines: ceramics, computer imaging, design, drawing, painting, photography, printmaking, or sculpture. Students should consult the Department for specific courses that constitute a sequence.
6	Thesis: <u>ART 494, ART 496.</u>

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

The Art Department feels that all BFA students should be required to complete a thesis. Under current requirements, a thesis is only one option among many. The ELO-related courses (independent studies and internships) have been moved to the Art Specialization section with the expectation that those courses will relate to the student's area of specialization (i.e., a student specializing in ceramics taking an internship at a professional ceramics studio). Therefore students will be required to have approval from faculty in the area of specialization (who will also supervise internships and independent studies) before taking these courses.

The change in admission requirements is necessary because of the high volume of transfer students interested in seeking BFA degrees. Under current requirements, they must wait at least one semester for program admission, placing undue pressure to finish degree requirements in three or fewer semesters, which is often logistically impossible and results in delay in graduation. Removing the departmental admission requirements also brings the program into parity with the other undergraduate degree programs in Art, as well as the 58-credit BS in CGI (currently shared with the Math/CS Department).

5. Date of departmental approval: 2/10/16

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

DEPARTMENT OF ART

CURRICULUM CHANGE

1. **Type of Change:** *pre or corequisite*

2. **From:**

Department(s)	ART
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ART
Course Prefix & Number	ART 494
Course Title	Bachelor of Fine Arts Thesis I
Description	Special projects in or related to the student's major specialization.
Pre/ Co Requisites	PREREQ: Acceptance into the B.F.A. program and nine credits in major area of specialization. <i>NOTE: ART 494 is not credited toward the B.A. program.</i>
Credits	3
Hours	6
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	ART
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ART
Course Prefix & Number	ART 494
Course Title	Bachelor of Fine Arts Thesis I
Description	Special projects in or related to the student's major specialization.
Pre/ Co Requisites	PREREQ: Nine credits in major area of specialization. <i>NOTE: ART 494 is not credited toward the <u>Art B.A.</u> program.</i>
Credits	3
Hours	6
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):** See Change in Degree/Admission Requirements submitted alongside this proposal. If that change is approved, this proposal is necessary to reflect that change.

5. **Date of departmental approval:** 2/10/16

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	LANGUAGES AND LITERATURES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	FRENCH
Course Prefix & Number	FRE 111
Course Title	Elementary French I
Description	(For beginners.) Elements of grammar, reading of simple modern texts, and practice in speaking. Audio-lingual work in the Language Laboratory.
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	LANGUAGES AND LITERATURES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	FRENCH
Course Prefix & Number	FRE 111
Course Title	Elementary French I
Description	(For students with limited or no prior knowledge of French, as determined by Department placement procedures.) Elements of communication, grammar and culture. Reading of simple texts, and practice in speaking. Oral practice in the Language Laboratory. Course taught in French. Note: FRE 111 is not credited without 112 if used to fulfill general education requirements.
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale: The change in the course description for FRE 111 (Elementary French I) updates and clarifies the content of these courses as well as the method of instruction in the target language. As the previous course description dates back many years, some of the terminology used in the previous course description is outdated or obsolete, and

so this is updated to reflect current practices and methodology. Finally, the note at the end of the description has been made more exact so that students know that they can take a 111-level language course as an elective without 112 if they have already completed their language requirement with a different language.

Additionally, the same description of what types of students get placed by the Department into FRE 111 as is being used in our SPA 111 course description has been added, as was approved for SPA 111 in April 2015. Faculty have observed frustration on the part of students who expect that all students in FRE 111 will be without previous experience with French, when in reality this course has always included both students without previous experience in French and those with limited (usually high school) experience who lack the knowledge to be placed at a higher level in the French language sequence. The new description will let students know from the start about the potential diversity of French skill-levels of students taking Elementary French 1.

5. Date of Departmental Approval: November 9, 2015

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	LANGUAGES AND LITERATURES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	FRENCH
Course Prefix & Number	FRE 112
Course Title	Elementary French II
Description	Continuation of French 111. Completion of this course will provide students with basic linguistic elements needed for proficiency. PREREQ: FRE 111. NOTE: Completion of FRE 112 satisfies the foreign language requirement. Students planning future work in French language or literature must take FRE 201 and/or FRE 202.
Pre/ Co Requisites	FRE 111.
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	LANGUAGES AND LITERATURES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	FRENCH
Course Prefix & Number	FRE 112
Course Title	Elementary French II
Description	<u>Elements of communication, grammar and culture. Development of oral and written expression and comprehension. Oral/aural practice in the Language Laboratory. Course taught in French. PREREQ: FRE 111 or Department placement exam.</u>
Pre/ Co Requisites	FRE 111 <u>or Department placement exam.</u>
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale: The FRE 112 course description has been aligned to the SPA 112 and ITA 112 course descriptions, including new updates and clarifications regarding methodology, course content, prerequisites, and the language requirement that are potentially confusing to students. As the previous course description dates back many years, some of the terminology used in the previous course description is outdated or obsolete, and so this is updated to reflect current practices and methodology. Finally,

the prerequisite for this course is clarified: students must have taken FRE 111 or a Departmental placement exam in order to receive permission for this course.

5. **Date of Departmental Approval:** November 9, 2015

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	LANGUAGES AND LITERATURES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ITALIAN
Course Prefix & Number	ITA 111
Course Title	Elementary Italian I
Description	(For beginners.) Elements of grammar, reading of simple texts, and practice in speaking. Audio-lingual work in the Language Laboratory.
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	LANGUAGES AND LITERATURES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ITALIAN
Course Prefix & Number	ITA 111
Course Title	Elementary Italian I
Description	(For students with limited or no prior knowledge of Italian, as determined by Department placement procedures.) Elements of communication, grammar and culture. Reading of simple texts, and practice in speaking. Oral practice in the Language Laboratory. Course taught in Italian. Note: ITA 111 is not credited without 112 if used to fulfill general education requirements.
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale: The change in the course description for ITA 111 (Elementary Italian I) updates and clarifies the content of these courses as well as the method of instruction in the target language. As the previous course description dates back many years, some of the terminology used in the previous course description is outdated or obsolete, and

so this is updated to reflect current practices and methodology. Finally, the note at the end of the description has been made more exact so that students know that they can take a 111-level language course as an elective without 112 if they have already completed their language requirement with a different language.

Additionally, the same description of what types of students get placed by the Department into ITA 111 as is being used in our SPA 111 course description has been added, as was approved for SPA 111 in April 2015. Faculty have observed frustration on the part of students who expect that all students in ITA 111 will be without previous experience with Italian, when in reality this course has always included both students without previous experience in Italian and those with limited (usually high school) experience who lack the knowledge to be placed at a higher level in the Italian language sequence. The new description will let students know from the start about the potential diversity of Italian skill-levels of students taking Elementary Italian 1.

5. Date of Departmental Approval: November 9, 2015

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	LANGUAGES AND LITERATURES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	ITALIAN
Course Prefix & Number	ITA 112
Course Title	Elementary Italian II
Description	Elements of grammar, reading of ordinary Italian prose, and training in oral and written exercises. Audio-lingual work in the Language Laboratory. PREREQ: ITA 111. <i>NOTE: Completion of ITA 112 satisfies the foreign language requirement. Students planning future work in Italian language or literature must take ITA 201 and/or 202.</i>
Pre/ Co Requisites	ITA 111.
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	LANGUAGES AND LITERATURES
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ITALIAN
Course Prefix & Number	ITA 112
Course Title	Elementary Italian II
Description	Elements of <u>communication</u> , grammar and culture. Development of oral and written expression and comprehension. Oral/aural practice in the Language Laboratory. <u>Course taught in Italian.</u> PREREQ: ITA 111 <u>or Department placement exam.</u>
Pre/ Co Requisites	ITA 111 <u>or Department placement exam.</u>
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale: The ITA 112 course description has been aligned to the SPA 112 and FRE 112 course descriptions, including new updates and clarifications regarding methodology, course content, prerequisites, and the language requirement that are potentially confusing to students. As the previous course description dates back many

years, some of the terminology used in the previous course description is outdated or obsolete, and so this is updated to reflect current practices and methodology. Finally, the prerequisite for this course is clarified: students must have taken ITA 111 or a Departmental placement exam in order to receive permission for this course.

5. Date of Departmental Approval: November 9, 2015

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	LANGUAGES AND LITERATURES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPANISH
Course Prefix & Number	SPA 111
Course Title	Elementary Spanish I
Description	(For students with limited or no prior knowledge of Spanish, as determined by Department placement procedures.) Elements of grammar, reading of simple texts, and practice in speaking. Audio-lingual work in the Language Laboratory. Note: SPA 111 is not credited without 112.
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	LANGUAGES AND LITERATURES
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	SPANISH
Course Prefix & Number	SPA 111
Course Title	Elementary Spanish I
Description	(For students with limited or no prior knowledge of Spanish, as determined by Department placement procedures.) Elements of <u>communication, grammar and culture</u> . Reading of simple texts, and practice in speaking. <u>Oral practice</u> in the Language Laboratory. <u>Course taught in Spanish</u> . Note: SPA 111 is not credited without 112 <u>if used to fulfill general education requirements</u> .
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale: The change in the course description for SPA 111 (Elementary Spanish I) updates and clarifies the content of these courses as well as the method of instruction in the target language. As the previous course description dates back many years, some of the terminology used in the previous course description is outdated or obsolete,

and so this is updated to reflect current practices and methodology. Finally, the note at the end of the description has been made more exact so that students know that they can take a 111-level language course as an elective without 112 if they have already completed their language requirement with a different language.

5. **Date of Departmental Approval:** November 9, 2015

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	LANGUAGES AND LITERATURES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPANISH
Course Prefix & Number	SPA 112
Course Title	Elementary Spanish II
Description	Elements of grammar, reading of ordinary Spanish prose, and training in oral and written exercises. Audio-lingual work in the Language Laboratory. PREREQ: SPA 111.
Pre/ Co Requisites	SPA 111.
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	LANGUAGES AND LITERATURES
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPANISH
Course Prefix & Number	SPA 112
Course Title	Elementary Spanish II
Description	Elements of <u>communication, grammar and culture. Development of oral and written expression and comprehension. Oral/aural practice in the Language Laboratory. Course taught in Spanish.</u> PREREQ: SPA 111 or Department placement exam.
Pre/ Co Requisites	SPA 111 <u>or Department placement exam.</u>
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale: The SPA 112 course description has been aligned to the ITA 112 and FRE 112 course descriptions, including new updates and clarifications regarding methodology, course content, prerequisites, and the language requirement that are potentially confusing to students. As the previous course description dates back many years, some of the terminology used in the previous course description is outdated or

obsolete, and so this is updated to reflect current practices and methodology. Finally, the prerequisite for this course is clarified: students must have taken SPA 111 or a Departmental placement exam in order to receive permission for this course.

5. **Date of Departmental Approval:** November 9, 2015

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

DEPARTMENT OF LATIN AMERICAN, LATINO & PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** *Pre or corequisite*

2. **From:**

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC (AAS) 306
Course Title	The Haitian-Dominican Border: Nation, State, and Race
Description	Major issues in the socio-historical development and dynamics of the Haitian-Dominican border, including physical and psychological divisions, social formations, state formation, migration, bi-national relations, and human rights.
Pre/ Co Requisites	LAC 225, 226, AAS 235, or Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	_____ Scientific World
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3. To:

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC (AAS) 306
Course Title	The Haitian-Dominican Border: Nation, State, and Race
Description	Major issues in the socio-historical development and dynamics of the Haitian-Dominican border, including physical and psychological divisions, social formations, state formation, migration, bi-national relations, and human rights.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p style="padding-left: 20px;"><input type="checkbox"/> English Composition</p> <p style="padding-left: 20px;"><input type="checkbox"/> Mathematics</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p style="padding-left: 20px;"><input type="checkbox"/> World Cultures</p> <p style="padding-left: 20px;"><input type="checkbox"/> US Experience in its Diversity</p> <p style="padding-left: 20px;"><input type="checkbox"/> Creative Expression</p> <p style="padding-left: 20px;"><input type="checkbox"/> Individual and Society</p> <p style="padding-left: 20px;"><input type="checkbox"/> Scientific World</p>

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):** In 2012 the Department added the prerequisites or Departmental permission for the course hoping to improve the preparation of students. Since then we've discovered that students who have not taken the required course and have only gotten Departmental permission are doing just as well as those that have taken the specified prerequisite course(s). Departmental permission was given to all students who requested it. The added registration requirements has made no difference in terms of student success. We believe that this is due to the Department's decision to add to this course (as well as to all 300-level courses) a stronger introductory unit.

5. **Date of departmental approval:**

November 16, 2015.

Approved by African-African-American Studies: March 9, 2016.

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

DEPARTMENT OF LATIN AMERICAN, LATINO & PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** *Pre or corequisite*

2. **From:**

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC (LPR) 312
Course Title	Latino Migrations
Description	Examination of a hemisphere on the move, with particular attention to mass migrations within Latin America as well as to and from the United States.
Pre/ Co Requisites	LAC 231, or Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC (LPR) 312
Course Title	Latino Migrations
Description	Examination of a hemisphere on the move, with particular attention to mass migrations within Latin America as well as to and from the United States.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program): In 2012 the Department added the prerequisites or Departmental permission for the course hoping to improve the preparation of students. Since then we've discovered that students who have not taken the required course and have only gotten Departmental permission are doing just as well as those

that have taken the specified prerequisite course(s). Departmental permission was given to all students who requested it. The added registration requirements has made no difference in terms of student success. We believe that this is due to the Department's decision to add to this course (as well as to all 300-level courses) a stronger introductory unit.

5. **Date of departmental approval:** November 16, 2015.

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

DEPARTMENT OF LATIN AMERICAN, LATINO & PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** *Pre or corequisite*

2. **From:**

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC (LPR) 314
Course Title	Religions in Latin America, the Caribbean, and Latino U.S.
Description	Religion as a revealing lens through which to study the history and contemporary cultures of Latin America and the Caribbean. The central role of religion from before Columbus to the present day, with emphasis on contemporary ethnographies of religion in the Americas (including Latin America, the Caribbean, and Latino U.S.).
Pre/ Co Requisites	LAC 266, 267, LPR 231 or Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	_____ Scientific World
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3. To:

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC (LPR) 314
Course Title	Religions in Latin America, the Caribbean, and Latino U.S.
Description	Religion as a revealing lens through which to study the history and contemporary cultures of Latin America and the Caribbean. The central role of religion from before Columbus to the present day, with emphasis on contemporary ethnographies of religion in the Americas (including Latin America, the Caribbean, and Latino U.S.).
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p style="padding-left: 20px;"><input type="checkbox"/> English Composition</p> <p style="padding-left: 20px;"><input type="checkbox"/> Mathematics</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p style="padding-left: 20px;"><input type="checkbox"/> World Cultures</p> <p style="padding-left: 20px;"><input type="checkbox"/> US Experience in its Diversity</p> <p style="padding-left: 20px;"><input type="checkbox"/> Creative Expression</p> <p style="padding-left: 20px;"><input type="checkbox"/> Individual and Society</p> <p style="padding-left: 20px;"><input type="checkbox"/> Scientific World</p>

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):** In 2012 the Department added the prerequisites or Departmental permission for the course hoping to improve the preparation of students. Since then we've discovered that students who have not taken the required course and have only gotten Departmental permission are doing just as well as those that have taken the specified prerequisite course(s). Departmental permission was given to all students who requested it. The added registration requirements has made no difference in terms of student success. We believe that this is due to the Department's decision to add to this course (as well as to all 300-level courses) a stronger introductory unit.

5. **Date of departmental approval:** November 16, 2015.

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

DEPARTMENT OF LATIN AMERICAN, LATINO & PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** *Pre or corequisite*

2. **From:**

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC (LPR) 316
Course Title	Visual Culture in the Hispanic Caribbean
Description	Visual culture across the Hispanic Caribbean, including visual arts, photography, film, video, and television and new media.
Pre/ Co Requisites	LAC 266, LPR 213, or Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC (LPR) 316
Course Title	Visual Culture in the Hispanic Caribbean
Description	Visual culture across the Hispanic Caribbean, including visual arts, photography, film, video, and television and new media.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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5. **Date of departmental approval:** November 16, 2015.

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

DEPARTMENT OF LATIN AMERICAN, LATINO & PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** *Pre or corequisite*

2. **From:**

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC (LPR) 321
Course Title	Latino New York
Description	A multidisciplinary investigation of the presence and impact of Latino populations in New York City from 1800s to the present.
Pre/ Co Requisites	LPR 213 or Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC (LPR) 321
Course Title	Latino New York
Description	A multidisciplinary investigation of the presence and impact of Latino populations in New York City from 1800s to the present.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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5. **Date of departmental approval:** November 16, 2015.

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

DEPARTMENT OF LATIN AMERICAN, LATINO & PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** *Pre or corequisite*

2. **From:**

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC (LPR) 341
Course Title	Puerto Rican Music
Description	Analysis of musical performance with respect to identity, gender, race, and class. Emphasis will be placed on the hybrid nature of the music and on the role played by the Puerto Rican Diaspora in the creation of the music.
Pre/ Co Requisites	LPR 213 or Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC (LPR) 341
Course Title	Puerto Rican Music
Description	Analysis of musical performance with respect to identity, gender, race, and class. Emphasis will be placed on the hybrid nature of the music and on the role played by the Puerto Rican Diaspora in the creation of the music.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program): In 2012 the Department added the prerequisites or Departmental permission for the course hoping to improve the preparation of

students. Since then we've discovered that students who have not taken the required course and have only gotten Departmental permission are doing just as well as those that have taken the specified prerequisite course(s). Departmental permission was given to all students who requested it. The added registration requirements has made no difference in terms of student success. We believe that this is due to the Department's decision to add to this course (as well as to all 300-level courses) a stronger introductory unit.

5. **Date of departmental approval:** November 16, 2015.

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

DEPARTMENT OF LATIN AMERICAN, LATINO & PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** *Pre or corequisite*

2. **From:**

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC 342
Course Title	Latin American Popular Music
Description	Latin American popular music as cultural product. Important continental genres and their emergence in particular historical and geographical contexts. Local examples of how social and political experiences become manifest through creative expression.
pre/ Co Requisites	LAC 266, 267, or Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC 342
Course Title	Latin American Popular Music
Description	Latin American popular music as cultural product. Important continental genres and their emergence in particular historical and geographical contexts. Local examples of how social and political experiences become manifest through creative expression.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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5. **Date of departmental approval:** November 16, 2015.

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

DEPARTMENT OF LATIN AMERICAN, LATINO & PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** *Pre or corequisite*

2. **From:**

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC (LPR) 360
Course Title	Variable Topics in Latino/Puerto Rican Studies
Description	Various topics in Latino/Puerto Rican Studies.
Pre/ Co Requisites	LPR 212, 213, or Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American Studies
Course Prefix & Number	LAC (LPR) 360
Course Title	Variable Topics in Latino/Puerto Rican Studies
Description	Various topics in Latino/Puerto Rican Studies.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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Department's decision to add to this course (as well as to all 300-level courses) a stronger introductory unit.

5. **Date of departmental approval:** November 16, 2015.

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

DEPARTMENT OF LATIN AMERICAN, LATINO & PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** *Pre or corequisite*

2. **From:**

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR (HIW) 300
Course Title	Social and Economic History of Puerto Rico from the Industrial Revolution to the Present
Description	Intensive survey of the socioeconomic formations of Puerto Rico from the Industrial Revolution to the present.
Pre/ Co Requisites	LPR 212 or Departmental permission for LAC/LPR majors; Departmental permission for History majors.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR (HIW) 300
Course Title	Social and Economic History of Puerto Rico from the Industrial Revolution to the Present
Description	Intensive survey of the socioeconomic formations of Puerto Rico from the Industrial Revolution to the present.
Pre/ Co Requisites	<u>Departmental permission for History majors.</u>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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5. Date of departmental approval:

Department of Latin American, Latino and Puerto Rican Studies: November 16, 2015
Department of History: March 3, 2016.

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

DEPARTMENT OF LATIN AMERICAN, LATINO & PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** *Pre or corequisite*

2. **From:**

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR 307
Course Title	Puerto Rico in the Twentieth Century: 1898-Present
Description	Intensive study of socioeconomic and political changes in twentieth-century Puerto Rico.
Pre/ Co Requisites	LPR 212 or Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR 307
Course Title	Puerto Rico in the Twentieth Century: 1898-present
Description	Intensive study of socioeconomic and political changes in twentieth-century Puerto Rico.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program): In 2012 the Department added the prerequisites or Departmental permission for the course hoping to improve the preparation of students. Since then we've discovered that students who have not taken the required course and have only gotten Departmental permission are doing just as well as those that have taken the specified prerequisite course(s). Departmental permission was

given to all students who requested it. The added registration requirements has made no difference in terms of student success. We believe that this is due to the Department's decision to add to this course (as well as to all 300-level courses) a stronger introductory unit.

5. **Date of departmental approval:** November 16, 2015.

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

DEPARTMENT OF LATIN AMERICAN, LATINO & PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** *Pre or corequisite*

2. **From:**

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR 308
Course Title	The Economy of Puerto Rico
Description	The impact of the United States on the economy of Puerto Rico, with emphasis on unemployment, prices, wage rates, industrialization, trade, commerce, and migration. Analysis of the consequences of the economic status of the island for the Puerto Rican people.
Pre/ Co Requisites	LPR 212 or Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR 308
Course Title	The Economy of Puerto Rico
Description	The impact of the United States on the economy of Puerto Rico, with emphasis on unemployment, prices, wage rates, industrialization, trade, commerce, and migration. Analysis of the consequences of the economic status of the island for the Puerto Rican people.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program): In 2012 the Department added the prerequisites or Departmental permission for the course hoping to improve the preparation of

students. Since then we've discovered that students who have not taken the required course and have only gotten Departmental permission are doing just as well as those that have taken the specified prerequisite course(s). Departmental permission was given to all students who requested it. The added registration requirements has made no difference in terms of student success. We believe that this is due to the Department's decision to add to this course (as well as to all 300-level courses) a stronger introductory unit.

5. **Date of departmental approval:** November 16, 2015.

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

DEPARTMENT OF LATIN AMERICAN, LATINO & PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** *Pre or corequisite*

2. **From:**

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR 309
Course Title	Social and Political Movements in Puerto Rico
Description	Social and political movements in Puerto Rico from the nineteenth century to the present. Emphasis on the independence, annexationist, and autonomist movements and their relation to analogous movements across the Caribbean.
Pre/ Co Requisites	LPR 212 or Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR 309
Course Title	Social and Political Movements in Puerto Rico
Description	Social and political movements in Puerto Rico from the nineteenth century to the present. Emphasis on the independence, annexationist, and autonomist movements and their relation to analogous movements across the Caribbean.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program): In 2012 the Department added the prerequisites or Departmental permission for the course hoping to improve the preparation of

students. Since then we've discovered that students who have not taken the required course and have only gotten Departmental permission are doing just as well as those that have taken the specified prerequisite course(s). Departmental permission was given to all students who requested it. The added registration requirements has made no difference in terms of student success. We believe that this is due to the Department's decision to add to this course (as well as to all 300-level courses) a stronger introductory unit.

5. **Date of departmental approval:** November 16, 2015.

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

DEPARTMENT OF LATIN AMERICAN, LATINO & PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** *Pre or corequisite*

2. **From:**

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR 320
Course Title	Puerto Rican Literature in English: Nation and Diaspora
Description	Puerto Rican literature originally written in English in the Diaspora, as well as seminal works translated into English from Spanish.
Pre/ Co Requisites	LPR 212, 213, or Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR 320
Course Title	Puerto Rican Literature in English: Nation and Diaspora
Description	Puerto Rican literature originally written in English in the Diaspora, as well as seminal works translated into English from Spanish.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program): In 2012 the Department added the prerequisites or Departmental permission for the course hoping to improve the preparation of students. Since then we've discovered that students who have not taken the required course and have only gotten Departmental permission are doing just as well as those that have taken the specified prerequisite course(s). Departmental permission was

given to all students who requested it. The added registration requirements has made no difference in terms of student success. We believe that this is due to the Department's decision to add to this course (as well as to all 300-level courses) a stronger introductory unit.

5. **Date of departmental approval:** November 16, 2015.

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

DEPARTMENT OF LATIN AMERICAN, LATINO & PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** *Pre or corequisite*

2. **From:**

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR 353
Course Title	Latino Media
Description	The production, representations, and cultural meanings of Latino media in the U.S., including television, radio, film, advertising, newspapers, and magazines.
Pre/ Co Requisites	Completion of 45 credits or Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR 353
Course Title	Latino Media
Description	The production, representations, and cultural meanings of Latino media in the U.S., including television, radio, film, advertising, newspapers, and magazines.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program): In 2012 the Department added the prerequisites or Departmental permission for the course hoping to improve the preparation of students. Since then we've discovered that students who have not taken the required course and have only gotten Departmental permission are doing just as well as those

that have taken the specified prerequisite course(s). Departmental permission was given to all students who requested it. The added registration requirements has made no difference in terms of student success. We believe that this is due to the Department's decision to add to this course (as well as to all 300-level courses) a stronger introductory unit.

5. **Date of departmental approval:** November 16, 2015.

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

DEPARTMENT OF LATIN AMERICAN, LATINO & PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** *Pre or corequisite*

2. **From:**

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR 410
Course Title	Puerto Rican Folklore and Popular Culture
Description	Study of folklore and popular culture in Puerto Rico and of Puerto Ricans in the United States from the perspective of the social sciences. Analysis of the processes and product in the continual making of identity.
Pre/ Co Requisites	LPR 213 and proficiency in Spanish.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Latin American, Latino & Puerto Rican Studies
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latino Studies
Course Prefix & Number	LPR 410
Course Title	Puerto Rican Folklore and Popular Culture
Description	Study of folklore and popular culture in Puerto Rico and of Puerto Ricans in the United States from the perspective of the social sciences. Analysis of the processes and product in the continual making of identity.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program): In 2012 the Department added the prerequisites or Departmental permission for the course hoping to improve the preparation of

students. Since then we've discovered that students who have not taken the required course and have only gotten Departmental permission are doing just as well as those that have taken the specified prerequisite course(s). Departmental permission was given to all students who requested it. The added registration requirements has made no difference in terms of student success. We believe that this is due to the Department's decision to add to this course (as well as to all 300-level courses and to some 400-level ones) a stronger introductory unit. Because of the richness of materials in English the Spanish requirement for the course is no longer necessary.

5. **Date of departmental approval:** November 16, 2015.

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Sociology B.A.

Hegis Number: 2208.00

Program Code: 34034

Effective Term: Fall 2017

1. **Type of Change**: Change Area of Concentration Requirements

2. **From**: **CONCENTRATIONS IN SOCIOLOGY**

CONCENTRATION IN GENERAL SOCIOLOGY (18 credits)

Students are required to take 6 courses beyond the required 4 courses specified above. These courses are to be chosen from the list of Sociology Courses in the Bulletin. At least three of these courses must be at the 300-400 level.

CONCENTRATION IN DEMOGRAPHY AND POPULATION HEALTH (18 Credits)

~~Required Courses (9 credits)~~

Credits	Course	Title
3	SOC 319	Population and Society
3	SOC 320	Immigration and Adaptation
3	SOC 339	American Demography

~~Electives (9 credits) to be chosen from the list below:~~

~~SOC 166, SOC 220, SOC 223, SOC 227, SOC 240, SOC 243, SOC 245, SOC 305, SOC 321, SOC 322, SOC 333, SOC 343, SOC 345, SOC 3470, SOC 354, SOC 402, SOC 409, SOC 460 and SOC 481.~~

Note: MAT 104 or higher is strongly recommended.

CONCENTRATION IN EDUCATION, SOCIAL INEQUALITY AND URBAN STUDIES (18 credits)

~~Required Courses (12 credits)~~

Credits	Course	Title
3	SOC 234	Urban Sociology
3	SOC 235	Education and Society
3	SOC 309	Social Inequality
3	SOC 334	Urban Sociology in Global Perspective

~~Electives (6 credits) to be chosen from the list below:~~

~~SOC 166, SOC 222, SOC 227, SOC 228, SOC 230, SOC 231, SOC 233, SOC 237, SOC 238, SOC 245, SOC 250, SOC 306, SOC 308, SOC 320, SOC 322, SOC 324, SOC 3250, SOC 328, SOC 332, SOC 335, SOC 3360, SOC 338, SOC 344, SOC 345, SOC 3470, SOC 354, SOC 402, SOC 409, SOC 460 and SOC 481.~~

3. To: **CONCENTRATIONS IN SOCIOLOGY**

CONCENTRATION IN GENERAL SOCIOLOGY (18 credits)

Students are required to take 6 courses beyond the required 5 courses specified above. These courses are to be chosen from the list of Sociology Courses in the Bulletin. At least three of these courses must be at the 300-400 level.

CONCENTRATION IN DEMOGRAPHY AND POPULATION HEALTH

18 Sociology credits, at least 9 credits of which must be chosen from the list below:

Credits	Course	Title
3	SOC 319	Population and Society
3	SOC 320	Immigration and Adaptation
3	SOC 339	American Demography
3	SOC 305	Sociology of Health Care

Note: MAT 104 or higher is strongly recommended.

CONCENTRATION IN EDUCATION, SOCIAL INEQUALITY AND URBAN STUDIES

18 Sociology credits, at least 9 credits of which must be chosen from the list below:

Credits	Course	Title
3	SOC 309	Social Inequality
3	SOC 334	Urban Sociology in Global Perspective
3	SOC3360	Education and Inequality
3	SOC335	Education, Politics, and Society: Global and Cross-Cultural Perspectives

4. **Rationale**: The Sociology Department's proposal makes the requirements consistent for all concentrations (i.e., 3 required courses at the 300 level and 3 electives). The changes also simplify the requirements for a specialized concentration and add courses to the list from which required courses are to be chosen to ensure that students can meet the requirements in a timely fashion. The added courses reflect the relevance of each course's content for the specialized concentration. This also corrects a current error stating "4 courses specified above" in General Sociology concentration.

5. **Date of departmental approval**: February 10, 2016

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

CURRICULUM CHANGE

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

2.

Department(s)	SOCIOLOGY
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 256
Course Title	Juvenile Justice
Description	Introduction to the juvenile justice process and major theories of delinquency causation in the United States, with special reference to New York.
Pre/ Co Requisites	None
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:** Criminal justice is an increasingly popular subarea within Sociology. The department offers a Criminology course, but the juvenile justice system and theories of delinquency are vastly different from the material covered in it. The proposed course will have special relevance for sociology and social work students, as well as those preparing to teach.

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

- Become familiar with the history and philosophy of the juvenile court in the U.S.
- Become familiar with current practices in juvenile justice in the U.S.
- Develop a sociological perspective on the American juvenile justice system.
- Become familiar with theories of juvenile delinquency at the societal, neighborhood, family and individual levels.
- Become familiar with integrated theories of delinquency.
- Develop critical thinking skills.

5. **Date of Departmental Approval:** December 9, 2015

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	SOCIOLOGY
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 330
Course Title	Adoption Policy and Children's Rights
Description	Trends in domestic and international adoption policy in the US and how policy shifts result from the conflicting values of national and international groups.
Pre/ Co Requisites	PREREQ: SOC 166 or any 200- level SOC course
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

As more questions are raised about human rights, including children's rights, national and international pressures on adoption policy have become more important. The proposed course fits with an existing emphasis on policy in our curriculum and would be of interest to Sociology students as well as those majoring in Social Work.

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

- analyze adoption as a social movement in the US
- understand trends in national and international adoption
- understand the influence of culture and culture conflict on adoption policy
- understand international pressures on US adoption policy
- be familiar with problems in adoption, including return and rehoming
- further develop critical thinking

5. Date of Departmental Approval: December 9, 2015

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	SOCIOLOGY
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 331
Course Title	Sociology of Art
Description	Sociological examination of the topic of art focusing on the relationship of art, society and culture, and using sociology of culture analytic tools to examine art sociologically. Understandings of the concept of art and the contexts of its creation and understanding.
Pre/ Co Requisites	PREREQ: SOC 166 or any 200- level SOC course
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This course brings the sociological perspective to the topic of art by way of sociological theories and methods, along with approaches from the sociology of culture. The sociological examination of culture, and of various specific cultural topics as art, music, culture, film, and television, is now widespread in the discipline of sociology. With this as background, a course that focuses specifically on the example of art will be particularly useful for further illustrating the relations of society, culture and social institutions. A sociology of art course taught on a campus of CUNY will also be ideal for highlighting New York City's role as a global center of art, culture and design.

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

- demonstrate a deeper appreciation for the sociological perspective and its application to art related topics
- show a greater awareness of how art, culture and society interact and potentially influence one another
- make use of relevant analytic methods for examining the relationship of art and social life
- express an ability to use sociology to examine the lives and careers of artists and other cultural producers with a particular focus on the social influences on art and artists
- have increased knowledge of key concepts and findings from the literature in the sociology of art, as well as related literature from other analytic disciplines

5. Date of Departmental Approval: February 10, 2016

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	FTS209
Course Title	History of Cinema I
Department(s)	Journalism, Communication & Theatre
Discipline	Cinema Studies, Film, Film Production, Media Studies, History, English, Art
Credits	3
Contact Hours	4
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	The language of film, film study, film theory, and film techniques in relation to cinematic narrative from 1895-1940.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

x current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

Flexible

- World Cultures and Global Issues Individual and Society
- US Experience in its Diversity Scientific World
- X Creative Expression

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:

Waiver requested

If waiver requested:

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

If waiver requested:

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits)	
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Through readings, critical viewing and research students will study significant films, artistic film movements and historical film events that created the present day understanding of Cinema. For example, students will write a compare and contrast paper on the silent era studios of the US, Germany, Italy, Russia and Japan in terms of production of films and artistic styles. Why did the national film studios develop and how did political, social, cultural and economic environment conditions affect the films made?	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
Students will use writings, such as essays, commentaries, research papers and in-class exams to explore the historical, social, cultural, political and economic factors that shaped and formed Cinema around the world. For example, students will identify and assess the UFA studio in terms of the German economy of the 1920s, and German Expressionistic film style.	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
Students will write formal and informal writings, such as essays, critiques, discussion boards, research papers and in-class exams. Students discuss whether a film influences culture, or culture is influenced by film. For example, are films, such as <i>The Birth of a Nation</i> , <i>Battleship Potemkin</i> or <i>Modern Times</i> creations of the cultural and political discourse of the 1910-1920s, or an attempt by the filmmakers to create a cultural or political debate?	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p>A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Through readings, critical viewing and research students will study significant films, artistic film movements and historical film events that created the present day understanding of Cinema. For example, students will write a compare and contrast paper on the silent era studios of the US, Germany, Italy, Russia and Japan in terms of production of films and artistic styles. Why did the national film studios develop and how did political, social, cultural and economic environment conditions affect the films made?</p>	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
<p>This course requires students to apply the fundamental concepts and methods of Film and Cinema studies to the exploration of the history of Cinema in context with historical, social, cultural, political and economic lens. Students will write on how the technology changed the way films were made. They will explore all aspects: technology, cost, narrative, presentation, image, entertainment, and general understanding of film today.</p>	<ul style="list-style-type: none"> Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
<p>Students will explore Cinema as a global art form. Films (U.S., Italian, German, Japanese) will be analyzed through the study of their own diverse social, cultural, historical and political visual imaginings. Students, through readings, discussion and written assignments, will make connections between different periods of film history, and identify interconnections that filmmakers share throughout the history of Cinema.</p>	<ul style="list-style-type: none"> Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
<p>Students are expected to learn basic film terminology to discuss a film in critical terms, and use analytical writing skills to evaluate films. These evaluations should grow in depth as the student learns about the camera, scene construction, editing, sound, lighting, elements of meaning, narrative technique, and the business of the motion picture industry.</p>	<ul style="list-style-type: none"> Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> Use appropriate technologies to conduct research and to communicate.

D. Individual and Society	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	FTS 210
Course Title	History of Cinema II
Department(s)	Journalism, Communication & Theatre
Discipline	Cinema Studies, Film, Film Production, Media Studies, History, English, Art
Credits	3
Contact Hours	4
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Survey of the development and theory of motion picture art from 1940-Present.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

x current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

Flexible

- World Cultures and Global Issues Individual and Society
- US Experience in its Diversity Scientific World
- x Creative Expression

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:

Waiver requested

If waiver requested:

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

If waiver requested:

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |
| | <ul style="list-style-type: none"> • Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts. |
| | <ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
| | <ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
| | <ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. |

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables. |
| | <ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. |
| | <ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format. |
| | <ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. |
| | <ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. |
| | <ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study. |

C. Life and Physical Sciences: Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits)	
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Through readings, critical viewing and research students will study significant films, artistic film movements and historical film events that created the present day understanding of Cinema. For example, students will write a compare and contrast paper on the US Studio System of the 1940s and the US Film Industry of the 1980-1990s. Why did the film studio system change and how did political, social, cultural and economic environment in the United States effect the change?	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
Students will use writings, such as essays, commentaries, research papers and in-class exams to explore the historical, social, cultural, political and economic factors that shaped and formed Cinema around the world. For example, students will identify and assess the Italian and Japanese studios in terms of post Word War II economy and artistic style of the 1950s.	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
Students will write formal and informal writings, such as essays, critiques, discussion boards, research papers and in-	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p>class exams. Students discuss whether a film influences culture, or culture is influenced by film. For example, are films like <i>The Graduate</i>, <i>Midnight Cowboy</i> or <i>Coming Home</i> a product of the cultural revolutions of the 1960s, or an attempt by the filmmakers to create a cultural debate</p>	
<p>A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Students will explore Cinema as a global art form. Films (U.S., Italian, German, Japanese) will be analyzed through the study of their own diverse social, cultural, historical and political visual imaginings. For example, how did traditional art forms of Noh, Kabuki and Bunraku influence the narrative structure and visualization of Japanese Films? Connections between different periods of film history, and identify interconnections that filmmakers share throughout the history of Cinema.</p>	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
<p>This course requires students to apply the fundamental concepts and methods of Film and Cinema studies to the exploration of the history of Cinema in context with historical, social, cultural, political and economic lens. Students will write on how the computer changed the way films were made in the U.S.? They will explore all aspects: technology, cost, narrative, presentation, image, entertainment, and general understanding of film today.</p>	<ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
<p>Students are expected to learn basic film terminology to discuss a film in critical terms, and use analytical writing skills to evaluate films. These evaluations should grow in depth as the student learns about the camera, scene construction, editing, sound, lighting, elements of meaning, narrative technique, and the business of the motion picture industry.</p>	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
<p>This course requires students to apply the fundamental concepts and methods of Film and Cinema studies to the exploration of the history of Cinema in context with historical, social, cultural, political and economic lens. Students will write on how the computer changed the way films were made in the U.S.? They will explore all aspects: technology, cost, narrative, presentation, image, entertainment, and general understanding of film today.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.

D. Individual and Society	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

CUNY Common Core Course Submission Form

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College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	FTS 212
Course Title	Introduction to Film & TV
Department(s)	Journalism, Communication & Theatre
Discipline	Cinema Studies, Film, Film Production, Media Studies, History, English, Art
Credits	3
Contact Hours	4
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Narrative structures, genres, styles, technological practices, criticism, and theory in film and television.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

x current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

Flexible

- World Cultures and Global Issues Individual and Society
- US Experience in its Diversity Scientific World
- X Creative Expression

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Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:

Waiver requested

If waiver requested:

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

If waiver requested:

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits)	
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Through readings, critical viewing and research students will study significant films, artistic film movements and historical film events that created the present day understanding of Cinema. Students will evaluate all aspects of filmmaking and narrative cinematic television, from the practical, creative and problem solving approaches to understanding film as stories with “universal messages” and “time-less” themes.	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
Students will use writings, such as essays, commentaries, research papers and in-class exams to explore the historical, social, cultural, political and economic factors that shaped and formed films and television around the world.	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
Students will write formal and informal writings, such as essays, critiques, discussion boards, research papers and in-class exams. Students discuss basic film and television terminology that applies to creating narrative structures, genres, styles, technological practices and theoretical imaginings for the purpose of discussing and writing on films and television in critical terms.	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	

<p>Students will use assigned readings, critical viewing and research to explore significant artistic film, television films and events and movements influenced the present day understanding of Cinema and television.</p>	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
<p>This course requires students to apply the fundamental concepts and methods of Film and Cinema studies to the exploration of the history of Cinema and television in context with historical, social, cultural, political and economic lens. Students will write on how the technology changed the way films and narrative cinematic television is made. They will explore all aspects: technology, cost, narrative, presentation, image, entertainment, and general understanding of film and television today.</p>	<ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
<p>Students will explore Cinema a global art form; and television as a global phenomenon. Films and television films (U.S., Italian, German, Japanese) will be analyzed through the study of their own diverse social, cultural, historical and political visual imaginings. Students written assignments will make connections between different periods of film and television history, and identify interconnections that filmmakers and creators of narrative cinematic television share throughout the history of Cinema and television.</p>	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
<p>Students are expected to learn basic film and television terminology to discuss a film and television in critical terms, and use analytical writing skills to evaluate films and cinematic television. These evaluations should grow in depth as the student learns about the camera, scene construction, editing, sound, lighting, elements of meaning, narrative technique, and the business of the motion picture industry.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.

D. Individual and Society	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	FTS 218
Course Title	Animation and Anime Narratives
Department(s)	Journalism, Communication & Theatre
Discipline	Cinema Studies, Film, Film Production, Media Studies, History, English, Art
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Overview and examination of story construction and presentation in animation/anime films focusing on the theory and practice of storyboard creation.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

x current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

Flexible

- World Cultures and Global Issues Individual and Society
- US Experience in its Diversity Scientific World
- X Creative Expression

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:

Waiver requested

If waiver requested:

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

If waiver requested:

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	<ul style="list-style-type: none"> • Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	<ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	<ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	<ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	<ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	<ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format.
	<ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	<ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	<ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits)	
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Through readings, critical viewing and research, students will explore Animation/Anime narrative structures. The students will examine films in two particular ways: (1) as stories and narratives with “universal messages” and “time-less” themes, and (2) as a means of trying to understand the practical, creative and problem solving approach in creating Animation/Anime narratives. Students will read critical essays from different points of view.	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
Many different factors and methods (visual language, mise-en-scene, camera work, editing, sound) go into the creation of Animation/Anime. Through assigned readings, screening of animation/anime and in class discussions of different unique narrative structure and themes, students will evaluate and argue the purpose and validity of the many elements that go into creating an Animation/Anime film.	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
Students will produce individual essays, which require using evidence to support conclusions. The final essay paper will require students to analyze and critique various Animation/Anime narrative structures and themes by	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p>applying elements of literary analysis to understand the creative process that goes into filming an Animation/Anime film.</p>	
<p>A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>This students will identify and apply the theory and practice of Animation/Anime narrative construction with an added focus on the history of Animation/Anime in context with historical, social, cultural, political and economic lens. Also, students' appreciation of the fundamentals of the sequential art form of Animation/Anime will grow as they acquire the analytical skills used in writing about films. The students will hone their evaluation skills as they learn about the camera, scene construction, drawing technique, editing, sound, lighting, and the elements of meaning, narrative technique, and the business of the Animation/Anime industry.</p>	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
<p>Students will explore and describe Animation/Anime as a global art form (U.S., French & Japanese etc.) with its own diverse social, cultural, historical and political visual imaginings and context. Articulate what makes an Animation/Anime "artistic" or "significant, and recognize that anime/animation can be viewed as subculture, a mass culture, and a high culture. Apply literary criticism to Animation/Anime films.</p>	<ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
<p>Students will learn basic Animation/Anime film terminology. Ultimately, the primary objective of the course is to elevate the student's appreciation for animation/anime as an art, and to further enhance the student's expressive, communicative, creative and critical skills through writing about films. Through critical viewing of Animation/Anime films with a focus on narrative construction, students will evaluate the nature of perception, and critique to form opinions on the aesthetic meaning of Animated/Anime films.</p>	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
<p>Recognize artistic techniques that are used in Anime and the role of storyboards play in the creation of Animation/Anime narratives.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.

D. Individual and Society	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	FTS 258
Course Title	Film & TV Analysis
Department(s)	Journalism, Communication & Theatre
Discipline	Cinema Studies, Film, Film Production, Media Studies, History, English, Art
Credits	3
Contact Hours	4
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Course centered on the language of Film, film theory, and film analysis in relation to cinematic narrative.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

x current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

Flexible

- World Cultures and Global Issues Individual and Society
- US Experience in its Diversity Scientific World
- x Creative Expression

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:

Waiver requested

If waiver requested:

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

If waiver requested:

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits)	
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Through readings, critical viewing and research students will be introduced to significant films, artistic film movements, cinematic television, narrative television and film events that created the present day understanding of what Cinema & TV. Students will then demonstrate knowledge of film & television theories and criticism.	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
Students are required to write essays, critiques, research papers and in-class exams, where they will apply critical thinking skills in studying films and cinematic television.	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
Students will use writings, such as essays, discussion board entries, research papers and in-class exams to explore the historical, social, cultural, political and economic factors that shape and formed world Cinema & TV.	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Students will discuss and evaluate film theory and approaches to television criticism as reflections of history, culture, ethics, philosophy, aesthetics, and economics concerns.	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
Demonstrate research and bibliographic skills by completing written projects	<ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that

<p>and a researched final project.</p>	<p>created them.</p>
<p>Through readings, discussion and written assignments, students will explore Cinema a global art form; and television as a global phenomenon. Films and television films (U.S., Italian, German, Japanese) will be analyzed through the study of their own diverse social, cultural, historical and political visual imaginings. Students written assignments will make connections between different periods of film and television history, and identify interconnections that filmmakers and creators of narrative cinematic television share throughout the history of Cinema and television.</p>	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
<p>Students are expected to learn basic film and television terminology to discuss a film in critical terms, and use analytical writing skills to evaluate assigned work. These evaluations should grow in depth as the student learns about the camera, scene construction, editing, sound, lighting, elements of meaning, narrative technique, and the business of the motion picture industry and television industry.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.

D. Individual and Society	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	MCS 241
Course Title	Asian Cinema
Department(s)	Journalism, Communication & Theatre
Discipline	Cinema Studies, Film, Film Production, Media Studies, History, English, Art
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Narrative films from various Asian nations and cultures. Traditional artistic influences; cinematic constructs of national identity, historical context, and culture; role in global cinema
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

x current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

Flexible

- World Cultures and Global Issues Individual and Society
- US Experience in its Diversity Scientific World
- X Creative Expression

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:

Waiver requested

If waiver requested:

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

If waiver requested:

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	<ul style="list-style-type: none"> • Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	<ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	<ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	<ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	<ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	<ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format.
	<ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	<ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	<ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits)	
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Through readings, critical viewing and research students will study various significant Asian films, and connect them to artistic film movements and historical film events that created the present day understanding of Asian Cinema. For example, students will write an essay on the formation on Hong Kong Cinema and its unique film production style.	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
Students will use writings, such as essays, commentaries, research papers and in-class exams to explore the historical, social, cultural, political and economic factors that shaped and formed various Asian Cinemas. Student will argue how Japanese filmmakers maintained artistic and creative control, despite the American reorganization of the Japanese film industry after 1945.	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
Students will produce formal and informal writings, such as essays, critiques, discussion boards, research papers and in-class essay exams. For example, using assigned readings students will produce a written essay on the following topic: The Role of Wu Xia Narrative Structure in Modern	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p>Chinese films?</p>	
<p>A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>This course requires students to apply the fundamental concepts and methods of Film and Cinema studies in context with historical, social, cultural, political and economic events to explore and understand Asian Cinema. The goal of the course is to introduce students to a Non-Western understanding of Film and Cinema. For example, students will examine how the family structure and family dynamic is visualized in Korean films.</p>	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
<p>Through readings, critical viewings, discussions and written assignments, students will explore Asian Cinema as a means to explore, understand and grasp different Asian countries (Hong Kong, Chinese, Japanese and Korean) own diverse social, cultural, historical and political visual imaginings. Students will describe and analyze how Hong Kong, Chinese, Japanese and Korean films portray the reconstruction era after WWII?</p>	<ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
<p>The course provides an overview of the Hong Kong, Chinese, Korean and Japanese Cinema since the beginnings of film in the 1890s. The study of each Asian Cinema with its visual imaginings and unique artistic approach will be used to examine selected topics on historical, social, cultural, political and economic movements of individual countries. For example, students will study and write on the role of the Benshi, post WWII film industry reorganization, 1960s film students' counter culture approach to "new Japanese films," and creative digital filmmaking in the history of Japanese Cinema. Specifically students are asked to evaluate how different artistic, historical and social forces shaped Japanese cinema.</p>	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.

D. Individual and Society	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.