

BROOKLYN COLLEGE  
OF  
THE CITY UNIVERSITY OF NEW YORK  
FACULTY COUNCIL

Meeting of 12/11/2012

The Committee on Graduate Curriculum and Degree Requirements herewith submits its recommendations in Curriculum Document 211

Respectfully submitted,

Respectfully submitted,

Jennifer Ball, Chair – Art

Paula Whitlock – Computer and Information Science

Rosamond King – English

Sharon Beaumont-Bowman – Speech Communication Arts and Sciences

Wen-Song Hwu – Childhood, Bilingual and Special Education

Members of Faculty Council with any questions are urged to contact **Jennifer Ball** at **[jball@brooklyn.cuny.edu](mailto:jball@brooklyn.cuny.edu)** prior to the meeting.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

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## SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

### Department of Childhood, Bilingual and Special Education

**Date of departmental approval:** October 16, 2012

**Effective Date of the change:** Fall 2013

**M.S. degree program in education: teacher of students with disabilities in early childhood education (birth-grade 2) HEGIS code 0808; SED program code 26726**

#### Degree requirements

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Thirty or ~~33 or 33 to 45~~ credits are required for the degree. Students take different education courses and credit options depending on their previous course work, teaching experience, and the certificates they hold.

During the first term students in either option (~~30, 33, or 33 to 45~~ credits) must file a program of study approved by the head of the Program in Teaching Students with Disabilities in Early Childhood and Childhood Education.

#### - Thirty credit option:

This option is for students holding an Initial Certificate in one of the New York State approved teacher certification areas and an Initial Certificate in Teaching Students with Disabilities.

Students complete 15 credits in the following courses: ECAE 7115, ECAE 7104T or CBSE 7665T, CBSE 7113T, ~~CBSE 7676T, 7677T, 7679T, 7680T, and 7656 7657T~~; and 6 credits in elective courses in teaching students with disabilities. The remaining 9 credits consist of ECAE 7108T, 7109T, and 7116T with approval from program heads of the Program in Early Childhood Education ~~CBSE 7405T, 7203T, and 7300T or 7305T with approval from program heads of the Programs in Childhood Education: Liberal Arts, Childhood Education: Science and Environmental Education, and Childhood Education: Mathematics.~~ Students are required to complete an independent research project under advisement of a faculty member in CBSE 7656T 7657T.

#### - Thirty-three credit option:

This option is for students holding an Initial Certificate in one of the New York State approved teacher certification areas, and having had no course work in teaching students with disabilities and no student teaching experience with students with disabilities in Birth – Grade 2 s 1-6.

Students must complete 33 credits in the following courses, which should be taken in this order: CBSE 7674T and 7672T; ~~CBSE 7665 or ECAE 7104T 7676T and ECAE 7115T 7680T; CBSE 7113T 7679T and 7663T 7664T; 7677T 7678T and 7680T; 7675T and 7656T 7657T~~; and CBSE 7681T, Seminar and Student Teaching: Students with Special Needs.

Students must complete at least 50 hours of supervised field experience and at least 20 days of student teaching (teaching students with disabilities in early childhood). In addition, students must complete a research project under advisement of a faculty member in CBSE 7656 7657T.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

~~33 to 45 credit option:~~

~~This option is for students who have a baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration and demonstrated undergraduate preparation in English, science, mathematics, and the social sciences, and foreign language.~~

~~Students must complete 33 to 45 credits in the following courses: Education 7214T, 7674T, 7672T, 7676T, 7678T, 7664T, 7677T, 7680T, 7675T, 7659T and Education 7681T, Seminar and Student Teaching: Students with Special Needs.~~

~~Students must complete at least 100 hours of supervised field experience and at least 40 days of student teaching. In addition students must complete a research project under advisement of a faculty member in Education 7657T.~~

**Rationale:** The early childhood special education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education. These changes also correct clerical errors from the previous bulletin. Several courses have different course numbers for early childhood vs. childhood special education (CBSE 7663 (EC) vs. CBSE 7664 (CH); CBSE 7656 (EC) vs. CBSE 7657 (CH)). These distinctions are not correctly indicated in the Graduate Bulletin 2012-2013.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**Department of Childhood Bilingual and Special Education**

**Date of departmental approval:** October 16, 2012

**Effective Date of the change:** Fall 2013

**M.S. in Education degree program: teacher of students with disabilities in childhood education (grades 1-6) HEGIS code 0808; SED program code 26729**

Option B: 33 credits

This option is for students holding an Initial Certificate in one of the New York State approved teacher certification areas, without student teaching experience and without certification in students with disabilities in grades 1-6.

Students must complete 33 credits in the following sequenced courses, which should be taken in this order: CBSE 7674T and 7672T; 7676T and 7678 ~~7680~~T; 7679T and 7664T; 7677T and 7680T; 7675T and 7657T; and CBSE 7681T, Seminar and Student Teaching: Students with Special Needs.

Students must complete at least 50 hours of supervised field experience and at least 20 days of student teaching (teaching students with disabilities in childhood). In addition, students must complete a research project under advisement of a faculty member in CBSE 7657T.

**Rationale:** The change in this document corrects an error in the Graduate Bulletin 2012-2013.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**Department of Childhood Bilingual and Special Education**

**Date of departmental approval:** March 13, 2012

**Effective date:** Fall 2013

**M.S. in Education degree program: childhood education teacher (grades 1-6) - liberal arts  
HEGIS code 0802.00; SED program code 26826**

The program in childhood education prepares teachers of children in first through sixth grade for initial and/or professional certification in liberal arts, bilingual education, science and environmental education, and mathematics. Through collaborative action, teaching and research, we develop our students' capacities to create socially just, intellectually vital, aesthetically rich, and compassionate communities that value equity and excellence, access and rigor. We design our programs in cooperation with liberal arts and sciences faculties and in conjunction with local schools in order to provide our students with opportunities to develop the knowledge, proficiencies, and understandings needed to work with New York City's racially, ethnically, and linguistically diverse populations. Our program is unique in that our students become highly skilled in content and methodology courses, adept in diversified literacy skills, and have the ability to integrate pragmatic tools of technology, including free and interactive Web 2.0 tools such as blogs, wikis, and podcasts. Our reflective graduates are astutely aware of the digital divide and the need to use source ware (free software) so no child is left behind in the Information Age, and the need to produce globally competitive students regardless of their socioeconomic status.

Students will enroll in the appropriate course of studies listed below (Option A or B or C) based upon teaching experience, previous course work, and the teaching certificates they hold.

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Option (A): 30 credits  
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The following program applies to students who hold a New York State Initial Certificate in Childhood Education (grades 1-6) or its equivalent. This program leads to a New York State Professional Certificate in Childhood Education (grades 1-6).

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Matriculation requirements:  
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Applicants must hold a New York State Initial Certificate in Childhood Education (grades 1-6) or its equivalent.

Applicants must have a minimum undergraduate grade point average of 3.00. A minimum grade point average of 3.00 in graduate courses is required to maintain matriculation.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

Students should note additional requirements found at the beginning of this section as well as in the sections "Admission" and "Academic Regulations and Procedures" of the Brooklyn College Bulletin of Graduate Programs.

-----  
Degree requirements: Thirty credits are required for the degree.  
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CBSE 7200T and English 7602X or 7701X or 7502X or 7503X.

CBSE 7203T and History 7110X or 7430X or Political Science 7030X or 7610X or Puerto Rican and Latino Studies 7415X or 7420X or Africana Studies 7020X or 7030X.

CBSE 7204T and Mathematics 7141T or 7142T or 7143T or 7145T or CBSE 7405T.

CBSE 7201T and any graduate level course in General Science or 7000-level course in Geology.

CBSE 7202T and an elective in education: CBSE 7207X or 7360X or 7671X or a course in teaching students with disabilities with permission of the head of the Program in Teaching Students with Disabilities and the head of the Program in Childhood Education: Liberal Arts. The following courses are required and it is recommended that they be taken in the following order (see the list above):

CBSE 7200T and a course in English; CBSE 7203T and a course in history or political science or Puerto Rican and Latino studies or Africana Studies;

CBSE 7204T and a course in mathematics or CBSE 7405T; CBSE 7201T any graduate level course in General Science or 7000-level course in Geology;

During the first semester, students must file a program of study approved by the program adviser. All courses in the childhood education degree sequence require departmental permission for registration.

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Option (B): 33 credits  
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The following program applies to students who hold a New York State Initial Certificate in Early Childhood Education (birth through grade 2) or its equivalent or a New York State Initial Certificate in Special Subjects (all grades) or its equivalent. This program leads to a New York State Professional Certificate in Childhood Education (grades 1-6).

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Matriculation requirements:  
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Applicants must hold a New York State Initial Certificate in Early Childhood Education (birth through grade 2) or its equivalent or a New York State Initial Certificate in Special Subjects (all grades) or its equivalent.

Applicants must have a minimum undergraduate grade point average of 3.00. A minimum grade point average of 3.00 in graduate courses is required to maintain matriculation.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

Students should note additional requirements found at the beginning of this section as well as in the sections "Admission" and "Academic Regulations and Procedures" of the Brooklyn College Bulletin of Graduate Programs.

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Degree requirements: Thirty-three credits are required for the degree.

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CBSE 7200T and English 7602X or 7701X or 7502X or 7503X.

CBSE 7203T and History 7110X or 7430X or Political Science 7030X or 7610X or Puerto Rican and Latino Studies 7415X or 7420X or Africana Studies 7020X or 7030X.

CBSE 7204T and Mathematics 7141T or 7142T or 7143T or 7145T or CBSE 7405T.

CBSE 7201T and any graduate level course in General Science or 7000-level course in Geology.

CBSE 7202T and ~~an elective in education: CBSE 7207X or 7360X or 7671X or 7019T or a course in teaching students with disabilities with permission of the head of the Program in Teaching Students with Disabilities and the head of the Program in Childhood Education: Liberal Arts.~~

During the first semester, students must file a program of study approved by the program adviser. All courses in the childhood education degree sequence require departmental permission for registration.

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Option (C): 45 credits

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The following program applies to students who do not hold a New York State Initial Certificate in Early Childhood Education or Childhood Education or Special Subjects or equivalent course work and teaching experience, or who are teaching but do not hold initial certification. This program leads to both New York State Initial and Professional Certificates in Childhood Education (grades 1-6).

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Matriculation requirements:

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Applicants must have a minimum undergraduate grade point average of 3.00. A minimum grade point average of 3.00 in graduate courses is required to maintain matriculation.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Students should note additional requirements found at the beginning of this section as well as in the sections "Admission" and "Academic Regulations and Procedures" of the Brooklyn College Bulletin of Graduate Programs.

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Degree requirements: Forty-five credits are required for the degree.

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CBSE 7205T, 7216X, 7440T, 7213T, ~~7503X~~, 7671X and 7471T.

CBSE 7200T and English 7602X or 7701X or 7502X or 7503X.

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CBSE 7203T and History 7110X or 7430X or Political Science 7030X or 7610X or Puerto Rican and Latino Studies 7415X or 7420X or Africana Studies 7020X or 7030X.

CBSE 7204T and Mathematics 7141T or 7142T or 7143T or 7145T or CBSE 7405T.

CBSE 7201T and any graduate level course in General Science or 7000-level course in Earth and Environmental Sciences or

CBSE 7202T.

During the first semester, students must file a program of study approved by the program adviser. All courses in the childhood education degree sequence require departmental permission for registration.

**Rationale:**

The Childhood Bilingual and Special Education graduate program is updating the program requirements for State certification. CBSE 7671X fulfills the State requirements.

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**Department of Health and Nutrition Sciences**

**Date of departmental approval: November 26, 2012**

**Effective date of the change: Fall 2013**

**MPH degree program in Health and Nutrition Sciences**

**HEGIS code 1214; SED program code 21578**

This program, accredited by the Council on Education for Public Health, provides graduate-level training for students interested in pursuing or in advancing careers in public health. Successful applicants to the M.P.H. program include health professionals and recent college graduates. The program offers two concentrations, a general public health track and a more specialized health policy and administration track. The degree offers both classroom and internship experiences and provides the opportunity for students to work closely with a faculty mentor. By offering all classes in the evenings in Brooklyn and Manhattan, the program is geared to the needs of working adults. Graduates of the program are employed as managers, administrators, researchers, and planners in hospitals, not-for-profit agencies, community programs, departments of health, and state and national health organizations.

**Matriculation requirements**

Applicants must offer at least 18 undergraduate credits in acceptable health-related courses and a GPA of at least 3.00. Applicants should have experience in a health-related field and must submit a statement of academic interests and goals. Applicants also must submit results of the Graduate Record Examination. A waiver of the GRE may be made when a student has a master's degree or higher from an accredited US college or university. General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission" of the Graduate Bulletin.

**Degree requirements**

Forty-five credits are required for the degree.

Students must complete Health and Nutrition Sciences 7100X, 7110X, 7120X, 7130X, 7140X, 7150X, 7920X and 7930X.

Students must receive a grade of at least B in each of these eight core courses; courses may be repeated if necessary.

In addition, students must complete one of the following two concentrations of study:

General public health concentration:

Students in this concentration must take Health and Nutrition Sciences 7163X, 7164X and 7171X. Students must choose their remaining courses from courses numbered Health and Nutrition Sciences 7000X and above unless they receive permission from the deputy

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chairperson to substitute a specific course. In addition, students must submit either a thesis or a master's paper. Students electing to submit a thesis must complete Health and Nutrition Sciences 7935X and 7999X. Information about the thesis is in the section "Academic Regulations and Procedures." Students electing to complete a master's paper must complete Health and Nutrition Sciences 7940X and 7950X with a grade of B or better.

Health care policy and administration concentration (offered in cooperation with the Department of Political Science):

Students must take the following courses: Health and Nutrition Sciences 7141X, 7142X, 7143X, 7144X. Students in the health policy and administration concentration must choose their remaining courses from the following list unless they receive permission from the deputy chairperson to substitute specific courses: Health and Nutrition Sciences 7145X, 7146X, 7161X, 7162X, 7184X; Political Science 7150X, 7310X, 7340X, 7370X, 7400X, 7470X, 7480X, 7510X, 7720X, 7760X. Students with advanced preparation may substitute other courses for required courses with the permission of the deputy chairperson. In addition, students must submit either a thesis or a master's paper. Students electing to submit a thesis must complete Health and Nutrition Sciences 7935X and 7999X. Information about the thesis is in the section "Academic Regulations and Procedures." Students electing to complete a master's paper must complete Health and Nutrition Sciences 7940X and 7950X with a grade of B or better.

As part of the selected required concentration ("General Public Health" or "Health Care Policy and Administration") students have the option of completing a specialization in Maternal, Child, Reproductive, and Sexual Health (MCRSH) by taking 9 of their 45 degree credits in courses designated as MCRSH, competing their fieldwork placement (HNSC 7920X) in a MCRSH-related project, and writing their master's paper (HNSC 7940X, HNSC 7950X) or master's thesis (HNSC 7935X, HNSC 7999X) on a MCRSH-related topic. All MCRSH coursework and requirements are subject to approval by the deputy chairperson. MPH students wishing to pursue the MCRSH specialization should notify the MPH Program Director in writing prior to registering for their first semester's courses.

Furthermore, all MPH students must independently complete a professional portfolio. The portfolio describes relevant public health experiences and achievements during the course of students' studies leading to the MPH degree. The portfolio consists of academic, professional and service accomplishments and may include major course projects, reports, presentations, publications and other samples of work that is completed.

**Rationale:** This specialization represents an effort by all the consortial campuses of the CUNY School of Public Health (SPH), which includes Brooklyn College, to create a Maternal, Child, Reproductive, and Sexual Health specialization in the existing graduate programs. Maternal and child health has been identified as a severe shortage area by Health Resources and Services Administration. Many schools of public health have implemented MPH Maternal and Child health specializations to address this gap. Our specialization not only focuses on improving the health of children and their families, but also places such efforts within the broader perspective

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of improving community and population health. The addition of “all MPH” in the second addition is for clarity regarding the professional portfolio requirement.

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## **Department of Health and Nutrition Sciences**

**Date of departmental approval: November 26, 2012**

**Effective date of the change: Fall, 2013**

### **M.A. degree program in community health**

**HEGIS code 1214; SED program code 78495**

The master of arts degree in community health serves both national and international students who are pursuing a career in health promotion/disease prevention. Many of our graduate students are in practice in the field and come to Brooklyn College for advanced training and professional development.

The program has two concentrations: community health education and thanatology. The community health education concentration develops professionals who design, conduct, and evaluate activities that help improve the health of individuals and communities. Graduates typically find employment in public health departments, community-based organizations, hospitals, and clinics as patient educators, health education teachers, health coaches, community organizers, public health educators, and health program managers.

The thanatology concentration focuses on the development of expertise in the area of dying, death, and bereavement. Graduates hold a variety of positions including that of hospice program director, hospital bereavement coordinator, hospice volunteer coordinator, funeral aftercare counselor, and bereavement counseling program director.

### **Matriculation requirements**

Applicants must offer at least 18 credits in acceptable health-related courses and a minimum GPA of 3.0. Experience in a health-related field is required for the thanatology concentration.

### **Degree requirements**

Thirty-three to thirty-six credits are required for the degree. Students must complete one of the following two concentrations of study: Community Health Education (36 credits) or Thanatology (33 credits).

Community health education concentration.

Required courses (30 credits): Health and Nutrition Sciences 7110X, 7120X, 7140X, 7141X, 7150X, 7161X, 7170X, 7171X, 7925X, and 7930X.

Elective courses (6 credits): Students who satisfy the exit requirements (see below) by passing a comprehensive examination must complete 6 additional credits (for a total of 36 credits) chosen from 7000-level health courses after consultation with their faculty advisor.

Thanatology concentration.

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Required courses (27 credits): students must complete 24 credits from the following courses: Health and Nutrition Sciences 7180X, 7181X, 7182X, 7183X, 7184X, 7185X, 7186X, 7187X, 7188X, 7901X.

Students must also complete Health and Nutrition Sciences 7930X (3 credits) and elect one of the exit requirements (see below), either of which requires two courses (6 credits) for a total of 33 required credits in this concentration.

Students with advanced preparation may substitute other courses for required courses with the permission of the deputy chairperson.

As part of the selected required concentrations (“Community Health Education” or “Thanatology”), students have the option of completing a specialization in Maternal, Child, Reproductive, and Sexual Health (MCRSH) by taking 9 of their 36 or 33 degree credits in courses designated as MCRSH, competing their fieldwork placement (HNSC 7925X or HNSC 7901X) in a MCRSH-related project, and (if applicable) writing their master’s paper (HNSC 7940X, HNSC 7950X) or master’s thesis (HNSC 7935X, HNSC 7999X) on a MCRSH-related topic. Students in the community health education concentration who elect to take the Comprehensive Examination as their exit option will be tested on MCRSH material. All MCRSH coursework and requirements are subject to approval by the deputy chairperson. MA students wishing to pursue the MCRSH specialization should notify the deputy chairperson in writing within their first two semesters of coursework.

### **Exit requirements**

Students matriculated in the community health education concentration are required to pass a comprehensive examination administered by the Health and Nutrition Sciences Department, or submit an acceptable master's thesis or master's paper.

Students matriculated in the thanatology concentration are required to submit either an acceptable thesis or an acceptable master's paper.

Students in either concentration, electing to submit a thesis, must complete Health and Nutrition Sciences 7935X (3 credits) and 7999X (3 credits). Information about the thesis is in the section "Academic Regulations and Procedures" of the Graduate Bulletin.

Students in either concentration electing to submit a master's paper must complete Health and Nutrition Sciences 7940X (3 credits) and 7950X (3 credits) with a grade of B or better. The student is not allowed to take 7940X more than twice. The grade for Health and Nutrition Sciences 7950X will be the same as the grade for the master's paper. The student must earn a grade of B or better for a master's paper to be acceptable.

Students opting for the Comprehensive Examination will be evaluated on: 7110X, 7120X, 7170X, and 7930X. Students wishing to pursue the MCRSH specialization will also be tested on MCRSH coursework.

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Students must have completed all four courses before registering for the Comprehensive Examination. If the examination is failed on the first try, students must retake and pass all of the parts that they failed in the previous examination.

Students in the community health education concentration who pass a comprehensive examination must complete an additional 6 elective credits chosen from 7000-level health courses (for a total of 36 credits) after consultation with their faculty advisor.

Note that Health and Nutrition Sciences 7930X is a prerequisite for Health and Nutrition Sciences 7935X and for Health and Nutrition Sciences 7940X.

Courses in the Health and Nutrition Sciences Department offered toward the degree must be 7000-level courses.

The program of study must be approved by the department.

Community Health Education students interested in national certification as a Certified Health Education Specialist (CHES) may take the examination administered by the National Commission for Health Education Credentialing, Inc.

**Rationale:** This specialization represents an effort by all the consortial campuses of the CUNY School of Public Health (SPH), which includes Brooklyn College, to create a Maternal, Child, Reproductive, and Sexual Health specialization in the existing graduate programs. Maternal and child health has been identified as a severe shortage area by Health Resources and Services Administration. Many schools of public health have implemented MPH Maternal and Child health specializations to address this gap. Our specialization not only focuses on improving the health of children and their families, but also places such efforts within the broader perspective of improving community and population health, and has been adapted to meet the curricular needs of MA students.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.



**Department of Health and Nutrition Sciences**

**Date of departmental approval: November 29, 2012**

**Effective date of the change: Fall 2013**

**M.S. in Nutrition HEGIS code 1306; SED program code 86173**

The master of science degree in nutrition provides advanced level study of nutritional science and clinical nutrition. The program is appropriate for individuals who wish to become registered ~~dieticians~~ dietitians, nutrition educators, administrators of programs that provide nutritional services in commercial or institutional settings, nutritionists in community centers or private practice, researchers, or interpreters of research for the public employed by industry, government, academia, or mass media. Students whose baccalaureate degrees are in fields other than nutrition may take specified undergraduate courses to fulfill the prerequisites for application to the program. Students who wish to become registered ~~dieticians~~ dietitians will have to satisfy the undergraduate and/or graduate course requirements of our Dietetic Internship program before making a separate application to it.

**Matriculation requirements**

Applicants must offer undergraduate or graduate courses in general biology, physiology, general chemistry, organic chemistry, nutrition, biochemistry or nutritional chemistry, statistics, and medical nutrition therapy.

General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission."

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**Degree requirements**  
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Thirty to 39 credits are required for the degree.

Students must complete the following required core courses:

Health and Nutrition Sciences 7230X, 7210X, 7211X, 7213X, 7241X, and 7930X. Students must receive a grade of at least B in each of these courses or approval of the Graduate Deputy Chairperson for Nutrition in order to qualify for the comprehensive examination or thesis; courses may be repeated if necessary.

A minimum of ~~45~~ 12 additional credits is required. Students may choose among the following courses: Health and Nutrition Sciences 7120X, 7161X, 7172X, 7183X, 7200X, 7201X, 7212X, 7220X, 7221X, 7222X, 7223X, 7224X, 7231X, 7232X, 7233X, 7234X, 7235X, ~~7240X~~.

Students interested in the Dietetic Internship (DI) accredited by the ~~American Dietetics Association~~ Academy of Nutrition and Dietetics must take Health and Nutrition Sciences ~~7213X~~ 7240X, 7241X, and ~~two~~ one additional graduate courses in nutrition before beginning the DI. The DI consists of Health and Nutrition Sciences 7200X, 7201X, 7202X, and 7203X. Separate applications must be made to the DI and to the M.S. program in nutrition.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

Students must pass a comprehensive examination or submit a thesis acceptable to the department. Students who choose to write a thesis must complete Health and Nutrition Sciences 7999. Information about the requirements for the comprehensive examination and thesis is in the section “Academic Regulations and Procedures.”

**Dietetic Internships (DI)** ~~The American Dietetic Association~~ Academy of Nutrition and Dietetics accredited Dietetic Internship (DI) at Brooklyn College is a ~~one-year part-time~~ two semester program that provides the supervised practice experience required to sit for the Registered Dietitian (R.D.) examination. Students must be enrolled in the M.S. in nutrition program to be eligible for the DI, and they must file a separate application for the DI. ~~Application to the DI is through the American Dietetic Association's matching program. Contact the DI program director, Roseanne Schnell, for details. Email [diprogram@brooklyn.cuny.edu](mailto:diprogram@brooklyn.cuny.edu) for details.~~ The program enables students to apply theory and research to practice in clinical, community, and food service settings, thereby enriching their education and preparing them to make significant contributions to and rapid advancement in the profession.

**Rationale:** The minimum number of credits for the degree is still 30. Therefore, when we increased the number of required course credits to 18, the minimum number of elective credits should have been reduced to 12.

The course HNSC 7235X Research Seminar II should be included among acceptable elective courses, given that it is recommended to students who intend to do a Master's thesis (HNSC 7999).

The preferred spelling is “dietitian” and not “dietician”.

The American Dietetic Association changed its name to the Academy of Nutrition and Dietetics, so references to that agency must be changed accordingly. Our Dietetics Internship (singular, since we have only one) can no longer be considered a part-time program given the increases in hours approved in previous curriculum documents. The description now specifies 7213 as required for students entering the DI; this had been implied since 7213 is a prerequisite for the two required courses (7240 and 7241). In addition, the application procedures and contact information have changed for the Dietetic Internship.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

## **SECTION A-IV: NEW COURSE**

### **Department of Art**

**Date of Departmental Approval:** November 13, 2012

**Effective Date:** Fall 2013

### **ARTD 7183G Museology**

**45 hours, 3 credits**

#### **Course Description:**

Exploration of the museum exhibition from the curatorial, educational and administrative perspective. Examination of the creation of narrative, selection of objects, layout and installation, and writing of didactics and labels to give students a comprehensive understanding of exhibition planning and execution. Practical consideration given to budget, fundraising and the incorporation of technology.

**Prerequisite:** matriculation for the MA in Art History

**Frequency of Offering:** Every 3 to 4 semesters

**Projected enrollment:** 15

**Clearances:** None

**Rationale:** This course provides an overview to the creation and implementation of the museum exhibition. Students will acquire the skills needed to assess the objectives of a permanent collection installation or temporary exhibition, including its historical significance, cultural context, and educational intent.

#### **Learning Objectives:**

To critically evaluate museum exhibitions

To engage in critical thinking about the field of museology

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**Department of Biology**

**Date of departmental approval:** November 13, 2012

**Effective Date:** Fall 2013

**BIOL 7007G: Molecular and Macroevolution**

**45 hours, 3 Credits**

**Bulletin Description:** Readings and commentary in molecular evolution and macroevolution. Exploration of the relationship between mutations and gene duplications with diversification, discussion of how natural selection leads to adaptation. Weekly written commentaries, and a major research project with oral presentation.

**Prerequisites:** A course in genetics or molecular biology

**Frequency of offering:** one section per year

**Projected enrollment:** 10 students per year

**Clearances:** None

**Rationale:** Evolution is central to an understanding of biology, and unites discussions of conservation and diversification of biological structure, function, and behavior. Students will read recent literature, discuss mechanisms and results, and prepare presentations on specific topics of interest.

**Program Goals:** We are not currently offering such a course at the graduate level, so this offering fills a need in our graduate curriculum. The material will be applicable to research and pedagogy in biology.

**Course Objectives/Outcomes expected:**

- To provide knowledge and methods for students to be able to analyze and explain biological observations in the light of biological diversification and environmental selection. Observations and analyses of genetic bases for alteration of occurrence, morphology and behavior will be discussed in group oral and written contexts.
- To be able to describe the role of genetic mutations and gene duplications in evolution
- To be able to describe various selective mechanisms and to show their effects on phenotype frequency plots
- To be able to explain sexual selection as a major driving force in evolution
- To be able to describe the nature of toolkit genes and homeotic mutations
- To be able to describe relationship of morphology, toolkit gene expression, and speciation

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Biology**

Changes in frequency, hours and credits

**Date of Departmental Approval: November 13, 2012**

**Effective Date: Fall 2013**

#### **From:**

##### **BIOL U7921G Advanced Study**

30 hours; 2 credits

Tutorial study with a faculty member in an area in which formal course work is not offered. Assigned reading, reports, and laboratory or fieldwork. Weekly discussion and examinations by arrangement with the instructor.

#### **To:**

##### **BIOL U7921G Advanced Study**

30 hours; 2 credits

Tutorial study with a faculty member in an area in which formal course work is not offered. Assigned reading, reports, and laboratory or fieldwork. Weekly discussion and examinations by arrangement with the instructor. May only be taken once

#### **From:**

##### **BIOL U7922G Advanced Study**

60 hours; 4 credits

Tutorial study with a faculty member in an area in which formal course work is not offered. Assigned reading, reports, and laboratory or fieldwork. Weekly discussion and examinations by arrangement with the instructor.

#### **To:**

##### **BIOL U7922G Advanced Study**

60 hours; 4 credits

Tutorial study with a faculty member in an area in which formal course work is not offered. Assigned reading, reports, and laboratory or fieldwork. Weekly discussion and examinations by arrangement with the instructor. May only be taken once.

Rationale: These changes serve to codify existing departmental policy for advanced study courses.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**Department of Childhood Bilingual and Special Education**

**Date of departmental approval:** March 13, 2012

**Effective Date:** Spring 2013

**FROM:**

**EDUC 6001X Skillful Teaching: Strategies for Effective Instruction and Classroom Management**

45 hours; 3 credits

Strategies to assist the in-service teacher in the application of principles of teaching that contribute to student achievement and appropriate student behavior, using the resources of the school and community.

~~Corequisite: current employment as a teacher or supervisor in a public or approved private school.~~

**TO:**

**CBSE 6001X Skillful Teaching: Strategies for Effective Instruction and Classroom Management**

45 hours; 3 credits

Strategies to assist the in-service teacher in the application of principles of teaching that contribute to student achievement and appropriate student behavior, using the resources of the school and community.

**FROM:**

**EDUC 6003T Issues and Strategies in Education**

15 hours each term; 1 credit each term.

Timely issues, strategies, and techniques of modern educational practice. Course content varies from term to term. This course is not creditable toward the degrees in education.

~~Prerequisite: license or certificate to serve as teacher, paraprofessional, or supervisor in day care center, kindergarten, or elementary or secondary school.~~

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**TO:**

**CBSE 6003T Issues and Strategies in Education**

15 hours each term; 1 credit each term.

Timely issues, strategies, and techniques of modern educational practice. Course content varies from term to term. This course is not creditable toward the degrees in education.

**FROM:**

**EDUC 6005T Issues and Strategies in Education**

15 hours each term; 1 credit each term

Timely issues, strategies, and techniques of modern educational practice. Course content varies from term to term. This course is not creditable toward the degrees in education.

~~Prerequisite: license or certificate to serve as teacher, paraprofessional, or supervisor in day care center, kindergarten, or elementary or secondary school.~~

**TO:**

**CBSE 6005T Issues and Strategies in Education**

15 hours each term; 1 credit each term

Timely issues, strategies, and techniques of modern educational practice. Course content varies from term to term. This course is not creditable toward the degrees in education.

**FROM:**

**EDUC 7008T Education and Theories of Mind**

30 hours plus independent work; 3 credits

Logic of learning (believing, knowing, thinking, understanding). Analysis of the concept of learning in educational theory and practice. Implications of the philosophy of mind for the evaluation of teaching and learning.

~~Prerequisite: a master's degree or matriculation in a teacher education program; and Education 731T or the equivalent.~~

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**TO:**

**CBSE 7008T Education and Theories of Mind**

30 hours plus independent work; 3 credits

Logic of learning (believing, knowing, thinking, understanding). Analysis of the concept of learning in educational theory and practice. Implications of the philosophy of mind for the evaluation of teaching and learning.

**FROM:**

**EDUC 7009T Programmed Instruction**

30 hours plus conference and independent work; 3 credits

Critical evaluation of the theories underlying programmed instruction. Examination of research findings concerning the effectiveness of teaching machines, programmed texts, and related devices. Practice in the preparation of programmed materials.

~~Prerequisite: a course in educational psychology or the psychology of learning.~~

**TO:**

**CBSE 7009T Programmed Instruction**

30 hours plus conference and independent work; 3 credits

Critical evaluation of the theories underlying programmed instruction. Examination of research findings concerning the effectiveness of teaching machines, programmed texts, and related devices. Practice in the preparation of programmed materials.

**FROM:**

**EDUC 7013X Mental Hygiene and Behavior Problems**

45 hours; 3 credits

Contributions of mental hygiene to understanding dynamics of behavior. Dynamic aspects of personality development. Typical behavior problems in school, home, and community. Clinical methods in diagnosing and treating personality difficulties. Study and evaluation of typical case materials. Teacher's role in dealing with behavior problems. ~~(Not open to students who have completed Education 7673X [726.3X].)~~

~~Prerequisite: a course or courses in learning, evaluation, and mental health.~~

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.



**TO:**

**CBSE 7013X Mental Hygiene and Behavior Problems**

45 hours; 3 credits

Contributions of mental hygiene to understanding dynamics of behavior. Dynamic aspects of personality development. Typical behavior problems in school, home, and community. Clinical methods in diagnosing and treating personality difficulties. Study and evaluation of typical case materials. Teacher's role in dealing with behavior problems.

**FROM:**

**EDUC 7015T Language Structure and Development in the Middle and Secondary School and Their Relationship to Literacy**

45 hours lecture; 3 credits

Analysis of recent research findings in the development and use of verbal and nonverbal communication skills. A study of the structure of the English language with particular attention to concept development and figurative language. Study of the effects of dialect, second language learning, and language disabilities on the reading, writing, speaking, and listening skills of students in grades 5 through 12. (~~Not open to students who have completed 7386T [717.12T].~~)

~~Prerequisites: Education 7001T [700.12T] and 7380T [701.12T].~~

~~Corequisite: Education 7389T [726.12T].~~

**TO:**

**CBSE 7015T Language Structure and Development in the Middle and Secondary School and Their Relationship to Literacy**

45 hours lecture; 3 credits

Analysis of recent research findings in the development and use of verbal and nonverbal communication skills. A study of the structure of the English language with particular attention to concept development and figurative language. Study of the effects of dialect, second language learning, and language disabilities on the reading, writing, speaking, and listening skills of students in grades 5 through 12.

**FROM:**

**EDUC 7020T prevention, Diagnosis, and Remedial Treatment of Disabilities in the Language Arts**

30 hours; 2 credits

Methods and techniques for prevention of disabilities and diagnosis and treatment of difficulties encountered by elementary and secondary school students in learning the language arts. (~~Not open to students who have completed Education 745.1T).~~

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

~~Prerequisite: a course in methods and student teaching in elementary education (I or II) or a course in methods and student teaching in secondary education (I or II); and permission of the head of the language arts program.~~

**TO:**

**CBSE 7020T prevention, Diagnosis, and Remedial Treatment of Disabilities in the Language Arts**

30 hours; 2 credits

Methods and techniques for prevention of disabilities and diagnosis and treatment of difficulties encountered by elementary and secondary school students in learning the language arts.

**FROM:**

**EDUC 7024X Soviet Education**

30 hours plus conference; 3 credits

Analysis of Soviet education theory and practice since the revolution with emphasis on the contemporary scene.

**TO:**

**CBSE 7024X Soviet Education**

30 hours plus conference; 3 credits

Analysis of Soviet education theory and practice since the revolution with emphasis on the contemporary scene.

**FROM:**

**EDUC 7025T Recent Research and Innovation in School Practice for Supervisors of Student Teachers**

30 hours plus fieldwork; 3 credits

Recent educational research and critical examination of contemporary theories and current innovative practices related to effective teaching. Introducing changes in school curricula leading to more effective teaching and learning. Fieldwork includes observation and teaching of demonstration classes followed by analysis and evaluation of learning experiences observed or taught. Each term separate sections are offered for elementary and secondary school teachers. Secondary school teachers take sections related to subject field.

~~Prerequisite: a minimum of 9 credits in graduate education courses and a minimum of two years of full-time teaching and recommendation of a school principal and recommendation of college instructor based on interview.~~

~~Corequisite: employment as a teacher or supervisor in a public or approved private school.~~

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**TO:**

**CBSE 7025T Recent Research and Innovation in School Practice for Supervisors of Student Teachers**

30 hours plus fieldwork; 3 credits

Recent educational research and critical examination of contemporary theories and current innovative practices related to effective teaching. Introducing changes in school curricula leading to more effective teaching and learning. Fieldwork includes observation and teaching of demonstration classes followed by analysis and evaluation of learning experiences observed or taught. Each term separate sections are offered for elementary and secondary school teachers. Secondary school teachers take sections related to subject field.

**FROM:**

**EDUC 7027X Workshop in School Curriculum Development, Experimentation, and Evaluation**

45 hours; 3 credits

Investigation of newer practices and experimentation in selected areas of school curriculum. Students are expected to plan and/or implement a practical project applicable to their school situation.

~~Prerequisite: Education 7753X [772.3X] and permission of the head of the educational administration and supervision program.~~

**TO:**

**CBSE 7027X Workshop in School Curriculum Development, Experimentation, and Evaluation**

45 hours; 3 credits

Investigation of newer practices and experimentation in selected areas of school curriculum. Students are expected to plan and/or implement a practical project applicable to their school situation.

**FROM:**

**EDUC 7028T Improvement of Teaching: Behavior Modification and Whole-Class Teaching**

45 hours; 3 credits

Teaching models and strategies to extend the in-service teacher's conceptual scheme of teaching. Self-analysis systems are explored and applied by means of feedback mechanisms. Practice in behavior modification and whole-class teaching skills.

~~Prerequisite: employment as a teacher or supervisor in a public or approved private school.~~

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**TO:**

**CBSE 7028T Improvement of Teaching: Behavior Modification and Whole-Class Teaching**

45 hours; 3 credits

Teaching models and strategies to extend the in-service teacher's conceptual scheme of teaching. Self-analysis systems are explored and applied by means of feedback mechanisms. Practice in behavior modification and whole-class teaching skills.

**FROM:**

**EDUC 7029T Improvement of Teaching: Open Classroom, Individual, and Small-Group Teaching**

45 hours; 3 credits

Continuation of ~~Education 7028T [774.1T]~~. Practice with models and strategies applicable to open classroom, individualized, and small-group teaching.

~~Prerequisite: employment as a teacher or supervisor in a public or approved private school.~~

**TO:**

**CBSE 7029T Improvement of Teaching: Open Classroom, Individual, and Small-Group Teaching**

45 hours; 3 credits

Continuation of Childhood, Bilingual and Special Education 7028T. Practice with models and strategies applicable to open classroom, individualized, and small-group teaching.

**FROM:**

**EDUC 7036X Project Seminar in Computer Education**

30 hours plus independent work and conference; 3 credits

Study of current computer education projects, programs, and practices. Independent, field-based project required. Specific topic determined by student's teaching level and subject specialization.

~~Prerequisites: Education 784.1X and 6 additional graduate credits in computer education courses.~~

**TO:**

**CBSE 7036X Project Seminar in Computer Education**

30 hours plus independent work and conference; 3 credits

Study of current computer education projects, programs, and practices. Independent, field-based project required. Specific topic determined by student's teaching level and subject specialization.

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**FROM:**

**EDUC 7037X Teaching Lexicography and Vocabulary across the Curriculum**

30 hours lecture, 30 hours laboratory; 3 credits

Methods and techniques of vocabulary improvement in the classroom setting. Application to classroom practice of the study of the history of the English language, the science of lexicography, and principles of etymology and semantic change. Analysis of selected words and word roots from subject areas taught throughout secondary schools with special emphasis on vocabulary development, the nature of language, and the relationships among languages.

**TO:**

**CBSE 7037X Teaching Lexicography and Vocabulary across the Curriculum**

30 hours lecture, 30 hours laboratory; 3 credits

Methods and techniques of vocabulary improvement in the classroom setting. Application to classroom practice of the study of the history of the English language, the science of lexicography, and principles of etymology and semantic change. Analysis of selected words and word roots from subject areas taught throughout secondary schools with special emphasis on vocabulary development, the nature of language, and the relationships among languages.

**FROM:**

**EDUC 7043T Workshop in the Language Arts**

45 hours; 3 credits

Problems in teaching language arts: reading and oral and written communication. Attention is given to the particular needs and interests of students, with provision for individual and group study. (~~Not open to students who are enrolled in or have completed any of the following: Education 663.1T, 663.2T, 663.3T, 663.21T, 663.22T, 7119T [763.1T], 763.2T, 763.3T, 763.21T, 763.22T.~~)

~~Corequisite: Education 7121T [764.1T] or 7214T [764.2T] or 7542T [764.5T] or employment as a teacher in a public or approved private school.~~

**TO:**

**CBSE 7043T Workshop in the Language Arts**

45 hours; 3 credits

Problems in teaching language arts: reading and oral and written communication. Attention is given to the particular needs and interests of students, with provision for individual and group study.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**FROM:**

**EDUC 7113T Curriculum Modifications for Young Children with Special Needs**

45 hours; 3 credits

Special programs, modification of curriculum in the content areas, life skills, teaching strategies and approaches designed to meet the individual and group needs of culturally and linguistically diverse young children with special needs including giftedness, across the developmental spectrum in early education settings. Focus on family, community, and interagency partnerships; appropriate use of technology, including assistive technology; multiple assessment strategies. Field experiences in a variety of schools and community settings.

**TO:**

**CBSE 7113T Curriculum Modifications for Young Children with Special Needs**

45 hours; 3 credits

Special programs, modification of curriculum in the content areas, life skills, teaching strategies and approaches designed to meet the individual and group needs of culturally and linguistically diverse young children with special needs including giftedness, across the developmental spectrum in early education settings. Focus on family, community, and interagency partnerships; appropriate use of technology, including assistive technology; multiple assessment strategies. Field experiences in a variety of schools and community settings.

**Rationale:** When all the course prefixes are changed from EDUC to departmental codes to reflect the new departmental structure in the School of Education, EDUC 7113 was not changed to CBSE 7113 in timely manner. It is important to have CBSE prefix for this course since this course is one of the important elements in writing the NCATE report. The course description of CBSE 7113 is not changed from EDUC 7113.

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**FROM:**

**~~EDUC 7117T Theories and Practices in the Study of the Young Child's Progress~~**  
30 hours; 2 credits

Experimental development of informal situations in which the progress of individuals and/or groups may be assessed. Use of unstructured media in studying children's feelings and competencies. The place of standardized tests in the evaluation program. Survey of pertinent research and current literature. Practices in planning and carrying through small-scale evaluation projects.

~~Prerequisite: undergraduate courses in methods and student teaching in early childhood education or elementary education.~~

**TO:**

**CBSE 7117T Theories and Practices in the Study of the Young Child's Progress**  
30 hours; 2 credits

Experimental development of informal situations in which the progress of individuals and/or groups may be assessed. Use of unstructured media in studying children's feelings and competencies. The place of standardized tests in the evaluation program. Survey of pertinent research and current literature. Practices in planning and carrying through small-scale evaluation projects.

**FROM:**

**~~EDUC 7208T The Teaching of English to Language-Handicapped Children in Primary School~~**  
30 hours plus independent work and conference; 3 credits

Specific teaching problems at this level. Application of guiding principles and research findings in linguistics, methodology, psychology, and sociology as applied to the study of English. New media procedures. Evaluative instruments and practices. (Not open to students who are enrolled in or have completed Education 747.2T or the equivalent)

~~Prerequisite: a course in methods and student teaching in early childhood education or elementary education and a graduate workshop in language arts; or the equivalent of the courses.~~

**TO:**

**CBSE 7208T The Teaching of English to Language-Handicapped Children in Primary School**  
30 hours plus independent work and conference; 3 credits

Specific teaching problems at this level. Application of guiding principles and research findings in linguistics, methodology, psychology, and sociology as applied to the study of English. New

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

media procedures. Evaluative instruments and practices. (Not open to students who are enrolled in or have completed Education 7209T or the equivalent)

**FROM:**

**~~EDUC 7209T~~ The Teaching of English to Language-Handicapped Students in Upper Elementary and Early Secondary Grades**

30 hours plus independent work and conference; 3 credits

Social, cultural, linguistic, and psychological problems of language-handicapped children. Integrating language learners into the regular classroom at various levels of linguistic development. Application of guiding principles and research to the teaching of English as a second language. Use of new media equipment. Appraisal procedures. (~~Not open to students who are enrolled in or have completed Education 747.1T or the equivalent.~~)

~~Prerequisite: a course in methods and student teaching in early childhood education or elementary education or a course in methods and student teaching in English in secondary school; and a graduate workshop in language arts; or the equivalent of the courses.~~

**TO:**

**CSBE 7209T The Teaching of English to Language-Handicapped Students in Upper Elementary and Early Secondary Grades**

30 hours plus independent work and conference; 3 credits

Social, cultural, linguistic, and psychological problems of language-handicapped children. Integrating language learners into the regular classroom at various levels of linguistic development. Application of guiding principles and research to the teaching of English as a second language. Use of new media equipment. Appraisal procedures.



**FROM:**

**EDUC 7210T Human Relations Problems and Practices in Childhood Education**

30 hours; 2 credits

Problems and practices in parent education, inter staff relations, and supervision of students and volunteer workers. Teacher's role in group discussion. Interviews and use of films. Survey of pertinent studies and current literature.

~~Prerequisite: undergraduate courses in methods and student teaching in early childhood education or elementary education.~~

**TO:**

**CBSE 7210T Human Relations Problems and Practices in Childhood Education**

30 hours; 2 credits

Problems and practices in parent education, inter staff relations, and supervision of students and volunteer workers. Teacher's role in group discussion. Interviews and use of films. Survey of pertinent studies and current literature.

**FROM:**

**EDUC 7217T Humane Education**

45 hours; 3 credits

Connections between human rights, animal welfare/animal rights and their links to environmental preservation. Develop compassionate, responsible and fair-minded individuals integral to an evolving and just society. Current and emerging national and international concerns for children, families, schools, communities and societies. Focus on critical thinking and ethical decision-making and preventive measures through curriculum development, education, awareness, and advocacy.

~~Prerequisite or Corequisite: none.~~

**TO:**

**CBSE 7217T Humane Education**

45 hours; 3 credits

Connections between human rights, animal welfare/animal rights and their links to environmental preservation. Develop compassionate, responsible and fair-minded individuals integral to an evolving and just society. Current and emerging national and international concerns for children, families, schools, communities and societies. Focus on critical thinking and ethical decision-making and preventive measures through curriculum development, education, awareness, and advocacy.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**FROM:**

**EDUC 7381T Seminar in Applied Theory and Research in Literacy I**

45 hours plus conference; 3 credits

Advanced concepts of educational research, including design of research proposals and data collection. Application of techniques of research using materials relevant to literacy. Consultation and application in appropriate field settings. Design and implementation of an original research project. It must be continued and completed in 7382T.

~~Prerequisite: 21 credits completed in the Graduate Literacy Program.~~

**TO:**

**CBSE 7381T Seminar in Applied Theory and Research in Literacy I**

45 hours plus conference; 3 credits

Advanced concepts of educational research, including design of research proposals and data collection. Application of techniques of research using materials relevant to literacy. Consultation and application in appropriate field settings. Design and implementation of an original research project. It must be continued and completed in 7382T.

**FROM:**

**EDUC 7382T Seminar in Applied Theory and Research in Literacy II**

45 hours plus conference; 3 credits

~~Continuation of Education 7381T.[702.12T].~~

~~Prerequisite: 24 credits completed in the Graduate Literacy Program.~~

**TO:**

**CBSE 7382T Seminar in Applied Theory and Research in Literacy II**

45 hours plus conference; 3 credits

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**FROM:**

**EDUC 7383T Methods and Practicum in Literacy, Kindergarten to Grade 2**

30 hours, 30 hours supervised field; 3 credits

Development, application, and implementation of literacy strategies with children of diverse abilities. Development of curriculum materials based on the theories and research findings discussed in the area of literacy from birth to grade 2. Presentation of supervised cases study in formal setting.

~~Prerequisite: Education 7001T [700.12T] and 7380T [701.12T].~~

**TO:**

**CBSE 7383T Methods and Practicum in Literacy, Kindergarten to Grade 2**

30 hours, 30 hours supervised field; 3 credits

Development, application, and implementation of literacy strategies with children of diverse abilities. Development of curriculum materials based on the theories and research findings discussed in the area of literacy from birth to grade 2. Presentation of supervised cases study in formal setting.

**FROM:**

**EDUC 7384T Methods and Practicum in Literacy, Grades 3 to 6**

30 hours, 30 hours supervised field; 3 credits

Development, application, and implementation of literacy strategies with children of diverse abilities. Development of curriculum materials based on the theories and research findings discussed in the area of literacy from grades 3 to 6. Presentation of supervised case study in formal setting.

~~Prerequisite: Education 7001T [700.12T] and 7380T [701.12T].~~

**TO:**

**CBSE 7384T Methods and Practicum in Literacy, Grades 3 to 6**

30 hours, 30 hours supervised field; 3 credits

Development, application, and implementation of literacy strategies with children of diverse abilities. Development of curriculum materials based on the theories and research findings discussed in the area of literacy from grades 3 to 6. Presentation of supervised case study in formal setting.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**FROM:**

**EDUC 7385T Topics in Literacy Education Current Literacy Issues**

45 hours lecture; 3 credits

Relationships of selected factors within family, school, and society as they influence the learner's growth in literacy. Developing the teacher's ability to respond to the talents, needs, and abilities of the learner by structuring appropriate literacy environments from birth to grade 6. Study of recent literacy research including English language learning and children with special needs.

~~Prerequisites: Education 7390T [732.12T] and 7387T [719.12T].~~

~~Corequisite: Education 7388T [720.12T].~~

**TO:**

**CBSE 7385T Topics in Literacy Education Current Literacy Issues**

45 hours lecture; 3 credits

Relationships of selected factors within family, school, and society as they influence the learner's growth in literacy. Developing the teacher's ability to respond to the talents, needs, and abilities of the learner by structuring appropriate literacy environments from birth to grade 6. Study of recent literacy research including English language learning and children with special needs.

**FROM:**

**EDUC 7386T Literacy Education: Communication**

45 hours lecture; 3 credits

Analysis of recent research findings in language acquisition and in the development and use of verbal and nonverbal communication skills from birth to grade 6. The influence of group membership and cultural pluralism on the development of these skills with special attention to the bi-dialectal child and the English language learner. Analysis of the implications for literacy education, with emphasis on media literacy and new literacies.

~~Prerequisites: Education 7001T [700.12T] and 7380T [701.12T].~~

**TO:**

**CBSE 7386T Literacy Education: Communication**

45 hours lecture; 3 credits

Analysis of recent research findings in language acquisition and in the development and use of verbal and nonverbal communication skills from birth to grade 6. The influence of group membership and cultural pluralism on the development of these skills with special attention to the bi-dialectal child and the English language learner. Analysis of the implications for literacy education, with emphasis on media literacy and new literacies.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**FROM:**

**EDUC 7387T Literacy Skills, Instructional Strategies, and Assessment**

45 hours; 3 credits

Approaches to assess and improve students' literacy abilities through the use of records, interviews, observations, portfolios, and formal and informal assessments. Procedures for the selection, administration, and evaluation of test materials. Study of illustrative case studies including English language learners and students with special needs. (~~Not open to students who have completed 715.12T, 718.12T and 7021T [745.1T].~~)

~~Prerequisites: Education 7001T [700.12T] and 7380T [701.12T].~~

**TO:**

**CBSE 7387T Literacy Skills, Instructional Strategies, and Assessment**

45 hours; 3 credits

Approaches to assess and improve students' literacy abilities through the use of records, interviews, observations, portfolios, and formal and informal assessments. Procedures for the selection, administration, and evaluation of test materials. Study of illustrative case studies including English language learners and students with special needs.

**FROM:**

**EDUC 7388T Administration of Literacy Programs**

45 hours; 3 credits

Theory and practice of the leadership role of literacy/reading specialists in school and community literacy programs. Techniques for successful exercise of leadership in developing goals, providing professional development, working with families and communities, and implementing literacy programs.

~~Prerequisite: 21 credits completed in the Graduate Literacy Program~~

**TO:**

**CBSE 7388T Administration of Literacy Programs**

45 hours; 3 credits

Theory and practice of the leadership role of literacy/reading specialists in school and community literacy programs. Techniques for successful exercise of leadership in developing goals, providing professional development, working with families and communities, and implementing literacy programs.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**FROM:**

**EDUC 7512T Advanced Seminar in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Health and Nutrition Sciences**

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in health and nutrition sciences to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the discipline and implications for teaching.

~~Prerequisite: Initial Certification or Education 7500X [742X], 7501X [792.1X], 7536T [763.16T], 7542T [764.5T], 7518T [723.16T], and 7543T [764.51T] or equivalents.~~

~~Prerequisite or corequisite: Education 7502T [742.2T].~~

**TO:**

**CBSE 7512T Advanced Seminar in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Health and Nutrition Sciences**

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in health and nutrition sciences to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the discipline and implications for teaching.

**FROM:**

**EDUC 7518T Seminar II in Pedagogy and Curriculum: Health and Nutrition Sciences**

45 hours; 2 credits

Advanced theories and methods of teaching health and nutrition sciences at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in health; teaching health and nutrition sciences to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the health and nutrition sciences curriculum in urban classrooms. Students enroll in workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education.

~~Prerequisite: 7500X [742X], 7501X [792.1X], and permission of the chairperson of the major department and the head of Adolescence Education and Special Subjects.~~

~~Prerequisite or corequisite: 7536T [763.16T] and 7542T [764.5T]. Corequisite: 7543T [764.51T].~~

**TO:**

**CBSE 7518T Seminar II in Pedagogy and Curriculum: Health and Nutrition Sciences**

45 hours; 2 credits

Advanced theories and methods of teaching health and nutrition sciences at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in health; teaching health and nutrition sciences to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the health and nutrition sciences curriculum in urban classrooms. Students enroll in workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**FROM:**

**EDUC 7525T Seminar in Educational Research: Health and Nutrition Sciences**

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching health and nutrition sciences. Formulation, development, and realization of an original research project relevant to teaching and learning health and nutrition sciences.

~~Prerequisite: Completion of all program conditions Education 7502T [742.2T], 7512T [722.16T], and 3 credits of an approved elective course.~~

**TO:**

**CBSE 7525T Seminar in Educational Research: Health and Nutrition Sciences**

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching health and nutrition sciences. Formulation, development, and realization of an original research project relevant to teaching and learning health and nutrition sciences.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.



**FROM:**

**EDUC.7536T Seminar I in Pedagogy and Curriculum:  
Health and Nutrition Sciences**

30 hours; 2 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching health at grade levels appropriate for state certification requirements. ~~Not open to students who are enrolled in or have completed Education 763.32T, 763.33T, 763.34T, 763.35T, 763.36T, 763.37T, 763.39T.~~

~~Corequisite: Education 764.5T~~

**TO:**

**CBSE 7536T Seminar I in Pedagogy and Curriculum:  
Health and Nutrition Sciences**

30 hours; 2 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching health at grade levels appropriate for state certification requirements.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**FROM:**

**EDUC 7551T Critical Issues in Education: Social Values and Individual Needs: Health and Nutrition**

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques.

**TO:**

**CBSE 7551T Critical Issues in Education: Social Values and Individual Needs: Health and Nutrition**

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques.

**FROM:**

**EDUC 7668T Students with Special Needs: Gifted Education**

30 hours plus conference; 3 credits

Investigation of the developmental nature, causes, and characteristics of diverse gifted and talented students. Implications for classroom teachers and other professionals in areas of interpersonal interactions, collaboration, and instruction. Focus on historical, social, and legal foundations of gifted education. Theories of learning and development. Influence of gender, class, language, race/ethnicity, disabilities, and sexuality on the construction of giftedness, as interpreted within and across cultures. 10 hours of field experience in a variety of schools and classroom settings.

**TO:**

**CBSE 7668T Students with Special Needs: Gifted Education**

30 hours plus conference; 3 credits

Investigation of the developmental nature, causes, and characteristics of diverse gifted and talented students. Implications for classroom teachers and other professionals in areas of interpersonal interactions, collaboration, and instruction. Focus on historical, social, and legal foundations of gifted education. Theories of learning and development. Influence of gender, class, language, race/ethnicity, disabilities, and sexuality on the construction of giftedness, as interpreted within and across cultures. 10 hours of field experience in a variety of schools and classroom settings.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**FROM:**

**~~EDUC-7669T~~ Assessment of Diverse Gifted and Talented Students**

30 hours plus conference; 3 credits

Critical review of formal and informal assessments of the cognitive, social, and affective characteristics of diverse gifted and talented students, including gifted and talented students with special needs. Cultural, linguistic, and societal factors involved in identification, placement, and the academic performance of diverse gifted and talented students. Implications for classroom settings, teaching, and collaboration with parents and other professionals. 10 hours of field experience in a variety of school and classroom settings.

**TO:**

**CBSE 7669T Assessment of Diverse Gifted and Talented Students**

30 hours plus conference; 3 credits

Critical review of formal and informal assessments of the cognitive, social, and affective characteristics of diverse gifted and talented students, including gifted and talented students with special needs. Cultural, linguistic, and societal factors involved in identification, placement, and the academic performance of diverse gifted and talented students. Implications for classroom settings, teaching, and collaboration with parents and other professionals. 10 hours of field experience in a variety of school and classroom settings.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**FROM:**

**~~EDUC-7670T Curriculum Design for Diverse Gifted and Talented Students~~**

30 hours plus conference; 3 credits

Principles, rationale, and research-validated methods for differentiating curriculum and instruction for diverse gifted and talented students, including gifted and talented students with disabilities. Inquiry processes across all content areas. Use of technology for differentiation of instruction. Approaches to the design, management, and evaluation of learning environments across a variety of settings. Collaboration with other professionals. Focus on the New York State Learning Standards and educational experiences of students from diverse cultural and linguistic backgrounds. 20 hours field experience in a variety of schools and classroom settings.

**TO:**

**CBSE 7670T Curriculum Design for Diverse Gifted and Talented Students**

30 hours plus conference; 3 credits

Principles, rationale, and research-validated methods for differentiating curriculum and instruction for diverse gifted and talented students, including gifted and talented students with disabilities. Inquiry processes across all content areas. Use of technology for differentiation of instruction. Approaches to the design, management, and evaluation of learning environments across a variety of settings. Collaboration with other professionals. Focus on the New York State Learning Standards and educational experiences of students from diverse cultural and linguistic backgrounds. 20 hours field experience in a variety of schools and classroom settings.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**FROM:**

**EDUC 7682T Seminar in Teaching Students Experiencing Emotional Conflict**

30 hours plus conference; 3 credits

Analysis of theory and research-validated practices related to the teaching of students experiencing emotional conflict. Discussion of daily classroom and instructional management and implementation of instructional strategies, including literacy across the curriculum with an emphasis on verbal and visual literacies. Exploration of teacher/student interactions and teacher reflective practice.

**TO:**

**CBSE 7682T Seminar in Teaching Students Experiencing Emotional Conflict**

30 hours plus conference; 3 credits

Analysis of theory and research-validated practices related to the teaching of students experiencing emotional conflict. Discussion of daily classroom and instructional management and implementation of instructional strategies, including literacy across the curriculum with an emphasis on verbal and visual literacies. Exploration of teacher/student interactions and teacher reflective practice.

**FROM:**

**EDUC 7692T Seminar in Special Education: Literacy and Communication**

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (~~Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.~~)

~~Corequisite: Education 7214T [764.2T] or 7542T [764.5T], or employment as a teacher in a public or approved private school.~~

**TO:**

**CBSE 7692T Seminar in Special Education: Literacy and Communication**

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**FROM:**

**EDUC 7695T Inclusive Teaching Practicum**

10 hours seminar and 100 hours of supervised student teaching per course; 1 credit

Prerequisite: Matriculation in the M.S in Education: Teacher of students with disabilities.

**TO:**

**CBSE 7695T Inclusive Teaching Practicum**

10 hours seminar and 100 hours of supervised student teaching per course; 1 credit

Prerequisite: Matriculation in the M.S in Education: Teacher of students with disabilities.

**FROM:**

**EDUC 7696T Inclusive Teaching Practicum**

10 hours seminar and 100 hours of supervised student teaching per course; 1 credit

Prerequisite: 7695T [764.6T]

**TO:**

**CBSE 7696T Inclusive Teaching Practicum**

10 hours seminar and 100 hours of supervised student teaching per course; 1 credit

**FROM:**

**EDUC-7820T Supervised Laboratory and Field Experience**

30 hours seminar, 60 hours laboratory and directed independent activity; 4 credits

Consideration of specific aspects of human behavior in a variety of work or community settings. Observation and discussion of behavior. Preparation of materials.

~~Prerequisite: matriculation in the guidance and counseling program and Education 709.1T and 7886T [724.3T] and permission of the program head.~~

~~Corequisite: Education 709.2T.~~

**TO:**

**CBSE 7820T Supervised Laboratory and Field Experience**

30 hours seminar, 60 hours laboratory and directed independent activity; 4 credits

Consideration of specific aspects of human behavior in a variety of work or community settings. Observation and discussion of behavior. Preparation of materials.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**FROM:**

**~~EDUC-7821T Sources of Information~~**

~~45 hours; 3 credits~~

~~Introduction to theories of information, appraisal, and diagnosis and to appraisal and measurement techniques. Role and function of guidance counseling. Introduction to group dynamics. Theoretical basis for strategies of planned intervention.~~

~~Prerequisite: matriculation in the guidance and counseling program and permission of the program head. Education 147~~

~~Corequisite: Education 724.1T and 756.2T.~~

**TO:**

**CBSE 7821T Sources of Information**

45 hours; 3 credits

Introduction to theories of information, appraisal, and diagnosis and to appraisal and measurement techniques. Role and function of guidance counseling. Introduction to group dynamics. Theoretical basis for strategies of planned intervention.

**FROM:**

**~~EDUC 7822T Cases in Planned Intervention~~**

~~30 hours lecture, 30 hours laboratory; 3 credits~~

~~Selected cases. Helping students formulate and follow through on planned intervention strategies. Students are encouraged to analyze their work situations in terms of strengths and weaknesses and to develop strategies for improving the total program as well as their own functioning.~~

~~Prerequisite: matriculation in the guidance and counseling program and Education 7885T [724.2T] and permission of the program head.~~

~~Corequisite: Education 708.1T.~~

**TO:**

**CBSE 7822T Cases in Planned Intervention**

30 hours lecture, 30 hours laboratory; 3 credits

Selected cases. Helping students formulate and follow through on planned intervention strategies. Students are encouraged to analyze their work situations in terms of strengths and weaknesses and to develop strategies for improving the total program as well as their own functioning.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**FROM:**

**~~EDUC 7885T~~ Advanced Human Development I**

30 hours lecture, 60 hours laboratory and directed independent activity; 4 credits

Theories of emotional and intellectual development from birth through young adulthood. Introduction to anthropological, developmental, psychoanalytic, field, and social psychological theories. Cognitive sequences necessary for intellectual development and effects of socialization experiences.

~~Prerequisite: matriculation in the guidance and counseling program and Education 724.1T and permission of the program head.~~

~~Corequisite: Education 7118T [712.2T].~~

**TO:**

**~~CBSE 7885T~~ Advanced Human Development I**

30 hours lecture, 60 hours laboratory and directed independent activity; 4 credits

Theories of emotional and intellectual development from birth through young adulthood. Introduction to anthropological, developmental, psychoanalytic, field, and social psychological theories. Cognitive sequences necessary for intellectual development and effects of socialization experiences.

**FROM:**

**~~EDUC 7886T~~ Advanced Human Development II**

30 hours lecture, 60 hours laboratory and directed independent activity; 4 credits

Relation of theories of development to the function of the counselor on the job. Effect of institutions on individual development. Relationship of theories of career development and decision making to general theories of human development.

~~Prerequisite: matriculation in the guidance and counseling program and Education 7822T [756.3T] and permission of the program head.~~

~~Corequisite: Education 709.1T.~~

**TO:**

**~~CBSE 7886T~~ Advanced Human Development II**

30 hours lecture, 60 hours laboratory and directed independent activity; 4 credits

Relation of theories of development to the function of the counselor on the job. Effect of institutions on individual development. Relationship of theories of career development and decision making to general theories of human development.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.



**FROM:**

**EDUC 7894T Community Resources in Guidance**

45 hours; 3 credits

Collection, dissemination, and utilization of information on community resources available for guidance.

~~Prerequisite: EDUC 735.3X~~

**TO:**

**CBSE 7894T Community Resources in Guidance**

45 hours; 3 credits

Collection, dissemination, and utilization of information on community resources available for guidance.

**FROM:**

**EDUC 7908X Cognitive and Intellectual Development**

45 hours; 3 credits

Critical exposition, in light of recent research, of developments in the fields of cognitive and intellectual development. Examination of the psychological bases for such representative educational issues as readiness, grouping, learning to learn, curriculum structure, transfer and concept learning.

~~Prerequisite: a course in educational psychology and a course in child or adolescent development.~~

**TO:**

**CBSE 7908X Cognitive and Intellectual Development**

45 hours; 3 credits

Critical exposition, in light of recent research, of developments in the fields of cognitive and intellectual development. Examination of the psychological bases for such representative educational issues as readiness, grouping, learning to learn, curriculum structure, transfer and concept learning.

**Rationale:** The Childhood, Bilingual, and Special Education Department updated the course prefix to reflect the new departmental structure in the School of Education last semester. These courses are roll over from last semester.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

**FROM:**

**CBSE 7665T ~~Special Issues in Education: Learning Environments~~**

45 hours lecture; 3 credits

Implementation of supportive and enriched learning environments that influence the development of the young child with special needs. ~~Focus on emerging trends and current research.~~ Examination of ~~the influence of the expressive arts and play~~ on the development of young children with special needs from birth through early childhood.

**TO:**

**CBSE 7665T Learning Environments for Young Children with Diverse Learning and Developmental Needs**

45 hours lecture; 3 credits

Implementation of supportive and enriched learning environments that influence the development of the young child with special needs. Examination of positive behavior supports, crisis intervention and play on the development of young children, including English language learners as well as those with developmental delays or special needs from birth through early childhood. Role of family-based practices in creating learning environments at home and in educational settings.

**Rationale:** The early childhood special education program in the Department of CBSE is reactivating and revising the old course to give options for the candidates in the Graduate Special Education Program within the Department of CBSE to work with young children with developmental delays and/or special needs. This course may be offered as a substitute for ECAE 7104.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

## **SECTION A-VI: OTHER CHANGES**

**Department of Art**  
**Deletion of Request**

**Date of Departmental Approval:** November 13, 2012

**Effective Date:** Spring 2013

**~~ARTD 7185G Museology~~**  
**~~45 hours, 3 credits~~**

**~~Course Description:~~**

~~Exploration of the museum exhibition from the curatorial, educational and administrative perspective. Examination of the creation of narrative, selection of objects, layout and installation, and writing of didactics and labels to give students a comprehensive understanding of exhibition planning and execution. Practical consideration given to budget, fundraising and the incorporation of technology.~~

**~~Prerequisite:~~** matriculation for the MA in Art History

**~~Frequency of Offering:~~** Every 3 to 4 semesters

**~~Projected enrollment:~~** 15

**~~Clearances:~~** None

**Rationale:** This course was mistakenly submitted with an incorrect course number. It will be re-numbered and re-submitted.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

## **Appendix**

**Special Topics:** The committee has approved the following special topic for the term indicated and informed the Provost of the committee's approval. These items do not require Faculty Council action and are announced here for information only.

The following course is being offered for the first time:

**JUST 7723X Special Topics Seminar: "The Hasidic Movement from Mystical Origins to Contemporary Controversies"**

The following courses are being offered for the second time:

**Biology 7933: Special Topics: Molecular and Population-based Evolutionary Biology**

**PSYC 7109 Special Topics in Human Relations Training, "Workplace Communication in Organizations"**

Material located with ~~strike-through~~ is to be deleted and material underlined is to be added.