

BROOKLYN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
FACULTY COUNCIL

Meeting of April 16, 2013

The Committee on Undergraduate Curriculum and Degree Requirements herewith submits its recommendations in Curriculum Document 362.

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Note: All curriculum proposals will now include only new course numbers, wherever possible, with old numbers used only when there is no corresponding new number.

Respectfully submitted,

Marel Kaya (Childhood, Bilingual and Special Education)
Xia (Lisa) Li (Early Childhood and Art Education)
Aaron Tenenbaum (Computer & Information Science, Chair)
Philip Thibodeau (Classics)
Michael Weinstein (Finance and Business Management)

Members of Faculty Council with any questions are urged to contact Aaron Tenenbaum at tbaum@sci.brooklyn.cuny.edu or (718) 951-5657 prior to the meeting.

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SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Biology & Department of Psychology

Minor in Neuroscience

Program Requirements (18-21 credits):

Interdisciplinary minor, offered by the departments of Psychology and Biology, requiring 18-21 credits including 12 advanced credits, each completed with a grade of C- or higher. At least 6 nine of the advanced credits must be completed at Brooklyn College.

All courses listed in Group A may be used to satisfy the requirements of both the minor in Neuroscience and the major in Psychology. ~~Two~~ Only one of the advanced electives courses from Group B cannot may be used to satisfy the requirements of both the minor in Neuroscience and the major in Psychology. Psychology 3600 and one of the courses from Group B may be used to satisfy the requirements of both the minor in Neuroscience and the minor in Psychology.

Students who do not major in psychology are strongly encouraged to also take Psychology 3400 or Mathematics 4501.

Both A and B below are required:

A. All of the following:

Psychology 2600 Mind, Brain, and Behavior;
Psychology 2610 Neurobiology/Biology 2020 Neurobiology;
Psychology 3600 ~~Introduction to Physiological Psychology~~ Behavioral Neuroscience

B. Three of the following:

Psychology 3610/Biology 3020 Behavioral Neuroendocrinology;
Psychology 3660 Drugs and Behavior;
Psychology 3670 Comparative Psychology;
Psychology 3680 Human Neuropsychology;
Psychology 4690 Special Topics in Biopsychology (cross-listed with Biology 5020);
requires approval of the Chair of Psychology or Biology.

Note that the prerequisite for Psychology 2600 is one of the following: Psychology 1 or Psychology 1000 or Psychology 4019 or Health and Nutrition Sciences 2300 or Physical Education 3271. Therefore, students who otherwise would not take any of these courses will have to complete 21 credits for the minor.

Rationale: The change reflects the addition of a new course (Psychology 3610/ Biology 3020 Behavioral Neuroendocrinology) to the program. It reflects the change of name in Psychology 3600, Behavioral Neuroscience, that was approved in spring 2012. The number of advanced credits that must be completed at Brooklyn College was changed

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from six to nine to be consistent with requirements for the psychology minor. Furthermore, language was changed to clarify which courses may be used for minor in Neuroscience and minor and major in psychology.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Biology & Department of Secondary Education

B.A. degree program in adolescence education: biology teacher

HEGIS code 0401.01; NYS SED program code 26814

The Department of Secondary Education and the Department of Biology jointly offer a program for students who plan to teach biology in grades 7 through 12. Additional information may be obtained from the Department of Secondary Education or the Department of Biology. Adolescence education (grades 7-12) and special subject programs are writing intensive. Students should consult a counselor as early as possible to plan their program.

Adolescence education (grades 7-12) and special subject programs are writing intensive.

To enroll in any of the following courses--Biology 1002, 2074, 2071, 2072W, 3002, and 3004--students must have completed the appropriate pre- or co-requisite courses with a grade of C- or better. A student with a grade of D+ or lower in any biology course applied toward fulfillment of department requirements must repeat the course until the grade of C- or higher is earned, or offer another course of equal or higher rank. Any substitution of courses must be approved by the chairperson or deputy chair for advising. At least one course taken must be a writing intensive (W) course offered by the Department of Biology. Students who completed Biology 1080 and 1081 before fall 2010 may substitute them for Biology 1001 and 1002 in all degree requirements.

Program requirements (~~63-69½~~ 64-70.5 credits)

One of the following biology sequences, a), b), c), or d):

a) All of the following: Biology 1071 or 4019, 1072, 2073, 3006 or 3007W, 3001, 3003, 3011;

All of the following: Biology 2074, 2071 or 2072W, 3002 or 3002W, 3004;

At least 3 credits of the following: Biology 4001, 4002, 4011, 4010 or Computer and Information Science 2810, Biology 2001, 2002 or 2002W, 2010, 2020 or Psychology 2610, Biology 4015, 4016, 4013, 4022, 3083, 5020, Interdisciplinary Studies 4101 or 4102, Chemistry 4570 or 4571 or other advanced courses approved by the chairperson or deputy chair for advising.

b) All of the following: Biology 1001, 1002, 3003, 3004, 3006 or 3007W, 3011;

At least 5 credits of the following: Biology 2001, 2002 or 2002W, 4001, 4002, 4011, 2071 or 2072W, 4010 or Computer and Information Science 2810, Biology 2010, 2020

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or Psychology 2610, Biology 4012, 4015, 4016, 4013, 4022, 3083, 5020, 5001 or 5010 or 5003W or 5014W or Interdisciplinary Studies 4101 or 4102, Chemistry 4570 or 4571 or other advanced courses approved by the chairperson or deputy chair for advising.

c) All of the following: Biology 1002, 1071, 1072, 3003, 3004, 3006 or 3007W, 3011;

At least 5 credits of the following: Biology 4001, 4002, 4011, 2071 or 2072W, 4010 or Computer and Information Science 2810, Biology 2010, 2020 or Psychology 2610, Biology 4015, 4016, 4013, 4022, 3083, 5020, 5001 or 5010 or 5003W or 5014W or Interdisciplinary Studies 4101 or 4102, Chemistry 4570 or 4571.

d) All of the following: Biology 1001, 2073, 2074, 3001, 3002 or 3002W, 3003, 3004, 3006 or 3007W, 2011;

At least 5 credits of the following: Biology 2001, 2002 or 2002W, 4001, 4002, 4011, 2071 or 2072W, 4010 or Computer and Information Science 2810, Biology 2010, 2020 or Psychology 2610, Biology 4012, 4015, 4016, 4013, 4022, 3083, 5020, 5001 or 5010 or 5003W or 5014W or Interdisciplinary Studies 4101 or 4102, Chemistry 4570 or 4571 or other advanced courses approved by the chairperson or deputy chair for advising.

One of the following chemistry sequences, a), b), c), or d):

a) Chemistry 1100 (or both 1050 and 2050) and 2500.

b) Chemistry 1100 (or both 1050 and 2050), and 2100, and 3510 (or both 3511 and 3512).

c) Chemistry 1100 (or both 1050 and 2050), 2100, 3510 (or both 3511 and 3512), and 3520 (or both 3521 and 3522).

d) Chemistry 1100 (or both 1050 and 2050), and 2100 and 2500.

One of the following courses in Physics: Physics 1100, or 1111, or 1112, or 1150, or Core Curriculum 1331.

Three credits in Geology or Earth and Environmental Sciences or Core Curriculum 1332.

Mathematics 1201.

All of the following courses in the Department of Secondary Education:

a) Secondary Education 2001, 2002, 3401, 3402. This four-term sequence may be

b) started in the lower-sophomore term, or upper-sophomore term.

c) Secondary Education 3456.

d) Secondary Education 4480 in the junior year.

e) Secondary Education 4481, 4482, 4483, and 4484 in the senior year.

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The two student teaching field courses, Secondary Education 4482 and 4484, may be taken in the same semester.

Students that may have taken Secondary Education 4404 may substitute it for Secondary Education 4480, 4481, and 4482.

Students that may have taken Secondary Education 4410 may substitute it for Secondary Education 4480, 4483, and 4484.

Degree programs in Secondary Education include a major in an appropriate department of the college ~~and in the case of social studies may also include an approved selection of interdepartmental courses.~~

Completion of an adolescence education program as part of a major in English, one of the appropriate social sciences, mathematics, one of the sciences, or a language other than English qualifies students for New York State initial certification in adolescence education for grades 7 through 12.

Students qualifying for the initial certification in adolescence education may obtain an extension to teach English, social studies, mathematics, or one of the sciences in grades 5 and 6 by taking Secondary Education 3454.

Students must complete ~~25~~ 26 credits in the Department of Secondary Education as specified above.

Admission requirements and academic standing

Students must have a GPA of 2.50 or higher based on a minimum of 30 credits in liberal arts and sciences to take Secondary Education 2001, 2002, 3401 or 3402;

An average of 2.75 in Secondary Education 2001 and 2002 is required to continue to Secondary Education 3402;

To take Secondary Education 4480, students must have an overall GPA of 2.75 or higher and the permission of the Secondary Education science education program head, department chair, or deputy;

To take Secondary Education 4481, 4482, 4483, and 4484, students must earn a B+ or higher in Secondary Education 4480, a GPA of 2.75 or higher in their major, and the permission of the Secondary Education science education program head, - department chair, or deputy.

A student who takes Secondary Education 4481 and/or 4482 prior to Secondary Education 4483 and/or 4484 must earn a B- or better grade in them to take either Secondary Education 4483 or 4484.

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Additional requirements for a B.A. degree

Candidates for a B.A. degree with a biology teacher major must complete at least 18 credits in advanced courses in the Department of Biology or allowed electives in other departments as described above (not including Biology 1071 and 1072 or Biology 1001). These 18 credits must be completed with a grade of C- or higher in each course, and 10 or more credits must be completed at Brooklyn College. Specific course requirements for a B.A. degree are described above.

Rationale:

The undergraduate teacher education programs require revisions in response to the new process for teacher certification in New York State affecting students graduating spring 2014. In addition to coursework in a content discipline and in education, teacher candidates in New York State must now also meet the expectations for the following new state assessments:

- Portfolio of curriculum & instruction, known as the Teacher Performance
- Assessment (edTPA)
- Educating All Students Test (EAS)
- Academic Literacy Skills Test (ALST)
- Content Specialty Test (CST)

Readers who are interested in more details about the state changes in the certification process should consult www.nystce.nesinc.com/NY_annProgramUpdate.asp

Teacher candidates will also be assessed on their understanding of the new New York State Common Core Standards (CCSS) which will be introduced in each undergraduate course. In response to this wide array of changes, the New York State Department of Education has emphasized the need for faculty of Institutions of Higher Education (IHE) to redesign their program's curriculum and existing assessment systems to determine how CCSS and edTPA align with and/or augment assessments and assignments used in coursework and clinical experiences.

In addition to the new state mandates, the New York City Department of Education has implemented Charlotte Danielson's *Framework for Teaching Evaluation Instrument* to evaluate New York City teachers. The New York City Department of Education has encouraged CUNY Teacher Education Programs to teach the *Danielson framework*, apply it in coursework and clinical experiences.

Accordingly, the Department of Secondary Education is increasing the credit total for the undergraduate program to 26 credits, up from the current 24 credits (25 for science). These changes will help prepare students to meet new, more labor intensive state assessments.

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Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Chemistry & Department of Secondary Education

B.A. degree program in adolescence education: chemistry teacher

HEGIS code 1905.01; NYS SED program code 26813

The Department of Secondary Education and the Department of Chemistry jointly offer a program for students who plan to teach chemistry in grades 7 through 12. Additional information may be obtained from the Department of Secondary Education or the Department of Chemistry. Adolescence education (grades 7-12) and special subject programs are writing intensive. Students should consult a counselor as early as possible to plan their program.

Adolescence education (grades 7-12) and special subject programs are writing intensive.

Program requirements (~~70-75~~ 71-76 credits)

All of the following:

Chemistry 1100 or both Chemistry 1050 and 2050.

All of the following: Chemistry 2100, 3410 or 3415W, 3510 or both 3511 and 3512, 3520 or both 3521 and 3522, 4600 or 4610.

One of the following physics sequences, a) or b) or c):

- a) Physics 1100 (or Physics 1111 and 1112) and 2100.
- b) Physics 1150 and 2150.
- c) Physics 1150 and 2100.

All of the following, a), b) and c):

- a) Biology 1001 or at least four credits in biology.
- b) Core Curriculum 1332 or at least three credits in Geology or Earth and Environmental Sciences.
- c) The following mathematics sequence: Mathematics 1201 and 1206.

Additional chemistry requirements for a B.A. degree: A minimum of 15 credits in advanced courses in chemistry must be completed at Brooklyn College with a grade of C- or higher in each course.

All of the following courses in the Department of Secondary Education:

- i. Secondary Education 2001, 2002, 3401, 3402. This four-term sequence may be started in the lower-sophomore term, or upper-sophomore term.

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- ii. Secondary Education 3456.
- iii. Secondary Education 4480T in the junior year.
- iv. Secondary Education 4481, 4482, 4483, and 4484 in the senior year.

The two student teaching field courses, Secondary Education 4482 and Secondary Education 4484, may be taken in the same semester.

Students that may have taken Secondary Education 4404 may substitute it for Secondary Education 4480, 4481, and 4482

Students that may have taken Secondary Education 4410 may substitute it for Secondary Education 4480, 4483, and 4484

This program reflects changes in teacher certification requirements recently implemented by the New York State Education Department.

Degree programs in Secondary Education include a major in an appropriate department of the college.

Completion of an adolescence education program as part of a major in English, one of the appropriate social sciences, mathematics, one of the sciences, or a language other than English qualifies students for New York State initial certification in adolescence education for grades 7 through 12.

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Students must complete ~~25~~ 26 credits in the Department of Secondary Education as specified above.

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To take Secondary Education 4481T, 4482T, 4483T, and 4484T, students must earn a B+ or higher in Secondary Education 4480, a GPA of 2.75 or higher in their major, and the permission of the Secondary Education science education program head, department chair, or deputy.

A student who takes Secondary Education 4481 and/or 4482 prior to Secondary Education - 4483T and/or 4484T must earn a B- or better grade in them - to take either Secondary Education - 4483T or 4484T.

Rationale: The undergraduate teacher education programs require revisions in response to the new process for teacher certification in New York State affecting students graduating spring 2014. In addition to coursework in a content discipline and in education, teacher candidates in New York State must now also meet the expectations for the following new state assessments:

- Portfolio of curriculum & instruction, known as the Teacher Performance
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In addition to the new state mandates, the New York City Department of Education has implemented Charlotte Danielson's *Framework for Teaching Evaluation Instrument* to evaluate New York City teachers. The New York City Department of Education has encouraged CUNY Teacher Education Programs to teach the *Danielson framework*, apply it in coursework and clinical experiences.

Accordingly, the Department of Secondary Education is increasing the credit total for the undergraduate program to 26 credits, up from the current 24 credits (25 for science). These changes will help prepare students to meet new, more labor intensive state assessments.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

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SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Classics

B.A. degree program in classics

HEGIS code 1504; SED program code 02049

Department requirements (27-47 credits)

Classics is a writing-intensive major.

~~Students who have studied Greek or Latin before coming to Brooklyn College may receive a waiver of some of these requirements from the chairperson.~~

Option I: Concentration in Ancient History

The Ancient History concentration is for students with an interest in the history of classical antiquity who may want to pursue such study in graduate school. It is also an excellent choice for students interested in law, politics, or business.

Degree Requirements

Greek 2001 and 2002 and 3011; or Greek 2019; or Latin 2101 and 2102 and 3111; or Latin 2119. With the permission of the chairperson, students who have studied Greek or Latin before coming to Brooklyn College may substitute more advanced Greek or Latin classes for these introductory courses. A minimum of nine credits in Greek and Latin is required for this concentration.

History 3010 or 3020.

~~Two of the following: Classics 3200, 3230, 3231, 3232, 3220, 3222, 3233, 3240, 3221, 3223, 3224, 3234, 3235, 3236, 3237.~~ Any two Classics courses numbered above 3000 and below 4000. Any Latin course numbered above 3111 or any Greek course numbered above 3011 can be substituted for one of these courses.

~~Four of the following: Classics 4010; 4011; 4012; 4020; 4030; 4032; 4040; 4900; 5100; 5200.~~ Any four Classics courses numbered above 4000.

Option II: Concentration in Classical Languages

The Language concentration is specially designed for students who wish to attend graduate school in classics, linguistics, or philosophy. It is also an excellent choice for those who plan to teach languages in high school, and for those who will pursue law or computer studies.

Degree requirements

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Greek 2001 and 2002 and 3011, or Greek 2019;

and

Latin 2101 and 2102 and 3111, or Latin 2119.

With the permission of the chairperson, students who have studied Greek or Latin before coming to Brooklyn College may substitute more advanced Greek, Latin, or Classics classes for these introductory courses. A minimum of 18 credits in Greek and Latin is required for this concentration.

Four of the following: Greek 3012, 4031, 4032, 4041, 4042, 4043, 4070, 4044; Latin 3112, 4133, 4151, 4170, 4131, 4132, 4141, 4134, 4142, or Greek 4060, or Latin 4160;

And an additional two of the following: Greek 3012, 4031, 4032, 4041, 4042, 4043, 4070, 4044; Latin 3112, 4131, 4132, 4133, 4134, 4141, 4142, 4151, 4170. Two of these courses must be numbered 4000 or above. Greek 3012 is not open to students who have completed Greek 2019. Latin 3112 is not open to students who have completed Latin 2119.

~~One of the following: Classics 3200, 3230, 3210, 3211, 3231, 3212, 3232, 3220, 3222, 3233, 3240, 3221, 3223, 3224, 3234, 3235, 3236, 3237.~~ Any Classics course numbered above 3000 and below 4000.

~~Two of the following: Classics 4010; 4011; 4012; 4020; 4030; 4032; 4040; 4900; 5100; 5200.~~ Any two Classics courses numbered above 4000.

Option III: Concentration in Classical Literature

The Literature concentration is for students who want to enter professional fields such as law, medicine, business, communications, etc. This is a good choice for students interested in a double major. Not intended for students planning to pursue graduate study in Classics.

Degree requirements

Greek 2001 and 2002 and 3011; or Greek 2019; or Latin 2101 and 2102 and 3111; or Latin 2119. With the permission of the chairperson, students who have studied Greek or Latin before coming to Brooklyn College may substitute more advanced Greek or Latin classes for these introductory courses. A minimum of nine credits in Greek and Latin are is required for this concentration.

Three of the following literature courses: Classics 3200, 3223, 3220, 3222, 3233, 3240, 3221, 3224, 3235, 3236, 3238.

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One additional Classics course numbered above 3000 and below 4000.

~~A course~~ Courses in Latin numbered 3112 or higher, or ~~a course~~ in Greek numbered 3012 or higher, may be substituted for up to two of these courses. One course in ancient philosophy may be substituted for one of these courses.

Any two Classics courses numbered above 4000.

Option IV: Concentration in Material Cultures

The Material Cultures concentration is intended for students who plan to go on for further study in Graeco-Roman archaeology, art history, architecture, anthropology, or museum studies. It is also an excellent choice for students interested in industries emphasizing visual skills, such as marketing and communications.

Degree requirements

Greek 2001 and 2002 and 3011; or Greek 2019; or Latin 2101 and 2102 and 3111; or Latin 2119. With the permission of the chairperson, students who have studied Greek or Latin before coming to Brooklyn College may substitute more advanced Greek or Latin classes for these introductory courses. A minimum of nine credits ~~of~~ in Greek or Latin ~~classes~~ is required for this concentration.

Classics 3210.

Two of the following material culture courses: Classics 3211, 3212, 3240, 4030, 4040, 5100; Art 3002, 3006, 3010.

~~One of the following: Classics 3200, 3220, 3222, 3233, 3240, 3221, 3223, 3224, 3235, 3231, 3237.~~ Any Classics course numbered above 3000 and below 4000. Latin 3112 or Greek 3012 may be substituted for this course.

Any two Classics courses numbered above 4000.

Rationale: These changes reflect the addition of new courses to our curriculum, clarify existing languages to make the intentions of the requirements more transparent, remove verbal redundancies, and allow new courses to be integrated into the degree program through numbering without requiring a specific change in the bulletin language.

Date of departmental approval: March 13, 2013.

Effective date: Fall 2013.

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

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Classics

Minor in Classics

Department Requirements

One of the following options:

- a) Twelve credits in classics (1213 and higher), Greek (3011 and higher), or Latin (3111 and higher) courses.
- b) ~~Eight~~ Six credits from either Latin 2101 and Latin 2102 or Greek 2001 and Greek 2002, plus six credits in Classics (1213 and higher), Greek (3011 and higher), or Latin (3111 and higher) courses.
- c) Nine credits from either Greek 2019 or Latin 2119, plus three credits from a Classics course numbered 1213 and higher or a Greek or Latin course numbered 4000 and higher.

All courses must be completed with a grade of C or higher.

Rationale: The Classics department changed the credits of the courses in introductory language sequence for Latin and Greek from four to three in a document which passed the February 2013 Faculty Council. This change allows the first year of the language to continue to count towards half of the required credits for a Classics minor under option (b).

Date of departmental approval: March 13, 2013.

Effective date: Fall 2013.

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS
Department of Early Childhood Education and Art Education

**Dual certification for early childhood education teacher (birth through grade 2)
and teaching students with disabilities in early childhood**

HEGIS code 0823; NYS SED program code 27988

The dual early childhood education/teaching students with disabilities in early childhood education is a writing-intensive major program.

Program Requirements

Completion of the B.A. degree with a major in Dual early childhood education/teaching students with disabilities in early childhood, which includes the additional requirements in early childhood special education, qualifies students to apply for New York State initial teacher certification (birth through grade 2).

To obtain New York State initial teacher certification in dual early childhood education/teaching students with disabilities in early childhood, all State exams must be passed. Students majoring in the dual certification for early childhood education teacher and teaching students with disabilities in early childhood are expected to have satisfied the foreign language requirement in high school and must be exempt from assignment to a speech course.

In addition to fulfilling the Core Curriculum requirements, students must complete a liberal arts and sciences concentration (30 credits). Specific requirements apply for each concentration. Students should consult separate listings for the following departments and meet with an adviser in the Early Childhood Education and Art Education Department: American studies; anthropology and archaeology; art; children's studies; classics; environmental studies; English; general science; health and nutrition sciences; history; Judaic studies; mathematics; modern languages and literatures (including Chinese, French, Italian, Russian, Spanish); music; philosophy; political science; psychology; Puerto Rican and Latino studies; sociology; theater; women's and gender studies. (Additional concentrations may be offered).

Students must also complete the following courses and their corequisites and prerequisites, with a C or higher: Psychology 3240 or Health and Nutrition Sciences 2170; Speech 1114; Mathematics 1021 and 1401, or a mathematics course at an equivalent level such as Mathematics 1201 or higher, and Mathematics 1406; and General Science 3050 (~~48-49~~ 16-17 credits).

In addition, students must complete the following pedagogical courses: Early Childhood and Art Education 2003, 2004, 3101, 3102, 3103, 3104, 3105, 3106, 3107, 3108, 3109, 4020 and 4001 (~~42~~ 43 credits).

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Students wishing to obtain dual certification for early childhood education teacher and teaching students with disabilities in early childhood must complete Early Childhood and Art Education 3108, 3109, 4020 and their prerequisites as well as 75 hours of field experiences in settings for students with disabilities in early childhood education and 300 hours of student teaching in inclusive early childhood settings.

Each Early Childhood and Art Education course must be completed with a grade of C or higher and a grade point average of ~~2.75~~ 2.80 or higher in liberal arts and sciences courses.

To be accepted into the Dual certification program for early childhood education and teaching students with disabilities in early childhood, a student must have met the following requirements:

1. Completed English 1010 and 1020, with a C or better.
2. Completed at least 40 credits in liberal arts and sciences courses with a GPA of 2.80 or higher.
3. Passed the ECAE department Math proficiency exam with a score of 80% or higher (pre-requisite for Math 1401).
4. Immunizations must be up-to-date and Tuberculosis Skin Test must be completed.
5. Finger printing must be completed and cleared.

~~Note: In order to register~~ To be accepted into ~~for~~ student teaching in the dual early childhood/teaching students with disabilities in early childhood (ECAE 4001) a student must have met the following requirements:

1. Completed all required Early Childhood and Art Education courses with a grade point average of 3.00 or higher.
2. Completed at least 60 credits in liberal arts and sciences courses and concentration courses with a grade point average of ~~2.75~~ 2.80 or higher.

Note: A student who received a grade lower than a B in student-teaching must apply to the ECAE chairperson for permission to reregister for student teaching. Students will be allowed to repeat an ECAE course (including student teaching) only once.

To be recommended to New York State for certification, students must pass the required NYS teacher certification exams: CST-multi-subject exam, CST-students with disabilities exam, the Academic Literacy Skills Test (ALST), the Educating All Students test (EAS) and the Teacher Performance Assessment (EdTPA), which involves submitting video clips of teaching, lesson plans, and other assessment material.

Rationale: Based on data analysis on over 1000 of our students and multiple discussions at department meetings we recognize that it is important for our teacher-candidates to have a stronger foundation in all the content areas prior to student-teaching. In addition these changes will better prepare our early childhood teacher candidates to obtain teacher certification and to pass the CST-multisubject, CST-teaching students with disabilities, and EdTPA exams, which are required for teacher

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certification. These additional requirements, which are common in other undergraduate programs in higher education, will improve the quality of our program and ensure that all of our early childhood students obtain their certification to teach upon graduation. Our fieldwork sites used in conjunction with most ECAE courses are requiring students to show documentation of their immunization records being up-to-date and Tuberculosis Skin Test cleared and finger-printing, so we now require these documents at the start of our program rather than waiting until student teaching.

Date of departmental approval: February 19, 2013.

Effective date: Fall 2013.

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS
Department of Early Childhood Education and Art Education

B.A. degree program for early childhood education teacher (birth through grade 2)

HEGIS code 0823; NYS SED program code 26737

Early childhood education is a writing-intensive major program.

Program requirements

Completion of the B.A. degree with a major in early childhood education qualifies students to apply for New York State initial teacher certification (birth through grade 2).

To obtain New York State initial teacher certification in early childhood education all required State examinations must be passed. Students majoring in the early childhood education teacher program are expected to have satisfied the foreign language requirement in high school and must be exempt from assignment to a speech course.

In addition to fulfilling the Core Curriculum requirements, students must complete a liberal arts and sciences concentration (30 credits). Specific requirements apply for each concentration. Students should consult separate listings for the following departments and meet with an adviser in the Early Childhood Education and Art Education Department: American studies; anthropology and archaeology; art; children's studies; classics; environmental studies; English; general science; health and nutrition sciences; history; Judaic studies; mathematics; modern languages and literatures (including Chinese, French, Italian, Russian, Spanish); music; philosophy; political science; psychology; Puerto Rican and Latino studies; sociology; theater; women's studies. (Additional concentrations may be offered).

Students must also complete the following courses and their corequisites and prerequisites, with a C or higher: Psychology 3240 or Health and Nutrition Sciences 2170; Speech 1114; Mathematics 1021 and 1401, or a mathematics course at an equivalent level such as Mathematics 1201 or higher, and Mathematics 1406; and General Science 3050 (~~18-19~~ 16-17 credits).

In addition, students must complete the following pedagogical courses: Early Childhood and Art Education 2003, 2004, 3101, 3102, 3103, 3104, 3105, 3106, 3107, 3108, 3109, 4020 and 4001 (42 43 credits).

Each Early Childhood and Art Education course must be completed with a grade of C or higher and a grade point average of ~~2.75~~ 2.80 or higher in liberal arts and sciences courses.

To be accepted into the early childhood education program, a student must have met the following requirements:

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1. Completed English 1010 and 1020, with a C or better.
2. Completed at least 40 credits in liberal arts and sciences courses with a GPA of 2.80 or higher.
3. Passed the ECAE department Math proficiency exam with a score of 80% or higher (pre-requisite for Math 1401).
4. Immunizations must be up-to-date and Tuberculosis Skin Test must be completed.
5. Finger printing must be completed and cleared.

~~Note: In order to register~~ To be accepted into for student teaching in early childhood education (ECAE 4001) a student must have met the following requirements:

1. Completed all required Early Childhood and Art Education courses with a grade point average of 3.00 or higher.
2. Completed at least 60 credits in liberal arts and sciences courses and concentration courses with a grade point average of 2.75-2.80 or higher.

Note: A student who received a grade lower than a B in student-teaching must apply to the ECAE chairperson for permission to reregister for student teaching. Students will be allowed to repeat an ECAE course (including student teaching) only once.

To be recommended to New York State for certification, students must pass the required NYS teacher certification exams: CST-multi-subject exam, the Academic Literacy Skills Test (ALST), the Educating All Students test (EAS) and the Teacher Performance Assessment (EdTPA), which involves submitting video clips of teaching, lesson plans, and other assessment material.

Rationale: Based on data analysis on over 1000 of our students and multiple discussions at department meetings we recognize that it is important for our teacher-candidates to have a stronger foundation in all the content areas prior to student-teaching. In addition these changes will better prepare our early childhood teacher candidates to obtain teacher certification and to pass the CST-multisubject, and EdTPA exams, which are required for teacher certification. These additional requirements, which are common in other undergraduate programs in higher education, will improve the quality of our program and ensure that all of our early childhood students obtain their certification to teach immediately upon graduation. Our fieldwork sites used in conjunction with most ECAE courses are requiring students to show documentation of their immunization records being up-to-date and Tuberculosis Skin Test cleared and finger-printing, so we now require these documents at the start of our program rather than waiting until student teaching.

Date of departmental approval: February 19, 2013.

Effective date: Fall 2013.

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SECTION A-III: CHANGES IN DEGREE PROGRAMS
Department of Earth and Environmental Sciences &
Department of Secondary Education

B.A. degree program in adolescence education: earth science teacher
HEGIS code 1917.01; NYS SED program code 32681

The Department of Secondary Education and the Department of Earth and Environmental Sciences jointly offer a program for students who plan to teach earth science in grades 7 through 12. Additional information may be obtained from the Department of Secondary Education or the Department of Earth and Environmental Sciences. Adolescence education (grades 7-12) and special subject programs are writing intensive. Students should consult a counselor as early as possible to plan their program.

Adolescence education (grades 7-12) and special subject programs are writing intensive.

Program requirements (~~70-75~~ 71-76 credits)

All of the following:

- a) Earth and environmental sciences 1101, 1201, 2100 or 2200, 2300, 3000, 3300 or 3350, 3400W, 3850, 3900.
- b) Chemistry 1100 or its equivalent.
- c) Mathematics 1201 or 1501, or Earth and Environmental Sciences 3800.
- d) One of the following courses in physics: Physics 1100 or 1150, or Core Curriculum 1331, or Earth and Environmental Sciences 3200.
- e) One of the following courses in biology: Biology 1001 or 1080, or Core Curriculum 1321.

-All of the following courses in the Department of Secondary Education:

- i. Secondary Education 2001, 2002, 3401, 3402. This four-term sequence may be started in the lower-sophomore term, or upper-sophomore term,
- ii. Secondary Education 3456,
- iii. Secondary Education 4480T in the junior year,
- iv. Secondary Education 4481T, 4482T, 4483T, and 4484T in the senior year.

The two student teaching field courses, Secondary Education 4482 and 4484, may be taken in the same semester.

Students that may have taken Secondary Education 4404 may substitute it for Secondary Education 4480, 4481, and 4482.

Students that may have taken Secondary Education 4410 may substitute it for Secondary Education 4480, 4483, and 4484.

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This program reflects changes in teacher certification requirements recently implemented by the New York State Education Department.

Degree programs in Department of Secondary Education include a major in an appropriate department of the college ~~and in the case of social studies may also include an approved selection of interdepartmental courses.~~

Completion of an adolescence education program as part of a major in English, one of the appropriate social sciences, mathematics, one of the sciences, or a language other than English qualifies students for New York State initial certification in adolescence education for grades 7 through 12.

Students qualifying for the initial certification in adolescence education may obtain an extension to teach English, social studies, mathematics, or one of the sciences in grades 5 and 6 by taking Secondary Education 3454.

Students, must complete ~~25~~ 26 credits in the Department of Secondary Education as specified above.

Admission requirements and academic standing

Students must have a GPA of 2.50 or higher based on a minimum of 30 credits in liberal arts and sciences to take Secondary Education 2001, 2002, 3401 or 3402;

An average of 2.75 in Secondary Education 2001 and 2002 is required to continue to Secondary Education 3402;

To take Secondary Education 4480, students must have an overall GPA of 2.75 or higher and the permission of the Secondary Education science education program head, department chair, or deputy;

To take Secondary Education 4481, 4482, 4483, and 4484, students must earn a B+ or higher in Secondary Education 4480, a GPA of 2.75 or higher in their major, and the permission of the Secondary Education science education program head, department chair, or deputy.

A student who takes Secondary Education 4481 and/or 4482 prior to Secondary Education 4483 and/or 4484 must earn a B- or better grade in them - to take either Secondary Education 4483 or 4484.

Rationale: The undergraduate teacher education programs require revisions in response to the new process for teacher certification in New York State affecting students graduating spring 2014. In addition to coursework in a content discipline and in

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education, teacher candidates in New York State must now also meet the expectations for the following new state assessments:

- Portfolio of curriculum & instruction, known as the Teacher Performance Assessment (edTPA)
- Educating All Students Test (EAS)
- Academic Literacy Skills Test (ALST)
- Content Specialty Test (CST)

Readers who are interested in more details about the state changes in the certification process should consult www.nystce.nesinc.com/NY_annProgramUpdate.asp

Teacher candidates will also be assessed on their understanding of the new New York State Common Core Standards (CCSS) which will be introduced in each undergraduate course. In response to this wide array of changes, the New York State Department of Education has emphasized the need for faculty of Institutions of Higher Education (IHE) to redesign their program's curriculum and existing assessment systems to determine how CCSS and edTPA align with and/or augment assessments and assignments used in coursework and clinical experiences.

In addition to the new state mandates, the New York City Department of Education has implemented Charlotte Danielson's *Framework for Teaching Evaluation Instrument* to evaluate New York City teachers. The New York City Department of Education has encouraged CUNY Teacher Education Programs to teach the *Danielson framework*, apply it in coursework and clinical experiences.

Accordingly, the Department of Secondary Education is increasing the credit total for the undergraduate program to 26 credits, up from the current 24 credits (25 for science). These changes will help prepare students to meet new, more labor intensive state assessments.

Date of departmental approval: March 12, 2013

Effective date: Fall 2013.

SECTION AIII: CHANGES IN DEGREE REQUIREMENTS
Department of Film

B.A. degree program in film

HEGIS code 1010; SED program code 02023

Department requirements

Students must complete one of the following concentrations.

A. Film studies (33 credits)

All of the following: Film 1101, 3101W, 2115, 2116.

One of the following: Film 3122 or 3130.

Two of the following plus their prerequisites: Film 2114, 2120, 2126, 2128, 2129, 2131.

Four additional three-credit film studies courses numbered 2100 or higher plus any prerequisite of the courses.

B. Film production (39 credits)

All of the following: Film 1101, 1201, 2501, 2401, 3300W, 3200, 3700, 2601, 2701, 1301.

Three additional three-credit film studies courses plus their prerequisites.

C. Documentary production (33 credits)

All of the following: Film 1101, 1201, 1301, 2120, 2201, 2601, 2701, 3101W, 3201, 3701.

One of the following: Anthropology 3180, Art 3167, Film 3202, Philosophy 3315, Sociology 2800.

D. Screenwriting (33 credits)

All of the following: Film 1101, 3101W, 2115, 2116, 1201, 1301, 2301, 3301, 4301.

Students must also take any combination of two additional advanced film studies and film production courses, one of which may be substituted from the following: English 3301 or 3306; Television and Radio 2616 or 3661 or 3662 or 3850; Theater 1101 or 1003. Screenwriting students are encouraged to select additional electives outside the department from the courses above as well as related writing courses across the curriculum.

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E. Industry studies (33 credits)

All of the following: Film 1101, 3101W, 2114, 2115, 2116, 2901, 2902, 1201, 2801, 1301.

One of the following: Film 2127, 4901, 5187.

The department chairperson or designee may allow substitutions consistent with the educational goals of the program for one or more requirements in any concentration.

Students must complete each of the required courses for all concentrations with a grade of C or higher, except in specific instances in which a grade of B or higher is stipulated.

A student may not enroll for a third time in any course in which s/he has twice received a grade of D or lower or the administrative grades of W or WU. An exception may be made following written appeal, but only if a student can establish changed circumstances that would permit satisfactory performance in the course.

A student whose complete academic record includes a combination of six or more failing grades and withdrawals may not enroll in any course in the department without the written permission of the chairperson.

All majors are expected to fulfill college-wide requirements, including those in English and the core curriculum, in a timely fashion. Any student who does not demonstrate satisfactory progress toward the completion of these requirements will be prohibited from taking upper-level courses in the major.

Film majors who have received transfer credits from other colleges and who are enrolled in the concentration in film production must complete a minimum of 21 credits in the Department of Film at Brooklyn College. Of these, six credits must be in the area of film studies (film courses numbered 2100 through 2199, 3100 through 3199, and 4100 through 4199). Film majors who have received transfer credits from other colleges and who are enrolled in a concentration other than film production must complete 18 credits in the Department of Film at Brooklyn College. Of these, six credits must be in the area of film studies.

Rationale: Film 2127 had been inadvertently been left out of the list of alternative courses in concentration E of the film major in a previous curricular document and in the college bulletin. This restores the course to the list, where it belongs.

Date of departmental approval: April 5, 2013.

Effective date: Fall 2013.

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SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of Finance and Business Management

B.B.A. degree program in business administration

HEGIS Code 0506, SED Program Code 30604

Department requirements (56 – 64 credits)

A. Business Core (44 - 46 credits)

Students must complete all of the following:

Accounting 2001, Accounting 3201, Computer and Information Science 1050 or Computer and Information Science 1110, Business 2100 or Economics 2100, Business 2200 or Economics 2200, Business 3400 or Economics 3400 or Mathematics 2501 or Mathematics 3501 or Psychology 3400, Business 3410 or Economics 3410 or Mathematics 1201, Business 3430 or CISC 2531, Business 3100, Business 3200, Business 3310, Business 3170, Business 4101W or Business 4200W, Philosophy 3314 or Classics 3233

B. Concentration (12- 18 credits)

Students must complete a minimum of 12 credits in one of the following ~~eight~~nine concentrations:

Business for Health Professions

Required Courses (15 credits): Any 15 credits from any combination of the following courses:

Any Biology or Chemistry courses except for courses in the college-wide Core Curriculum,
Health and Nutrition Sciences 2111, 2120, 2300, 2301, 3160, 3210,
Physical Education and Exercise Science 3041, 3042, 3045, 3271, 3275, 3281, 3285
4251,
Psychology 2600, 3180, 3600, 3680.

A student specializing in this track may modify the Business Core above and may use a lesser number of credits to satisfy the Business Core. Specifically, Business 3170 and either Business 3430 or Computer and Information Science 2531 are not required. The student may also substitute Business 3220 for Accounting 3201.

Business Law and Real Estate

Required Courses (15 – 16 credits): Accounting 4201, Business 2300, Business 3220, Business 3350, and Business 3360 or Accounting 3360 or Business 3182 or Philosophy 3740 or Accounting 3101.

Consumer and Organizational Behavior

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Required Courses (12 credits): Business 3140, Business 3210 or Psychology 3171, Business 3240 or Psychology 3172, Business 3251 or Business 3252.

A student specializing in this track may modify the Business Core above and may use a lesser number of credits to satisfy the Business Core. Specifically, Business 3170 is not required. The student may also substitute Business 3220 for Accounting 3201. With the permission of the deputy, students with knowledge of computer spreadsheets may substitute Business 3378 or Economics 3378 or Business 3260 for Computer and Information Science 1050 or Computer and Information Science 1110.

E-Business

Required Courses (15 credits): Business 3110 or Computer and Information Science 1597 or TV Radio 3537; Business 3120 or Computer and Information Science 1530; Business 3420 or Computer and Information Science 1590; Business 3432 or Computer and Information Science 2532; and Business 3440 or Computer and Information Science 1595.

A student specializing in this track may modify the Business Core above and should take Business 4202W or Computer and Information Science 1580W in lieu of Business 4200W; and may take Computer and Information Science 2820W or Philosophy 3318W in lieu of Philosophy 3314 or Classics 3233. Business 4200W will only be acceptable for students in this track with the permission of the deputy. Students may also substitute Computer and Information Sciences 1600 for Business 3170.

Finance and Investments

Required Courses (18 credits): Business 3320 or Economics 3320 or Business 3377; Business 3330; Business 3340 or Business 4400W or Economics 4400W; Business 2300; Business 3350 or Business 3373; Business 4300W or Business 3311.

International Business

Required Courses (9 credits): Business 3140, Business 3150 or Puerto Rican and Latino Studies 4515, Business 3175 or Business 3377.

Elective Courses (a minimum of 3 credits): Africana Studies 3140; Business 3171; Business 3178; Business 3245; Business 3250 or Women's Studies 3345; Economics 3352; Economics 3362; Sociology 2601; Political Science 3242; Puerto Rican and Latino Studies 4505; Anthropology 3520 or Puerto Rican and Latino Studies 3210.

Leadership and Human Resource Management

Required Courses (17 credits): Business 3240 or Psychology 3172, Business 3021 or Business 3245 or Business 3250 or Women's Studies 3345, Business 3251 or Philosophy 3335 or Business 3252, Business 3220, Business 3210 or Psychology 3171 or Economics 3212, Business 3260.

Management

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Required Courses (12 credits): Business 3240 or Psychology 3172, Business 3210 or Psychology 3171, Business 3220, Business 3230.

Elective Courses (a minimum of 2 credits): Africana Studies 3337, Business 2010, Business 3023, Business 3420 or Computer and Information Science 1590, Business 3250 or Women's Studies 3345, Business 3251 or Philosophy 3335, Business 3252, Business 3260, Business 3440 or Computer and Information Science 1595, Business 3180, Business 4202W or Computer and Information Science 1580W, Economics 3212, Economics 3242, Sociology 3607.

Marketing

Required Courses (12 credits): Business 3130 or TV and Radio 2517, Business 3140, Business 3150 or Puerto Rican and Latino Studies 4515 or Business 3160 or Business 3180, Business 4100W.

Elective Courses (a minimum of 3 credits): Business 3120 or Computer and Information Science 1530, Business 3110 or Computer and Information Science 1597 or TV and Radio 3537, Sociology 2800, TV and Radio 1165, TV and Radio 2519.

With permission of the Deputy Chairperson of the Department of Finance and Business Management, the student may substitute an appropriate course to replace one of the above courses for any of the BBA concentrations.

Writing-Intensive Requirement: Students are required to take at least one writing-intensive course (W course).

Residence Requirement: At least 21 credits of the above courses, including at least one required capstone seminar course, must be completed at Brooklyn College

Rationale: In the global Internet age, an organization cannot thrive unless it is innovative, adaptable, and resilient. Interdisciplinary courses and concentrations produce a synergy that enables students to discover interfaces between several disciplines. Indeed, as disciplines converge, it is becoming clearer that interdisciplinary programs may sometimes be more beneficial and intellectually stimulating than unidisciplinary ones. Thus, an interdisciplinary concentration that combines consumer behavior and organizational behavior will help our students get jobs and strengthen our BBA. This concentration allows students to direct their focus both within the organization itself and to the external world of markets.

Date of department approval: March 12, 2013.

Effective date of the change: Fall 2013.

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of Health and Nutrition Sciences

B.A. degree program in health and nutrition sciences

HEGIS Code 1299; SED program code 85300

Department requirements (57 1/2 -59 1/2 credits)

Health and Nutrition Sciences 1100.

All of the following: Health and Nutrition Sciences 1200 or 2210, 2109, 2120, 2130, 2140, 2300, 2301, 3300, and one fieldwork course chosen from 4180, 4181, or 4182.

A minimum of 12 credits from the following courses: Health and Nutrition Sciences 2111, 2131, ~~2132~~, 2150, 2170, 2171, 2180, 2181, 2182, 2215, 2220, 2221, 3110, 3161, 3170, 3171, 3230.

A minimum of 6 credits from the following courses: Health and Nutrition Sciences 2212, 2183, 3111, 3132, 3150, 3151, 3184, 4150, 4151, 4152, 4300, and courses numbered in the 5000s.

Biology 1001.

Chemistry 1040; or 1100 and 2100.

Rationale: In error, HNSC 3111 was not listed as a course students could take as counting toward their major, though it has always been a course we offered and was always intended as one that would count toward student's degree requirements. HNSC 3184 replaced 2184 in the bulletin and HNSC 3132 replaces 2132.

Date of department approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of Health and Nutrition Sciences

B.S. degree program in health and nutrition sciences

HEGIS Code 1299; SED program code 85301

Department requirements (~~67½ -73~~ - 77 credits)

Health and Nutrition Sciences 1100, 3300

Health and Nutrition Sciences 2300 and 2301; or 2302 and 2303

Biology 1001, 1002, 3003

~~Biology 3003 and either 3005 or 3004~~

Chemistry 1040; or 1100 and 2100.

Chemistry 2500; or 3510 and 3520.

A college-wide minimum of 24 credits in advanced courses in one department must be completed at Brooklyn College with a grade of C or higher in each course.

In addition, all students must complete the requirements in one concentration: health science or foods and nutrition.

Concentration in health science

~~Biology 1004~~

Biology 3004

~~Chemistry 1040; or 1100 and 2100.~~

~~Chemistry 2500; or 3510 and 3520.~~

~~Health and Nutrition Sciences 1100.~~

All of the following: Health and Nutrition Sciences 1200 or 2210, 2109, 2120, 2130, ~~26,~~ 3300, and one fieldwork course chosen from 4180, 4181, or 4182.

A minimum of 12 credits ~~in~~ from the following courses in Health and Nutrition Sciences: ~~courses numbered in the 3000s and/or 4000s.~~ 2111, 2131, 2150, 2170, 2171, 2180, 2181, 2182, 2215, 2220, 2221, 3110, 3161, 3170, 3171, 3230.

A minimum of 6 credits from the following courses: Health and Nutrition Sciences 2212, 2183, 3111, 3132, 3150, 3151, 3184, 4150, 4151, ~~56.5~~, 4152, 4300, and courses numbered in the 5000s.

Recommendation

Students pursuing a BS with a concentration in health sciences that are planning to continue into pre-professional health programs (e.g., nursing, physical therapy, physician assistant), should consider taking HNSC 2302 and 2303 instead of HNSC

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2300 and 2301. Many pre-professional programs require two basic courses in anatomy and physiology.

Concentration in foods and nutrition

Students who complete this concentration will meet the requirements for the Didactic Program in Dietetics (DPD). ~~of the Academy of Nutrition and Dietetics (AND). DPD is a term used by AND to describe the program [fulfilling the academic component of membership in the society, as well as the eligibility requirements for the registration examination that satisfies the academic requirements for becoming a registered dietitian. Students must also complete a Dietetic Internship (DI) to be eligible for the registration examination.~~ The program meets the standards set by The Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting body of the Academy of Nutrition and Dietetics, and provides the required foundation knowledge and skills necessary for pre-professional practice.

Biology 3004

Chemistry 1040; or 1100 and 2100.

Chemistry 2500; or 3510 and 3520.

All of the following: Health and Nutrition Sciences 2210, 2220, 2221, 2222, 2223, 3210, 3230, 3250, 4210; 4211, 4212, 4230, 4240, 4241, 4300, 5290W.

Recommendation

~~The Because AND requirements of ACEND are subject to change. Therefore, students who wish to become members of the AND or registered dietitians should consult with the DPD program director in the department to determine minimum academic requirements. For the purpose of AND verification all~~ All required DPD courses for the degree must be completed with a grade of C or better. All prospective Prospective health and nutrition sciences majors ~~should consult a department~~ must meet with a department counselor before choosing a program of study leading to a B.S. degree.

Other requirements:

Students must have a minimum grade point average of 2.80 to declare Health and Nutrition Science (foods and nutrition concentration) as their major.

Students must then maintain a minimum grade point average of 2.80. Students who do not maintain this minimum grade point average will be given an opportunity to raise their GPA to a 2.80 in the next 12 credits. Students who are unable to raise their GPA to a 2.80 after taking 12 additional credits must decide on another major.

Students must receive a minimum grade of B in HNSC 2210, Human Nutrition. Students who do not receive a minimum grade of B in HNSC 2210 must repeat the course the following semester. If the student does not achieve a B in HNSC 2210 after repeating the course, the student must select another major.

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

Students interested in applying to an accredited dietetic internship program (DI) to become registered dietitians must receive a verification statement from the DPD Director. The verification statement confirms that all DPD requirements have been met.

In order to receive a verification statement upon completion of the DPD, students are required to receive a C in each DPD course with the exception of a B in HNSC 2210, Human Nutrition, as described above.

Students who are accepted to and complete a DI program are eligible to sit for the Registration Examination for Dietitians. Students who receive a passing score on the Registration Examination are then credentialed by ACEND as registered dietitians.

Rationale: In error, HNSC 4181 and 3111 were not listed as courses students could take (though they have always been courses we offer). For the BS concentration in health science, we now explicitly list the courses students can take. Corrections were not previously made when the new numbering system was instituted. This section now reflects the up-to-date listing of properly-numbered courses. HNSC 3184 and 3132 are courses that have new numbers (from 2184 and 2132 respectively).

BIOL 1001 is now required for all BS students (regardless of concentration) In order to better prepare students for Biology 1002, students in the Foods and Nutrition Concentration will be required to take a Biology 1001.

The American Dietetic Association (ADA) has officially changed its name to the Academy of Nutrition and Dietetics (the Academy). The Commission on Accreditation for Dietetics Education (CADE) has officially changed its name to The Accreditation Council for Education in Nutrition and Dietetics (ACEND).

An increase from 72.5 to 77 credits to complete the DPD is required to meet accreditation requirements.

The didactic program in dietetics is a competitive program. The Academy of Nutrition and Dietetics considers a GPA of 3.0 to be the minimum required GPA to be accepted into an internship. Therefore, setting the GPA minimum at 2.80 will provide a program standard but also give students an opportunity to raise their GPA.

HNSC 2210 is the first nutrition course in the DPD. The designation of this course as the benchmark in determining the potential success in the program will allow students to gauge the likelihood of success in the program. Students who do not do well in the course after a second chance must decide on another major.

HNSC 4211 and 4212 are courses that have been developed to replace HNSC 4210.

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

Laboratory work in BIOL 3004 is broad-based and encompasses information beyond the scope of what is necessary for DPD requirements (Foods and Nutrition Concentration). It is still required for the Health Concentration.

Date of department approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-III: CHANGES IN DEGREE PROGRAMS

**Department of Mathematics &
Department of Secondary Education**

B.A. degree program in adolescence education: mathematics teacher

HEGIS code 1701.01; SED program code 26735

The Department of Secondary Education and the Department of Mathematics jointly offer a program for students who plan to teach mathematics in grades 7 through 12. Additional information may be obtained from the Department of Secondary Education or the Department of Mathematics. Adolescence education (grades 7-12) ~~and special subject~~ programs are writing intensive. Students should consult a counselor as early as possible to plan their program.

All mathematics courses offered to satisfy the requirements for a major in mathematics teacher must be completed with a grade of C-, or higher. Unless otherwise specified in this Bulletin, any mathematics course used to satisfy the prerequisite for an advanced elective must be completed with a grade of C- or higher.

Program requirements (~~63~~ 65 credits)

Mathematics 1201, 1206 and 2201. ~~MATH 1201 and MATH 1206, and MATH 2201.~~
Transfer students may also need to take Mathematics ~~MATH~~ 1211 - see the Chairperson of the Department of Mathematics.

All of the following: Mathematics 2001, 2101, 4201, 3101, 4302, 2011W, 4401, 3501, 4406.

Computer and Information Science 1110.

The following pedagogical courses in the Department of Secondary Education (total of 24 26 credits):

Secondary Education 2001, 2002, 3401, 3402 (12 credits). ~~This~~ The four-term sequence may be started in the lower-sophomore term, or upper-sophomore term.

Secondary Education 3456 (3 credits) may be started after completing Secondary Education 2001 and 2002.

~~The appropriate 5-credit course in student teaching:~~

Secondary Education 4403: Seminar on Methods of Teaching Mathematics, Student Teaching I

~~The appropriate 4-credit course in student teaching:~~

Secondary Education 4409: Advanced Seminar on Methods of Teaching Mathematics, Student Teaching II

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

This program reflects changes in teacher certification requirements recently implemented by the New York State Education Department. Degree programs in ~~adolescence education and in special subjects~~ Secondary Education include a major in an appropriate department of the college. ~~and in the case of social studies may also include an approved selection of interdepartmental courses.~~ Completion of an adolescence education program as part of a major in English, one of the appropriate social sciences, mathematics, or one of the sciences, ~~or a language other than English~~ qualifies students for New York State initial certification in ~~adolescence education~~ Secondary Education for grades 7 through 12.

Students qualifying for the initial certification in adolescence education may obtain an extension to teach English, social studies, mathematics, or one of the sciences in grades 5 and 6 by taking ~~SEED~~ Secondary Education 3454.

Students, ~~except music education majors,~~ must complete 24 26 credits in the Department of Secondary Education as specified above.

Admission requirements and academic standing

Students must have a GPA of 2.50 or higher based on a minimum of 30 credits in liberal arts and sciences to take Secondary Education 2001, 2002, 3401, 3402 or 3456;

An average of 2.75 in Secondary Education 2001 and 2002 is required to continue to Secondary Education 3401, and/or Secondary Education 3402, and/or Secondary Education 3456;

To take Secondary Education 4413 or 4401-4406, students must have an overall GPA of 2.75 or higher and permission of the head of the program in the appropriate area; ~~adolescence education and special subjects;~~

To take Secondary Education 4407-4412, students must earn a B- or higher in Secondary Education 4401-4406, a GPA of 2.75 or higher in their major, and the permission of the head of the program in the appropriate area. ~~chair or deputy of the Department of Secondary Education.~~

A student who takes Secondary Education 4407-4412 prior to Secondary Education 4401-4406 must earn a B- or better grade in 4407-4412 to take Secondary Education 4401-4406.

Rationale: The undergraduate teacher education programs require revisions in response to the new process for teacher certification in New York State affecting students graduating spring 2014. In addition to coursework in a content discipline and in education, teacher candidates in New York State must now also meet the expectations for the following new state assessments:

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

- Portfolio of curriculum & instruction, known as the Teacher Performance
- Assessment (edTPA)
- Educating All Students Test (EAS)
- Academic Literacy Skills Test (ALST)
- Content Specialty Test (CST)

Readers who are interested in more details about the state changes in the certification process should consult www.nystce.nesinc.com/NY_annProgramUpdate.asp

Teacher candidates will also be assessed on their understanding of the new New York State Common Core Standards (CCSS) which will be introduced in each undergraduate course. In response to this wide array of changes, the New York State Department of Education has emphasized the need for faculty of Institutions of Higher Education (IHE) to redesign their program's curriculum and existing assessment systems to determine how CCSS and edTPA align with and/or augment assessments and assignments used in coursework and clinical experiences.

In addition to the new state mandates, the New York City Department of Education has implemented Charlotte Danielson's *Framework for Teaching Evaluation Instrument* to evaluate New York City teachers. The New York City Department of Education has encouraged CUNY Teacher Education Programs to teach the *Danielson framework*, apply it in coursework and clinical experiences.

Accordingly, the Department of Secondary Education is increasing the credit total for the undergraduate program to 26 credits, up from the current 24 credits (25 for science). These changes will help prepare students to meet new, more labor intensive state assessments.

Date of departmental approval: March 13, 2012.

Effective date: Fall 2013.

SECTION A-III: CHANGES IN DEGREE PROGRAM
Conservatory of Music

B.Mus. degree program in music education

HEGIS code 0832; SED program code 26815

Adolescence education (grades 7-12) and special subject programs are writing intensive.

Departmental Requirements: (~~88~~ 91 credits plus foreign language or proficiency)

Students must complete the Conservatory of Music and ~~School of Education~~ Department of Secondary Education requirements in sections I, II, and III below for the B.Mus. degree program in music education.

I. Music core (57 credits)

Music 3211, 3212, 3213, 3214 (8 credits).

Music 3221, 3222, 3223, 3224 (4 credits).

Music 3231 and 3232, or 3235; 3233 or 3236; 3234 or 3237 (12 credits).

Music 11.2 or 3241, 11.3 or 3242, 11.4 or 3243 (12 credits).

Music 4430, 4431, or 4440, or a course in American or non-western cultures approved by the director of the Conservatory of Music (3 credits).

Music 3700-3781, ~~(as assigned by the Conservatory of Music)~~ (6 credits).

Music 3791, 3792, 3793, 3794, 3795 and 3796 (12 credits).

II. Music education courses (19 credits)

Music 3350 or 3352 (3 credits).

Music 2510 (0 credits; minimum of four terms of 2510 required).

~~Music 2520 (1 credit)~~

Music 2520 and 3590, or 2530 (3 credits),

Music 3581, 3582, and 3583 (9 credits).

~~Music 3590 (2 credits)~~

Music 3600-3661 (4 credits chosen from these courses).

III. Education courses (~~42~~ 15 credits)

In addition to the required Bachelor of Music in Music Education curriculum, music education majors must complete the following pedagogical courses, including student teaching (~~42~~ 15 credits):

Secondary Education 2001, and 2002 and 3456 (6 ~~9~~ 9 credits).

Secondary Education 4413 (6 credits).

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

~~Music education majors must complete 12-15 credits in the School of Department of Secondary Education as specified above. In the case of music, the major must be in the Bachelor of Music in Music Education in order to meet the state requirements. Music education majors should see above and consult the listing in the "Music" section in the Undergraduate Bulletin. Completion of a special subjects program as part of a major in music education qualifies students for New York State initial certification in special subjects for all grades. Students qualifying for the initial certification in adolescence education may obtain an extension to teach English, social studies, mathematics, or one of the sciences in grades 5 and 6 by taking Education 3454.~~

Admission requirements and academic standing

Students must have a GPA of 2.50 or higher based on a minimum of 30 credits in liberal arts and sciences to take Secondary Education 2001, 2002, 3401 or 3402; an average of 2.75 in Secondary Education 2001 and 2002 is required to continue to Secondary Education 3401 and/or Education 3402; to take Secondary Education 4413 or 4401-4406, students must have an overall GPA of 2.75 or higher and permission of the head of adolescence education and special subjects; to take Secondary Education 4407-4412, students must earn a B- or higher in Secondary Education 4401-4406, a GPA of 2.75 or higher in their major, and the permission of the head of adolescence education and special subjects. A student who takes Secondary Education 4407-4412 prior to Secondary Education 4401-4406 must earn a B- or better grade in 4407-4412 to take Secondary Education 4401-4406.

All music courses offered to satisfy the requirements for a major in music must be completed with a grade of C or higher.

Program recommendations

Music majors should complete Music 3211 and 3221 in the lower-freshman term. Students planning to obtain New York State music teacher certification (all grades) should consult a Conservatory of Music counselor in their first term.

Rationale: MUSC 2530, Basic Concepts in Music Education, replaces MUSC 2520, Introduction to Music Education, and MUSC 3590, The School Music Program: Choral, Instrumental, and General. This unified course will be a more efficient introduction to all required coursework in the music education program and lead to improved achievement of the learning goals covered by both courses. This change is credit neutral as a three credit course is replacing a one credit and a two credit course.

The changes in the Education section reflect course name changes adopted by the School of Education and the addition of a new course, SEED 3456, Teaching Students with Special Needs, now required for teacher certification. This adds three credits to the degree program. Since this is a New York State mandate, however, it must be added to the program.

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

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Physics & Department of Secondary Education

B.A. degree program in adolescence education: physics teacher

HEGIS code 1902.01; NYS SED program code 26808

The Department of Secondary Education and the Department of Physics jointly offer a program for students who plan to teach physics in grades 7 through 12. Additional information may be obtained from the Department of Secondary Education or the Department of Physics. Adolescence education (grades 7-12) and special subject programs are writing intensive. Students should consult a counselor as early as possible to plan their program.

Program requirements (~~77-78½~~ 78-79.5 credits):

To enroll in advanced physics courses, students must earn a grade of C or higher in the physics and mathematics prerequisites of the courses, unless they are excused from this requirement by the chairperson. A student who receives a grade of C- or lower in a required physics or mathematics course must consult the chairperson before registering for another physics course. The student is usually advised to repeat the course.

Students must complete a) through g):

- a) Physics 1100 or 1150; and 2100 or 2150.
- b) All of the following: Physics 3100, 3500 or 3550, 3900, 3950, 4900W, 5500.
- c) One physics course numbered in the 3600s. With the permission of the chairperson, Physics 3200 or 3300 may be substituted for this course.
- d) Chemistry 1100 and 2100; or Chemistry 1050, 2050, and 2100.
- e) Mathematics 1201 and 1206.
- f) Biology 1001 or 1002 or 4 credits in biology.
- g) Earth and Environmental Sciences 1100 or Earth and Environmental Sciences 1200.

All of the following courses in the Department of Secondary Education:

- i. Secondary Education 2001, 2002, 3401, 3402. This four-term sequence may be started in the lower-sophomore term, or upper-sophomore term,
- ii. Secondary Education 3456,
- iii. Secondary Education 4480 in the junior year,
- iv. Secondary Education 4481, 4482, 4483, and 4484 in the senior year.

The two student teaching field courses, Secondary Education 4482 and 4484, may be taken in the same semester.

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

Students ~~that~~ who have taken Secondary Education 4404 may substitute it for Secondary Education 4480, 4481, and 4482.

Students ~~that~~ who have taken Secondary Education 4410 may substitute it for Secondary Education 4480, 4483, and 4484.

This program reflects changes in teacher certification requirements recently implemented by the New York State Education Department.

Degree programs in Department of Secondary Education include a major in an appropriate department of the college ~~and in the case of social studies may also include an approved selection of interdepartmental courses.~~

Completion of an adolescence education program as part of a major in English, one of the appropriate social sciences, mathematics, one of the sciences, or a language other than English qualifies students for New York State initial certification in adolescence education for grades 7 through 12.

Students qualifying for the initial certification in adolescence education may obtain an extension to teach English, social studies, mathematics, or one of the sciences in grades 5 and 6 by taking Secondary Education 3454.

Students must complete ~~25~~ 26 credits in the Department of Secondary Education as specified above.

Admission requirements and academic standing

Students must have a GPA of 2.50 or higher based on a minimum of 30 credits in liberal arts and sciences to take Secondary Education 2001, 2002, 3401 or 3402;

An average of 2.75 in Secondary Education 2001 and 2002 is required to continue to Secondary Education 3402;

To take Secondary Education 4480, students must have an overall GPA of 2.75 or higher and the permission of the Secondary Education science education program head, - department chair, or deputy;

To take Secondary Education 4481, 4482, 4483, and 4484, students must earn a B+ or higher in Secondary Education 4480, a GPA of 2.75 or higher in their major, and the permission of the Secondary Education science education program head, department chair, or deputy.

A student who takes Secondary Education 4481 and/or 4482 prior to Secondary Education 4483 and/or 4484 must earn a B- or better grade in them to take either

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

Secondary Education 4483 or 4484.

Rationale: The undergraduate teacher education programs require revisions in response to the new process for teacher certification in New York State affecting students graduating spring 2014. In addition to coursework in a content discipline and in education, teacher candidates in New York State must now also meet the expectations for the following new state assessments:

- Portfolio of curriculum & instruction, known as the Teacher Performance Assessment (edTPA)
- Educating All Students Test (EAS)
- Academic Literacy Skills Test (ALST)
- Content Specialty Test (CST)

Readers who are interested in more details about the state changes in the certification process should consult www.nystce.nesinc.com/NY_annProgramUpdate.asp

Teacher candidates will also be assessed on their understanding of the new New York State Common Core Standards (CCSS) which will be introduced in each undergraduate course. In response to this wide array of changes, the New York State Department of Education has emphasized the need for faculty of Institutions of Higher Education (IHE) to redesign their program's curriculum and existing assessment systems to determine how CCSS and edTPA align with and/or augment assessments and assignments used in coursework and clinical experiences.

In addition to the new state mandates, the New York City Department of Education has implemented Charlotte Danielson's *Framework for Teaching Evaluation Instrument* to evaluate New York City teachers. The New York City Department of Education has encouraged CUNY Teacher Education Programs to teach the *Danielson framework*, apply it in coursework and clinical experiences.

Accordingly, the Department of Secondary Education is increasing the credit total for the undergraduate program to 26 credits, up from the current 24 credits (25 for science). These changes will help prepare students to meet new, more labor intensive state assessments.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-III: CHANGES IN DEGREE PROGRAM
Department of Political Science

Minor in Law and Society

Department Requirements

Twelve credits chosen from the courses of two or more departments as specified below. Each course must be completed with a grade of C or higher.

Africana Studies 3330, 3331; Anthropology 3160, 3162; ~~Classics 34~~ Classics 3234;
Political Science 3120, 3121, 3122, 3130, 3123, 3122, 3240; Sociology 3503, 3504.

Courses in anthropology and archaeology presented for this minor may not be counted toward the anthropology major. Courses in political science presented for this minor may not be counted toward the political science major. Courses in sociology presented for this minor may not be counted toward the sociology major.

Rationale: Classics 34 no longer exists. It was replaced within the Classics curriculum by CLAS 3234, Government and Society in Antiquity, which deals with the political structures and constitutional forms of Classical Athens and Republican Rome at both a historical and theoretical level.

The three other courses in Political Science are all focused on the law (3121 is Constitutional Law, 3122 is Civil Rights and Civil Liberties, and 3130 is Moot Court).

Date of departmental approval: September 11, 2012.

Effective date: Fall 2013.

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Secondary Education

Bachelor's degree programs for adolescence education (grades 7-12): biology, chemistry, earth science, English, mathematics, modern languages (French, Italian, Spanish), physics, and social studies (Africana studies, American studies, anthropology, economics, history, political science, Puerto Rican and Latino studies, sociology, and special subjects (all grades): music., physical education

See the corresponding academic department section for information regarding specific HEGIS and SED codes

All programs are writing-intensive. These programs reflect changes in teacher certification requirements recently implemented by the New York State Education Department.

Degree programs in adolescence education and in special subjects include a major in an appropriate department of the college and in the case of social studies may also include an approved selection of interdepartmental courses. Completion of ~~an adolescence education~~ a Secondary Education program as part of a major in English, one of the appropriate social sciences, mathematics, or one of the sciences, ~~or a language other than English~~ qualifies students for New York State initial certification in adolescence education for grades 7 through 12. Completion of a special subjects program as part of a major in music education ~~or physical education~~ qualifies students for New York State initial certification in those subjects for all grades.

Students qualifying for the initial certification in adolescence education may obtain an extension to teach English, social studies, mathematics, or one of the sciences in grades 5 and 6 by taking Secondary Education 3454.

Students, ~~except music education majors,~~ must complete 24 26 credits in ~~the~~ Secondary Education as specified below.

15-16 credits in General Education courses:

Secondary Education 2001: ~~The Art, Philosophy, and Culture of Teaching~~ Historical, Philosophical, and Cultural Foundations of Education.

Secondary Education 2002: ~~Urban Children and Adolescents: Development and Education~~ Children and Youth in Urban Schools: Developmental, Psychological and Sociological Perspectives.

Secondary Education 3401: ~~Language and Literacy Development in Adolescence Education and Special Subjects~~ Language and Literacy in Urban School Contexts.

Secondary Education 3402: ~~Integrative and Multidisciplinary Teaching and~~

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

~~Learning~~ Teaching Adolescents in the Content Areas.

Secondary Education 3456: Inclusive Education and Teaching Students with Special Needs

and

The appropriate 5-credit seminar course in student teaching:

Secondary Education 4401: Seminar on Methods of Teaching English, Student Teaching I; or

Secondary Education 4402: Seminar on Methods of Teaching Social Studies, Student Teaching I; or

Secondary Education 4403: Seminar on Methods of Teaching Mathematics, Student Teaching I; or

Secondary Education 4480: Methods of Instruction in Adolescence Science Teaching, and

Secondary Education 4481 Science Student Teaching Seminar I, and

Secondary Education 4482 Adolescence Science Teaching Practicum I; or

~~–Secondary Education 4404 Seminar on Methods of Teaching Science, Student Teaching I, or~~

Secondary Education 4405: Seminar on Methods of Teaching Modern Languages, Student Teaching I. ~~–Secondary Education 4406 Seminar on Methods of Teaching Physical Education, Student Teaching I~~

and

The appropriate 4-credit advanced seminar course in student teaching:

Secondary Education 4407: Advanced Seminar on Methods of Teaching English, Student Teaching II; or

Secondary Education 4408: Advanced Seminar on Methods of Teaching, Student Social Studies Teaching II; or

Secondary Education 4409: Advanced Seminar on Methods of Teaching Mathematics, Student Teaching II; or

Secondary Education 4483: Science Student Teaching Seminar II and

Secondary Education 4484 Adolescence Science Teaching Practicum II; or

~~–Secondary Education 4410 Advanced Seminar on Methods of Teaching Science, Student Teaching II, or~~

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

Secondary Education 4411 Advanced Seminar on Methods of Teaching Modern Languages, Student Teaching II.

~~Secondary Education 4412 Advanced Seminar on Methods of Teaching Physical Education, Student Teaching II~~

Additional information

Secondary Education 2001, 2002, 3401, 3402. (14 credits). ~~This~~ The four-term 24 credits sequence may be started in the lower-sophomore term, or upper-sophomore term.

Secondary Education 3456 (3 credits) may be started after completing Secondary Education 2001 and 2002.

Students must also complete a major in the appropriate department. Consult the appropriate departmental section in the Undergraduate Bulletin for the major requirements.

Students pursuing Initial Certification in music must complete the Bachelor of Music in Music Education in order to meet the state requirements. In addition to the required Bachelor of Music in Music Education curriculum, music education majors must complete the following courses, including student teaching (~~12 credits~~):

Secondary Education 2001, ~~and 2002~~ and 3456. (~~6 credits~~)

Secondary Education 4413. (~~6 credits~~)

In the case of social studies, in addition to the above ~~24~~ 26 credits in Secondary Education, students must complete a major in one of the following: Africana studies, American studies, anthropology, economics, history, political science, Puerto Rican and Latino studies, or sociology. Study must include within the major, or in addition to courses in the major, study in economics, government, and at least 21 credits in the history and geography of the United States and the world.

In the case of a major in one of the science education programs (biology, chemistry, physics, or earth science teacher), see the corresponding academic department section for information on student teaching courses and requirements.

Admission requirements and academic standing

Students must have a GPA of 2.50 or higher based on a minimum of 30 credits in liberal arts and sciences to take Secondary Education 2001, 2002, 3401, 3402 or 3456.

An average of 2.75 in Secondary Education 2001 and 2002 is required to continue to Secondary Education 3401, and/or Secondary Education 3402, and/or Secondary Education 3456;; .

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

To take Secondary Education 4413 or 4401-4406, students must have an overall GPA of 2.75 or higher and permission of the head of the program. ~~adolescence education and special subjects;~~

To take Secondary Education 4407-4412, students must earn a B- or higher in Secondary Education 4401-4406, a GPA of 2.75 or higher in their major, and the permission of the head of the program. ~~chair or deputy of the Department of Secondary Education.~~

A student who takes Secondary Education 4407-4412 prior to Secondary Education 4401-4406 must earn a B- or better grade in 4407-4412 to take Secondary Education 4401-4406.

Rationale: The undergraduate teacher education programs require revisions in response to the new process for teacher certification in New York State affecting students graduating spring 2014.

In addition to coursework in a content discipline and in education, teacher candidates in New York State must now also meet the expectations for the following new state assessments:

- Portfolio of curriculum & instruction, known as the Teacher Performance Assessment (edTPA)
- Educating All Students Test (EAS)
- Academic Literacy Skills Test (ALST)
- Content Specialty Test (CST)

Readers who are interested in more details about the state changes in the certification process should consult www.nystce.nesinc.com/NY_annProgramUpdate.asp

Teacher candidates will also be assessed on their understanding of the new New York State Common Core Standards (CCSS) which will be introduced in each undergraduate course.

In response to this wide array of changes, the New York State Department of Education has emphasized the need for faculty of Institutions of Higher Education (IHE) to redesign their program's curriculum and existing assessment systems to determine how CCSS and edTPA align with and/or augment assessments and assignments used in coursework and clinical experiences.

In addition to the new state mandates, the New York City Department of Education has implemented Charlotte Danielson's *Framework for Teaching Evaluation Instrument* to evaluate New York City teachers. The New York City Department of Education has encouraged CUNY Teacher Education Programs to teach the *Danielson framework*, apply it in coursework and clinical experiences.

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

Accordingly, the Department of Secondary Education is proposing changes to the four undergraduate programs in secondary education (English, social studies, mathematics, and sciences). These changes will help determine if candidates are well prepared to demonstrate understanding and implementation of the CCSS and Danielson evaluation, outcomes measured by edTPA, as well as additional, valued program outcomes (accreditation requirements set forth by NCATE and SPAs).

Accordingly, the Department of Secondary Education is increasing the credit total for the undergraduate program to 26 credits, up from the current 24 credits (25 for science). These changes will help prepare students to meet new, more labor intensive state assessments.

Date of departmental approval: March 13, 2012.

Effective date: Fall 2013.

SECTION A-III: CHANGES IN DEGREE PROGRAMS
Department of Secondary Education

B.A. degree program in adolescence education: social studies teacher
HEGIS code 2201.01; SED program code 26754

Adolescence education (grades 7-12) ~~and special subject~~ programs are writing intensive.

Program requirements

Students who wish to pursue a bachelor of arts degree in ~~adolescence education~~ Secondary Education for social studies teacher must complete a major in one of the following: Africana studies, American studies, anthropology, economics, history, political science, Puerto Rican and Latino studies, or sociology.

Study must include within the major, or in addition to courses in the major, study in economics, government, and at least 21 credits in the history and geography of the United States and the world.

The following pedagogical courses in the Department of Secondary Education: Secondary Education 2001, 2002, 3401, 3402, 4402, 4408, 3456 (total of 24 26 credits):

Secondary Education 2001, 2002, 3401, 3402 (12 credits). ~~This~~ The four-term sequence may be started in the lower-sophomore term, or upper-sophomore term.

Secondary Education 3456 (3 credits) may be started after completing Secondary Education 2001 and 2002.

~~The appropriate 5-credit course in student teaching:~~
Secondary Education SEED 4402: Seminar on Methods of Teaching Social Studies, Student Teaching I.

~~The appropriate 4-credit course in student teaching:~~
Secondary Education SEED 4408: Advanced Seminar on Methods of Teaching Social Studies, Student Teaching II

This program reflects changes in teacher certification requirements recently implemented by the New York State Education Department. Degree programs in adolescence education and ~~in special subjects~~ include a major in an appropriate department of the college and in the case of social studies may also include an approved selection of interdepartmental courses.

Completion of an adolescence education program as part of a major in English, one of the appropriate social sciences, mathematics, or one of the sciences, ~~or a language~~

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

~~other than English~~ qualifies students for New York State initial certification in adolescence education for grades 7 through 12.

Students qualifying for the initial certification in adolescence education may obtain an extension to teach English, social studies, mathematics, or one of the sciences in grades 5 and 6 by taking Secondary Education 3454.

Students, ~~except music education majors,~~ must complete ~~24-~~ 26 credits in the Department of Secondary Education ~~School of Education~~ as specified above.

Admission requirements and academic standing

Students must have a GPA of 2.50 or higher based on a minimum of 30 credits in liberal arts and sciences to take Secondary Education 2001, 2002, 3401, 3402 or 3456;

An average of 2.75 in Secondary Education 2001 and 2002 is required to continue to Secondary Education 3401, and/or Secondary Education 3402, and/or Secondary Education 3456;;

To take Secondary Education 4413 or 4401-4406, students must have an overall GPA of 2.75 or higher and permission of the head of the program in the appropriate area; ~~adolescence education and special subjects;~~

To take Secondary Education 4407-4412, students must earn a B- or higher in Secondary Education 4401-4406, a GPA of 2.75 or higher in their major, and the permission of the head of the program in the appropriate area. ~~chair or deputy of the Department of Secondary Education.~~

A student who takes Secondary Education 4407-4412 prior to Secondary Education 4401-4406 must earn a B- or better grade in 4407-4412 to take Secondary Education 4401-4406.

Rationale: The undergraduate teacher education programs require revisions in response to the new process for teacher certification in New York State affecting students graduating spring 2014.

In addition to coursework in a content discipline and in education, teacher candidates in New York State must now also meet the expectations for the following new state assessments:

- Portfolio of curriculum & instruction, known as the Teacher Performance
- Assessment (edTPA)
- Educating All Students Test (EAS)
- Academic Literacy Skills Test (ALST)
- Content Specialty Test (CST)

Readers who are interested in more details about the state changes in the certification process should consult www.nystce.nesinc.com/NY_annProgramUpdate.asp

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

Teacher candidates will also be assessed on their understanding of the new New York State Common Core Standards (CCSS) which will be introduced in each undergraduate course. In response to this wide array of changes, the New York State Department of Education has emphasized the need for faculty of Institutions of Higher Education (IHE) to redesign their program's curriculum and existing assessment systems to determine how CCSS and edTPA align with and/or augment assessments and assignments used in coursework and clinical experiences.

In addition to the new state mandates, the New York City Department of Education has implemented Charlotte Danielson's *Framework for Teaching Evaluation Instrument* to evaluate New York City teachers. The New York City Department of Education has encouraged CUNY Teacher Education Programs to teach the *Danielson framework*, apply it in coursework and clinical experiences.

Accordingly, the Department of Secondary Education is increasing the student credit total for the undergraduate program to 26 credits, up from the current 24 credits. These changes will help prepare students to meet new, more labor intensive state assessments.

Date of departmental approval: March 13, 2012.

Effective date: Fall 2013.

SECTION A-III: CHANGES IN DEGREE PROGRAMS
Department of Television and Radio

B.S. degree program in broadcast journalism
HEGIS code: 0605; SED program code: 83638

Department Requirements (~~42~~ 48 credits)

I. All of the following: Television and Radio ~~1165, 2420, 2726, 3871, 3728, 4728, 3729~~ and either ~~3535 or English 2402~~ 1165, 2420, 2726W, 3535, 3728, 3729, 3782, 3871, 4040, and 4728; and one of the following: Television and Radio 4177 or 5010.

II. An additional ~~42~~ 9 credits of advanced related course work are required in any specialized area other than Television and Radio and the Journalism Program of the English Department, with the courses. All electives must be approved by the program director.

All courses used to meet these degree requirements must be completed with a grade of C- or higher.

Rationale: Changes in the field of journalism have been deep and vast in the years since this program was last revised. The goal of these revisions is to provide students with an expanded knowledge and skills repertoire that better prepares them for the increasing diversity of journalistic opportunities available in a convergent media environment.

Three required courses have been added to the degree program (Radio News Reporting, Television and Radio Internship, and Convergent News Platforms). These courses provide more time for fundamental instruction on broadcast news writing and production; formalize a paraprofessional experience requirement that is essential to securing entry-level employment in the field; and deepen the exposure of students to newsgathering techniques and publication platforms that are expanding the world of broadcasting and electronic media.

Although the elective course requirement has been reduced, the department has revised its policy on qualified courses to encourage their educational extensibility relative to the major, with an eye toward increased collaboration between the College's extant journalism programs.

Date of departmental approval: March 21, 2013.

Effective date: Fall 2013.

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

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Theater

B.A. degree program in Theater

HEGIS code 1007; SED program code: 76210

Department crew requirements

Theater degrees and certain theater courses have crew requirements. A student must register for one of the Production Practica, Theater 1202, 1203, 1204, 1205, 1206, 1207, for each course ~~marked with the symbol (+) requiring a corequisite~~. However, no student shall be required to register for more than two Production Practica in one semester, and theater majors who have completed ~~six~~ four crew assignments, ~~credit-bearing or not~~, need not register for further courses from this list.

Department requirements (46 credits)

Students must earn a grade of C or higher in each theater course ~~numbered 2000 and above~~ that is applied toward the fulfillment of department requirements. Any substitution of courses must be approved by the chairperson or designee/undergraduate deputy chair.

All of the following: Theater 1001, 1101, 1201, 1202, 1203, 1204, 3501 or 3502W, 3503.

~~Four~~ One additional credit from the following courses: 1202, 1203, 1204, 1205, 1206, 1207. (Students may not exceed more than 9 credits in practicum courses.)

Two of the following courses: Theater 2001, 2201, 2202, 2310, 2311, 2312, 2313, 2320, 3321, 3330, 3331, 3333, 3341, 4701, 4702, 4703, 4704, 4705, 4706, ~~2004~~.

Two of the following courses: Theater 2102, 2103, 3102, 3103, 3601, 3602, 3620, 3701, 4710, 4620.

One of the following: Theater 2002, 2501, 2502, 3504, 3505, ~~2502~~, 3506.

Additional credits in Department of Theater courses; Classics 3220; Comparative Literature 3610, 3611; or English 3306, 3307, 3122, 3123, 3124, 3132, 3170, to total a minimum of forty-six credits.

Rationale:

Last year we made a number of changes to the practicum experiences required of our students. After assessing the outcome of these changes, we have determined that we can reduce the total number required to bring them more in line with standard practices in the field (a reduction from 6 to 4). We have also determined that each student should be required to serve on a running crew (THEA 1204). Two minor changes so that courses are listed in sequence (2001 and 2502).

Date of departmental approval: March 12, 2013. **Effective Date:** Fall 2013.

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

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Theater

B.F.A. degree program in theater

HEGIS code 1007; SED program code 83119

The B.F.A. degree program has two areas of specialization: acting, and design and technical production (which includes scenic, lighting, and costume design). Students must complete one of the following areas with a grade of C or higher in each theater course numbered ~~2000~~ or higher that is applied toward the fulfillment of department requirements. ~~Courses marked with the symbol "&" are for B.F.A. acting majors only.~~

Department requirements (61–68 credits)

Acting (~~64~~ 63 credits)

All of the following: Theater 1201, 1202, 1203, 1204, 3401, 3402, 3403, 3404, 3405, 3406, 3407, 3201, 3202, 3203, 3204, 3205, 3206, 3436, 4400, 3601 or 3502W, 3503. (~~Students entering the program who have no transferable credits in theater must pass a department examination on general theater knowledge. Students who fail to pass this examination must register for Theater 1 in their first semester of the program.~~)

~~Four~~ One additional credits from the following courses: 1202, 1203, 1204, 1205, 1206, 1207. (Students may not exceed more than 9 credits in practicum courses.)

One of the following: Theater 4701, 4702, 4703, 4704, 4705, 4706.

One of the following: Theater 3426, 3427.

Four additional credits in Department of Theater courses.

Design and Technical Production (66–68 credits)

All of the following: Theater 1001, 1202, 1203, 1204, 2310, 2320, 3321, 3330, 3331, 3341, 2201, 3501 or 3502W, 3503 (Students with no previous experience may need to complete Theater 1201 before registering for more advanced technical courses. See course prerequisites.)

~~Four~~ Three credits from the following courses: 1202, 1203, 1204, 1205, 1206, 1207. (Students may not exceed more than 9 credits in practicum courses.)

One acting course or Speech 1717.

Two of the following: Theater 2501, 2502, 3504, 3505. (One of the following may substitute for one of the above: Classics 3220, Comparative Literature 3305, 3610, 3611, English 3122, 3124, 3132, 3170.)

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

Twenty-one additional credits from the following: Theater 3310, 2311, 2313, 2321, 3322, 4321, 3332, 3333, 3340, 3342, 4340, 4341, 3351, 4351, 4701, 4702, 4703, 4704, 4705, 4706, 5805, 5806, 5807, Art 2210, 2211, 2310, 2311, 2320, 3321.

Rationale: Last year we made a number of changes to the practicum experiences required of our students. After assessing the outcome of these changes, we have determined that we can reduce the total number required in the BFA in Acting to bring them more in line with standard practices in the field (a reduction from 6 to 4). We have also determined that each student should be required to serve on a running crew (THEA 1204).

Further, adjustments have been made to the BFA Acting Dynamics series of movement/voice courses that increases the number of required credits for the major to 63.

All students entering the department of theater are interviewed by faculty program heads who can determine if students should be required to take Introduction to Theatre Arts; therefore, the old language regarding a test of basic theater knowledge has not been needed for some time.

Date of departmental approval: March 12, 2013.

Effective Date: Fall 2013.

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Theater

Departmental Minors

Minor in Acting (~~for TV and Radio Majors~~)

~~A major in television and radio; Theater 1001, 1101, 1201, 1202, 1203, and 1204; and twelve credits chosen from the following courses, each completed with a grade of C or higher: Theater 2102, 2103, 3102, 3103, 2110, 2111, 2112, 2113, 3620, 3701, 4701, 4702, 4703, 4704, 4705, 4706, 4620, 4710. Any substitution of courses must be approved by the chairperson or designee/ undergraduate deputy chair.~~

Minor in Theater

~~A major in Television and Radio. Theater 1001, 1101, 1201, 1202, 1203, and 1204; and all of the following courses each completed with a grade of C or higher: Theater 2310, 3330, and two other technical courses approved by the department and twelve~~
additional credits of advanced courses in theater, each approved by the department and completed with a grade of C or higher. Any substitution of courses must be approved by the chairperson or designee/ undergraduate deputy chair.

Minor in Theater Production ~~for TV and Radio Majors~~

~~A major in Television and radio; Theater 1201, 1202, 1203, 1204; and all of the following courses each completed with a grade of C or higher: Theater 2310, 3330, and two other technical courses approved by the department. Any substitution of courses must be approved by the chairperson or designee/ undergraduate deputy chair.~~

Rationale: All theater minors are open to students from any major. Change was previously approved but the changes were not made in the bulletin.

Date of departmental approval: March 12, 2013.

Effective Date: Fall 2013.

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Theater

Concentration for majors in early childhood and childhood education teacher programs

The requirements for the teacher education programs indicated above are described in the "Education" section of the Undergraduate Bulletin. Students must meet with a Theater Department adviser to declare their intention to complete this concentration. They should also meet with an adviser in the School of Education regarding the appropriate sequence of teacher education courses.

Concentration requirements:

Theater 1001, 1101, 1201, 1202, 1203, 2102, 2103. ~~Students should be aware that Theater 2102 and 2103 have crew co-requisites; see "Department crew requirements" section in the bulletin.~~

Three additional courses from the following: Theater 2501, 2502, 3501, 3502, 3503, 3504, 3505, 3506; Comparative Literature 3610, 3611; English 3122, 3132, 3170, 3184; Africana Studies 3201, 3205; Anthropology 3197.

Additional credits necessary to total a minimum of 30 credits for the Concentration, chosen from among the following: any Theater Department courses; Comparative Literature 3610, 3611, English 3122, 3123, 3124, 3132, 3170, 3184; Africana Studies 3201, 3205; Anthropology 3197. (Students may take Theater 1003 only if it has not been taken as a paired course with Education 3202.)

Division of Graduate Studies

The Theater Department offers a master of arts degree program in theater and a master of fine arts degree program in theater. Some courses may be creditable toward the CUNY doctoral degree. For information, students should consult the department's deputy for graduate studies.

Courses

§Independent work means not less than three additional hours each week of conference, research, independent reading, and writing as assigned by the instructor.

~~+The symbol (+) denotes a department crew requirement.~~

Rationale: Crew requirements are no longer a co-requisite for THEA 2102 and 2103. When the new numbering system was introduced, symbols were removed from our course offerings. Such language is a vestige of the old numbering system.

Date of departmental approval: March 12, 2013.

Effective Date: Fall 2013.

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

**SECTION A-III: CHANGES IN DEGREE REQUIREMENTS
Women's and Gender Studies Program**

B.A. in Women's and Gender Studies

NYS SED program code 02117

Program requirements (30 credits)

Students must complete parts 1 through 5 with a grade of C or higher in each course:

1. Women's and Gender Studies 1001 (Introduction to Women's Studies: Sex, Gender, and Power).

2. Three of the following:

Women's and Gender Studies 2100, 3213, 3218, 3120, 3115, 3405, 3606, 3340, 3501, 3441, 3351, 3356, 3354, 3224 3228, 3446, 3610, 3117, 3119, 3135, 3137, 3150, 3447, 3449, 3328, 3317, 3165, 3550, 3330, ~~62~~, 3332, 3333, 3353, 3238, 3436, 3357, 4401, 4402, 4404, 4408, 3345, 3420, 3121, 3229, 3710, 3715, 3318, 4405, 3355, 3319, 3122 (Note: Women's Studies 3115 is not open to students who completed Women's Studies 3165 or English 3166 in fall 1993, or spring 1994.)

3. Women's and Gender Studies 3510 (Feminist Theories) ~~OR Women's Studies or~~ 3230 (History of Feminism)

4. Four of the following:

(Courses that fulfill the requirements for Part 2 cannot be used to satisfy the requirements for Part 3.)

Africana Studies 3260. (This course is the same as English 3162 and Women's and Gender Studies 3117.)

Africana Studies 3360. (This course is the same as Women's and Gender Studies 3446.)

Africana Studies 3365. (This course is the same as Political Science 3412 and Women's and Gender Studies 3447.)

Anthropology 3310. (This course is the same as Women's and Gender Studies 3213.)

Anthropology 3170. (This course is the same as Women's and Gender Studies 3218.)
Art 3089.

Classics 4032. (This course is the same as Women's and Gender Studies 3715.)

Classics 3238. (This course is the same as Women's and Gender Studies 3710.)

Business 3245.

Business 3250 (This course is the same as Women's and Gender Studies 3345.)

Economics 3154 (This course is the same as Women's and Gender Studies 3317.)

Economics 3222.

English 3187. (This course is the same as Women's and Gender Studies 3119.)

English 3166. (This course is the same as Women's and Gender Studies 3115.)

English 3162. (This course is the same as Africana Studies 3260 and Women's and Gender Studies 3117.)

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

English 4110.

Film 3122. (This course is the same as Women's Studies and Gender Studies 3150.)

Health and Nutrition Sciences 2180. (This course is the same as Women's and Gender Studies 3606.)

Health and Nutrition Sciences 2181.

History 3206. (This course is the same as Women's and Gender Studies 3224.)

History 3328 (This course is the same as Women's and Gender Studies 3238.)

History 3545 (This course is the same as Women's and Gender Studies 3332.)

History 3340 (This course is the same as Women's and Gender Studies 3333.)

History 3418. (This course is the same as Women's and Gender Studies 3228.)

Judaic Studies 3017.

Philosophy 3306.

Philosophy 3720. (This course is the same as Women's and Gender Studies 3135.)

Philosophy 3725. (This course is the same as Women's and Gender Studies 3137.)

Political Science 3152. (This course is the same as Women's and Gender Studies 3351.)

Political Science 3341 (This course is the same as Women's and Gender Studies 3357.)

Political Science 3411 (This course is the same as Women's and Gender Studies 3356.)

Political Science 3412. (This course is the same as Africana Studies 3365 and Women's and Gender Studies 3447.)

Political Science 3153 (This course is the same as Women's and Gender Studies 3353)

Political Science 3155 (This course is the same as Women's and Gender Studies 3330)

Political Science 3442 (This course is the same as Women's and Gender Studies 3354)

Psychology ~~3364~~.3360.

Puerto Rican and Latino Studies 3205.

Sociology 2600. (This course is the same as Women's and Gender Studies 3420.)

Sociology 3607 (This course is the same as Women's and Gender Studies 3229.)

Sociology 3303 (This course is the same as Women's and Gender Studies 3122.)

Sociology 3608 (This course is the same as Women's and Gender Studies 3319)

Sociology 3609 (This course is the same as Women's and Gender Studies 3318.)

Television/Radio 3434 (This course is the same as Women's and Gender Studies 3121.)

Theater 3506. (This course is the same as Women's and Gender Studies 3355.)

Any of the following that are not used to satisfy part 2 and 3, above:

Women's and Gender Studies 2100, 3213, 3218, 3120, 3115, 3405, 3606, 3340, 3501, 3441, 3351, 3356, 3354, 3224 3228, 3446, 3610, 3117, 3119, 3135, 3137, 3150, 3447, 3449, 3328, 3317, 3165, 3550, 3330, 62, 3332, 3333, 3353, 3238, 3436, 3357, 4401, 4402, 4404, 4408, 3345, 3420, 3121, 3229, 3710, 3715, 3318, 4405, 3355, 3319, 3122

5. Women's and Gender Studies 4410W.

Other advanced electives and special topics courses relevant to the study of women may be substituted with the permission of the program coordinator. The list of available courses may be obtained each semester in the program office.

Rationale: This document reflects the name change of the Program from Women's Studies to Women's and Gender Studies that was approved by Faculty Council in 2011. Several new and newly cross-listed courses have been added to the degree requirements, building on the Program's efforts to incorporate an intersectional perspective on women's and gender studies in our curriculum and our efforts to increase offerings in the Humanities. The course number 62 was added in error and has been removed. Psychology 3361 has been replaced with Psychology 3360 reflecting curricular changes in this Department.

Date of departmental approval: March 17, 2013.

Effective date: Fall 2013.

**SECTION A-III CHANGES IN DEGREE REQUIREMENTS
Women's and Gender Studies Program**

Minor in Lesbian, Gay, Bisexual, Transgender and Queer Studies

Program requirements (12 Credits)

All courses must be completed with a grade of C or higher.

1. Women's and Gender Studies ~~1002~~ 2100.

2. At least three courses from the list below:

Women's and Gender Studies 3137, 3213, 3238, 3330, 3405, 3436, 3353, 3354, 3710, 3715, 4404; Classics 4032; English 4110; Health and Nutrition Sciences 2181; Women's and Gender Studies 4401.

~~One of the following:~~ Students may substitute Women's and Gender Studies 83 or 4408 or 4410W may be included for one of the above requirements with permission of the coordinator.

Rationale: In December 2011, Faculty Council approved the change in the course number from Women's Studies 1002 to Women's Studies 2100. While the appropriate document was submitted to correct this change in the major, a document was not submitted for the LGBTQ Studies minor. This change corrects the oversight. This document also reflects the name change from Women's Studies to Women's and Gender Studies that was approved by Faculty Council in 2011. The addition of WGST 3137, 3710 and 3715 represents the expansion of curricular offerings in the WGST Program.

Date of program approval: March 17, 2013.

Effective date: Fall 2013.

SECTION A-IV: NEW COURSES

Department of Anthropology and Archaeology

3016 Fieldwork in Anthropology

1 hour lecture, 6 hours supervised fieldwork; 3 credits

Instruction in field methods and techniques of anthropology through participation in all aspects of anthropological/archaeological fieldwork. May be taken twice if localities or sub-fields (cultural anthropology, archaeology linguistic anthropology, or physical anthropology) differ. (Not open to students who have completed Anthropology 70.1 or who have previously received credit for anthropological fieldwork.)

Prerequisite: permission of the chairperson.

Frequency of offering: one section per year

Projected enrollment: 15 students per section

Clearances: None.

Rationale: Fieldwork is a hallmark of anthropology. Whether ethnographic, linguistic, bioanthropological or archaeological, most anthropologists spend some time in the field during their careers. This course proposes to give Brooklyn College students the chance to experience fieldwork outside of their own culture, working on a project designed by Brooklyn College faculty.

Programmatically, it builds on the hands-on, project-oriented approach that has become the standard for our courses leading toward a major. All majors are required to have some field experience. This course provides a fieldwork option during the school year for those students who cannot take a summer or intersession field course. It furthers the departmental and college goal of producing responsible and knowledgeable citizens of the twenty-first century.

Department goals addressed by course:

- To develop critical and analytical thinking through hands-on research.
- To understand and apply the research methodologies of archaeology and cultural, linguistic and biological anthropology.

Date of departmental approval: March 4, 2013.

Effective date: Spring 2013.

SECTION A-IV: NEW COURSES

Department of Classics

3238 Gender and the Body in Ancient Religions

3 hours, 3 credits

Bulletin Description Study of social, historical, cultic, and literary contexts of gender roles, the body, and sexuality in ancient Greco-Roman religions, ancient Judaisms, and early Christianities. Application of modern theory to ancient evidence. This course is the same as Women's and Gender Studies 3710.

Prerequisites: English 1010 or permission of the chairperson.

Frequency of offering: Once every four semesters

Projected enrollment: 35 students per semester

Clearances: None

Rationale: For Classics Majors pursuing the Literature, Material Culture, and Ancient History concentrations, there are a number of courses dealing with specific major authors, particular literary genres, and thematic courses on specific aspects of ancient culture. What the Department does not currently have on the books is a thematic course that would survey the major social, cultural, historic, literary, and religious developments of gender identity among the major ancient religious traditions (Greco-Roman, Jewish, Christian) and so allow students to obtain a clear sense of how ancient religions influenced and were influenced by notions of gender and sexuality. This course will fill that need by offering students a survey of the intersection of gender and religion that will introduce them to touchstone texts and provide them with the context, themes, and academic theories necessary for comprehending their mutual relationships.

Department Goals Addressed by the Course:

The Classics department has six program goals. This course touches upon aspects of four of these goals and will provide students with:

1. a simultaneously broad and deep familiarity with the range of surviving cultural products from Greco-Roman antiquity, including both texts and material evidence. This course will introduce students to a variety of literary genres and some archaeological artifacts that elucidate the study and practice of ancient religions.

2. an understanding of the diverse interpretive frameworks and contextualizing factors related to these cultural products, including literary trends, history, geography, and social patterns of ancient Greece, Rome, and their neighboring cultures. This course will provide a broad social and historical background for the academic study of ancient religions and will challenge students to interpret course materials through various scholarly frameworks.

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

3. the ability to build cogent and critically rigorous arguments rooted in textual and material evidence, arguments that respect the complexity and ambiguity of primary and secondary sources. This course requires students to engage in high and low stakes writing assignments. These writing projects ask students to master different types of interpretive frameworks, from summary and comparison to scholarly and professional analysis.

4. a familiarity with the influence that Greece and Rome have exerted on later phases of Western culture. This course will frequently introduce themes from antiquity to modernity and ask students to compare and contrast ancient and modern religious practices.

Date of department approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-IV: NEW COURSES

Department of Classics

3239 Ancient Medicine: The Classical Roots of the Medical Humanities

3 hours, 3 credits

Survey of ancient medicine. Study of social, historical, scientific, and ideological contexts to ancient medical theory and practice. Comparison of ancient and modern scientific inquiry and application.

Prerequisites: English 1010 or permission of the chairperson.

Frequency of offering: Once every four semesters

Projected enrollment: 35 students per offering

Clearances: None

Rationale: For Classics Majors pursuing the Literature, Material Culture, and Ancient History concentrations, there are a number of courses dealing with specific major authors, particular literary genres, and thematic courses on specific aspects of ancient culture. What the Department does not currently have on the books is a thematic course that would survey the major social, cultural, historic, literary, and scientific developments of ancient medicine and so allow students to obtain a clear sense of how ancient medical science developed and its lasting influence on the present. This course will fill that need by offering students a survey of ancient medicine that will introduce them to touchstone texts and provide them with the context and themes necessary for comprehending their mutual relationships. Significantly, the course will also serve the needs of pre-med students and those in numerous other disciplines in conjunction with the growing field of medical humanities.

Department goals addressed by the course: The Classics department has six program goals. This course touches upon aspects of four of these goals and will provide students with:

1. a simultaneously broad and deep familiarity with the range of surviving cultural products from Greco-Roman antiquity, including both texts and material evidence. This course will introduce students to a variety of literary genres and some archaeological artifacts that elucidate the study and practice of ancient medicine.
2. an understanding of the diverse interpretive frameworks and contextualizing factors related to these cultural products, including literary trends, history, geography, and social patterns of ancient Greece, Rome, and their neighboring cultures. This course will provide a broad social and historical background for the academic study of ancient medicine and will challenge students to interpret course materials through various scholarly frameworks.

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

3. the ability to build cogent and critically rigorous arguments rooted in textual and material evidence, arguments that respect the complexity and ambiguity of primary and secondary sources. This course requires students to engage in high and low stakes writing assignments. These writing projects ask students to master different types of interpretive frameworks, from summary and comparison to scholarly and professional analysis.

4. a familiarity with the influence that Greece and Rome have exerted on later phases of Western culture. This course will frequently introduce themes from antiquity to modernity and ask students to compare and contrast ancient and modern medical practices.

Date of department approval: February 19, 2013.

Effective date: Fall 2013.

SECTION A-IV: NEW COURSES

Department of Earth and Environmental Sciences

3620 Oceanography

3 hours; 3 credits

The integrated science of the world's oceans. Ocean regulation of Earth's climate; the nature of ocean life; spatial and temporal patterns and variability in ocean parameters; ocean biogeochemistry; one or more field trips.

Prerequisites: Earth and Environmental Sciences 1101 or 1201; Earth and Environmental Sciences 3100 or Chemistry 1040 or Chemistry 1100 or their equivalent.

Frequency of offering: Every Fall semester.

Projected enrollment: 24 students

Clearances: None

Rationale: The mission of the department includes both Earth and environmental science. Although to many in New York City, the ocean seems far removed from everyday experience, New York is a coastal urban center, strongly connected to the ocean. Weather, tides, transportation, fishing, recreational activities, not to mention waste disposal, are all strongly influenced by ocean properties and dynamics. Given that the oceans cover more than 70% of the Earth's surface, and oceanography and marine science is the core discipline of three of our current faculty, the lack of an Oceanography course is a glaring omission in our curriculum. The emphasis of the course will be on the regulation of ocean processes; that is, how distributions of parameters are arrived at. Like all environmental science courses, oceanography is 'relentlessly interdisciplinary.' By emphasizing the connections between the various aspects of ocean processes with human influences, students obtain much greater insight into the science of the ocean.

Department goals addressed by course:

1. Increase the department's emphasis on the hydrosphere and aquatic environments to better reflect the department's expertise.
2. Expand the course offerings of the department to include an emphasis on environmental issues.
3. Foster interdisciplinary thinking and increase understanding of human influence and dependence on the environment.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-IV: NEW COURSES

Department of English

3169 Black Theater

3 hours; 3 credits

Lectures, studies and workshops in Black theater. Liaison with professional and community theater. This course is the same as Africana Studies 3225 and Theater 2502.

Frequency of offering: once a year

Projected number of students: 30

Rationale: The English Department cross-lists other literature courses offered by the Africana Studies Department and wishes to add this one as it fills in a regrettable gap in our curricular offerings.

Department goals addressed by the course: Students will:

- develop ability to understand and analyze literary texts
- develop understanding of literature in its interdisciplinary contexts (e.g., cultural, social, historical, scientific, psychological, and political)
- develop ability to understand and apply literary/critical theory
- develop understanding of interrelation of language, culture, and society
- be able to reason, think critically, evaluate, use evidence, and make judgments
- be able to use the library to find appropriate print and electronic sources
- develop listening skills
- develop ability to speak effectively
- engage in civil debate
- develop respect for both intellectual and cultural diversity

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-IV: NEW COURSES

Department of History

3413 African American History through 1865

3 hours; 3 credits

African Americans from the era of the Atlantic slave trade through the Civil War. Topics include the African origins of African Americans, defining African Americans, the slave trade, free Blacks in antebellum America, role of gender and class, Black family and community, origins of the black church, slavery, resistance and abolitionism. This course is the same as Africana Studies 3120.

Prerequisite: Core Studies 4 or 9 or Core Curriculum 1220 or 3207, or permission of the chairperson.

Frequency of offering: 1 section per year

Projected Enrollment: 30

Clearances: Africana Studies

Rationale: This course is the first semester of the standard survey in African American History. It is offered by almost all History and Africana Studies Departments. This course speaks to the demand among our students for a two-semester survey of African American history. The Africana Studies course has been in existence since the early 1980s and cross-listing the course will allow History majors to receive credit for it towards the completion of the major and will allow specialists in both departments to share in the teaching. Cross-listing these courses will provide additional opportunities for our students and better reflect the research and teaching interests of members of our faculty.

The course, *African American History Through 1865*, begins with the “middle passage” and concludes with the abolition of slavery and the end the Civil War. Beginning with the trans-Atlantic journey, this course explores various periods in African American history as it is intertwined with the history of the United States. This course will enable students to explore, in-depth, some of the major black led social movements during this period along with familiarizing them with the contributions of major figures like Frederick Douglass, Martin Delaney, Maria Stewart, and Nat Turner. Though brought here by force, Africans overcame great physical and psychological oppression to make significant contributions to the United States. By examining the economic, social, cultural and political contributions of African Americans (through secondary texts as well as primary documents), this course will explore their impact on the story of the United States.

Another key element of this course is to address how the construction of race and the characterization of “black” people as inferior, promoted an economic system which benefited the moneyed interests in the new colonies and European empires. This

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

definition of Africans (and people of color) as “other” affected concepts of class, work, nationhood and citizenship. African American history is not only the tale a specific group but also part of the larger story of a nation.

Department goals addressed by the course: The History Department has content goals that are reflected in distribution requirements, and six major skill goals. History majors must each complete three credit hours in U.S. history. The course also addresses all of our major skill goals, listed below:

1. Understanding the relationship between cause and effect in history.
2. Understanding the connections between social, cultural, economic, technological, political, and diplomatic developments across time and space.
3. Acquiring a sense of chronology—the time sequence of historical events, as well as issues of periodization.
4. Making connections between past and present, understanding patterns of change and continuity in history.
5. Developing and broadening historical perspectives (making intellectual leaps) across a range of spatial, temporal, and cultural boundaries.
6. Developing critical thinking, reading, and writing skills in history.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-IV: NEW COURSES

Department of History

3414 African American History From 1865

3 hours; 3 credits

African Americans since the end of the Civil War. Topics include Blacks and Reconstruction, Blacks and Redemption, “The Nadir,” emigration and colonization, the Great Migration, Blacks in World Wars I and II, Marcus Garvey, Blacks and the Great Depression, and the Civil Rights and Black Power movements. This course is the same as Africana Studies 3121. (Not open to students who have completed Africana Studies 12.7).

Prerequisite: Core Studies 4 or 9 or Core Curriculum 1220 or 3207, or permission of the Chairperson.

Frequency of offering: 1 section per year

Projected Enrollment: 15

Clearances: Africana Studies

Rationale: This course is the second semester of the standard survey in African American History. It is offered by almost all History and Africana Studies Departments. This course speaks to the demand among our students for a two-semester survey of African American history. The Africana Studies course has been in existence since the early 1980s and cross-listing the course will allow History majors to receive credit for it towards the completion of the major and will allow specialists in both departments to share in the teaching. Cross-listing these courses will provide additional opportunities for our students and better reflect the research and teaching interests of members of our faculty.

This course, *African American History from 1865*, starts at the end of the Civil War and concludes with a discussion of the contemporary moment. Beginning with Reconstruction, this course will address various periods in African American history as well as explore the contributions of major figures like Ida B. Wells, Martin Luther King Jr., Malcolm X, Shirley Chisholm and Barack Obama. Through the examination of the economic, social, cultural and political contributions of African Americans (through secondary texts as well as primary documents), this course will explore the impact of African Americans on the story of the United States.

Another key element of this course is to address how race and institutionalized racism shaped the political, social and cultural landscape of the United States. This definition of people of color, in this case, African Americans, as “other” affected concepts of class, work, nationhood and citizenship. African American history is not only the tale of a specific group but also part of the larger story of a nation.

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

Department goals addressed by the course: The History Department has content goals that are reflected in distribution requirements, and six major skill goals. History majors must each complete three credit hours in U.S. history. The course also addresses all of our major skill goals, listed below:

1. Understanding the relationship between cause and effect in history.
2. Understanding the connections between social, cultural, economic, technological, political, and diplomatic developments across time and space.
3. Acquiring a sense of chronology—the time sequence of historical events, as well as issues of periodization.
4. Making connections between past and present, understanding patterns of change and continuity in history.
5. Developing and broadening historical perspectives (making intellectual leaps) across a range of spatial, temporal, and cultural boundaries.
6. Developing critical thinking, reading, and writing skills in history.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-IV: NEW COURSES

Department of History

3476 Cities and Nature in American History

3 hours plus conference; 3 credits

Interactions between urban societies and the natural environment in United States history. Attention to early urbanization and industrialization; the relationship between city and country; the development of pastoral parks and suburbs; pollution, public health, and environmental justice; sprawl.

Prerequisite: None.

Frequency of Offering: Once a year.

Projected Enrollment: 1 section of 20 students

Rationale: Human interaction with nature is a very old story, but the sustained study of the history of that relationship is comparatively new. This course will introduce students to the field of urban environmental history, which explores the changing relationship between humans and nature over time in the urban environment. Unlike most ways of studying the human past, environmental history treats the natural world as an active participant in human affairs rather than a passive stage on which the human pageant plays out. As a result, environmental history highlights the deep historical connections between humans and nature and reveals the many ways in which we remain linked to and dependent on the natural world today.

With concerns about environmental change at an all-time high, there could not be a more important time for students to study the history of urban interactions with nature. Over the course of the semester, students will explore such topics as early reactions to industrialization and urbanization; relationships between cities and their hinterlands; urban interactions with water; moral environmentalism and the development of public parks and suburbs; concerns about pollution, public health, and environmental justice; and the consequences of contemporary urban sprawl. By the end of the course, students will have developed a firm understanding of the historical forces that have produced modern urban relationships to nature and will have thought carefully about their own personal role in producing, consuming, and preserving the natural world.

Clearance Requested: Environmental Studies.

Department goals addressed by course: This course will further current departmental goals by introducing students to the new and growing field of urban environmental history, a field with both professional and civic applications.

Date of departmental approval: March 12, 2013.

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

Effective date: Fall 2013.

SECTION A-IV: NEW COURSES
Conservatory of Music

2530 Basic Concepts in Music Education

3 hours lecture, 1 hour field work; 3 credits;

Introduction to the music education profession including philosophy, history, psychology, pedagogical approaches, standards and practices, current issues and practical applications. Organization and structure of preK-12 musical program, curriculum and assessment, legal and ethical responsibility, technology, inclusion and school diversity. Fieldwork experience in the public schools is required.

Prerequisite: Ability to read music and permission of the director.

Corequisite: Music 2510.

Frequency of offering: 1 per year in the fall semester.

Projected enrollment: 15 students per semester.

Clearances: None

Rationale: This course is designed to replace Intro to Music Education (MUSC 2520) and The School Music Program: Choral, Instrumental and General (MUSC 3590). It acts as an introduction to all required coursework in the music education program. Students will learn about the historical, philosophical, sociological and psychological foundations of the American music education system. The latest trends in curriculum, assessment, standards and practices will be explored through praxial classroom experiences.

Department goals addressed by course:

1. Ability to write and speak about music with precision and clarity.
2. Ability to articulate and defend critical judgments about music and music education practices.
3. Ability to apply knowledge and skills in a teaching situation.
4. Ability to sing or play an instrument that evidences interpretative understanding and technical accomplishment at a level appropriate to the field of music education.
5. Understanding of musical elements (rhythm, melody, harmony, timbre, texture, dynamics, form) and their application in music education practices.
6. Exposure to extensive and varied repertory through performance, analysis, and lesson plan design.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-IV: NEW COURSES
Department of Philosophy

3725 Queer Philosophy

3 hours; 3 credits

Examination of metaphysical, epistemological and ethical issues arising from the experience of the LGBT community, including: philosophical critiques and defenses of the concept of sexual orientation; homosexuality in the Western philosophical tradition; LGBT marriage and familial relations; the ethics of outing and of being closeted; ethical issues affecting LGBT people in medicine, education and the law. This course is the same as Women's Studies 3137.

Frequency of offering: 1 per year.

Projected enrollment: 25 students per year.

Clearances: None.

Rationale: The last few decades have witnessed major advances for the lesbian, gay, bisexual and transgender (LGBT) community. These social, political and cultural developments have occasioned, and been informed by, a growing body of scholarship on the experience of this community and its place in contemporary society. Philosophy is one of the many disciplines that have been enriched as a result, and the metaphysical, epistemological and moral questions raised by the LGBT experience have now generated a sizeable and mature literature.

This course is our department's response to these societal and philosophical developments. Our departmental mission statement commits us to preparing our students "to handle important abstract concepts such as truth, justice, free will, and knowledge with rigor and imagination." This course will engage students with all of these concepts, and others besides, in a uniquely compelling way. It will also obviously enhance, in keeping with our departmental mission, "the ability of students to understand ethical theories, to reason about and analyze the issues to which those theories apply." And finally, it will "instill an appreciation of the diversity of philosophic approaches, and [will] expand students' ability and openness to explore and to develop views on fundamental philosophic questions [and] prepare students for critical citizenship."

In addition to meeting these departmental objectives, the introduction of this course will make the College's curricular offerings more reflective of the diverse experiences of its student body and the wider community.

Department goals addressed by course: Students will be able to:

1. analyze and evaluate a selection from a philosophical text, a philosophical theory, issue or argument;

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2. provide a reasoned response to a selection from a philosophical text, a philosophical theory, issue, or argument.
3. identify and explain a criterion used to determine what is good morally or aesthetically;
4. provide reasons in support of or in opposition to a moral/aesthetic claim;
5. apply moral/aesthetic theories/criteria to practical situations.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-IV: NEW COURSES
Department of Puerto Rican and Latino Studies

2320 Afro-Latin@: Black, Latin@, or Both?

3 hours lecture, 3 credits

Who are Blacks? Who are Latin@s? Who are Afro-Latin@s? The Afro-Latin@ experience. New ways of understanding culture, identity, race, and ethnicity. Examination of critical essays, literature, film, music, gender, class, interviews, and media representations of Afro-Latin@s. Concepts including diaspora, transnationalism, blackness, whiteness, and *Latinidad*. Prerequisite: Puerto Rican and Latino Studies 1001 or English 1001.

Frequency of offering: one section per year.

Projected enrollment: 25 students.

Clearance: Africana Studies

Rationale: Creating this new course is consistent with our multi-year plan and the recommendations of the external review committee resulting from the Self-Study process. It is an important addition to our curricular offerings as we strive to introduce students to one of the most important developments in Latin@ Studies in the past twenty years.

Department goals addressed by course:

- To develop a contextual understanding of Puerto Rico, U.S. Puerto Ricans/ Latin@s/Hispanics, the Caribbean and/or Latin America.
- To develop an understanding of the dynamics of diversity in a globally interdependent world.

Date of departmental approval: February 19, 2013.

Effective date: Fall 2013.

SECTION A-IV: NEW COURSES
Department of Sociology

3505 Sociology of Public Health
3 hours, 3 credits

Examination of the relationship between social, economic, and political systems and population-level patterns of health and illness. How a range of social policies not directly health-related, such as housing, shape health, illness and life expectancy across US populations. Interaction of race, class, gender and other systems of stratification with dynamics of health and illness.

Prerequisites: Core Curriculum 1230 with a grade of B- or higher, or Sociology 1101 with a grade of C or higher.

Frequency of offering: once a year

Projected enrollment: one section, 30 students

Rationale: This course will enhance the Sociology Dept curriculum in 2 ways. Sociological research in public health has been an expanding area of work within the discipline, with a particular emphasis on social policies and other structural factors shaping health at population levels. This course will enable the dept to introduce students to this emerging area of work. In addition, the Sociology Department has a minor in Urban Policy, and the Sociology of Public Health course will be a valuable contribution to this minor. A wide range of social policies – including those regulating housing, zoning, education, and criminal justice – have been found to shape health at population levels; this course will provide students with an opportunity to learn about health within a genuinely social and societal context.

Department goals addressed by this course: The content of this course is designed to reinforce several of the learning goals for the sociology major, including:

- I. A broad understanding of the theories that have shaped the field of sociology;
- II. Awareness of the diversity of social forms manifest in different cultural groups in society; and,
- III. Insight into the analysis of the variety of problems that challenge the well-being of societies, communities, and sub-group relationships in general.

Date of departmental approval: Feb 19, 2013.

Effective date: Fall 2013.

SECTION A-IV: NEW COURSES
Department of Television and Radio

4891 Advanced Post-Production for Digital Media: Principles and Techniques

1 hour lecture, 3 hours laboratory; 3 credits

Creative principles and technical skills for post-production of visual storytelling, using pre-existing footage. Advanced practices and workflows for post production including advanced editing, color correction, image manipulation, titles and effects, rendering, compression schemes, and exporting high-quality video for television and cross-platform online distribution.

Prerequisite: Television and Radio 3871 or 3841 or 4728 or 3729.

Frequency of offering: once per year (winter or summer session).

Projected enrollment: one section of 14 students.

Clearance: Film.

Rationale: The post-production workflow is becoming increasingly complex and, yet, having a clear understanding and sometimes proficiency in it is expected from all modern day media producers. The course will allow students to focus on specific elements of post-production and will ease the learning curve of all production classes that use editing software. It will also allow those students who want to push boundaries of critical thinking in visual post-production to acquire new tools for their visual expression.

Students have long asked for this course. It will give students an opportunity to hone critical thinking skills through visual problem solving. Since all exercises will be based on pre-existing material, the course will not increase a demand for production equipment nor will it be too time consuming for students.

Departmental goals addressed by this course:

Departmental Objective 3: Students will be able to understand the basic aesthetic and technical principles of electronic media productions and their broader social implications.

Department Objective 4: Students will be able to employ proficiently and creatively the basic personnel, equipment, and software necessary to translate ideas into electronic media programs in the areas of radio, multimedia, single camera, multi-camera studio and remote productions.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

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SECTION A-IV: NEW COURSES
Women's and Gender Studies Program

3137 Queer Philosophy

3 hours; 3 credits

Examination of metaphysical, epistemological and ethical issues arising from the experience of the LGBT community, including: philosophical critiques and defenses of the concept of sexual orientation; homosexuality in the Western philosophical tradition; LGBT marriage and familial relations; the ethics of outing and of being closeted; ethical issues affecting LGBT people in medicine, education and the law. This course is the same as Philosophy 3725.

Frequency of offering: one section per year.

Projected enrollment: 25 students.

Clearances: none.

Rationale: This course speaks to student demand for curricular offerings in critical gender and sexuality studies; it also reflects faculty interest and expertise. In addition to directly expanding the offerings of the LGBTQ Studies minor, this course will enhance the current curriculum of the Women's and Gender Studies Program and facilitate the goal of achieving parity between our Humanities and Social Science courses. This course will also help our program maintain its vanguard status as the first college in the City University of New York with a minor in LGBTQ Studies.

Program Goals Addressed by Course:

1. Understand women's and gender studies as an academic area of inquiry and the philosophy behind its interdisciplinary approach to questions of sex, gender, and sexuality;
2. Understand how the relationship between sex, gender, and sexual orientation is framed in various disciplines and be able to reflect critically on the role of biological narratives about gender difference as a basis for policy;
3. Be able to explain the distinctions between gender, sex, and sexual orientation, and to understand how gender norms are related to norms of sexuality; be familiar with concepts of homophobia, misogyny, sexism, heterosexism, and heteronormativity;

Date of program approval: March 14, 2013.

Effective date: Fall 2013.

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

SECTION A-IV: NEW COURSES
Women's and Gender Studies Program

3218 Women: Anthropological Perspectives

3 hours; 3 credits

Cross-cultural analysis of women's lives. Problems of nature and nurture, gender stereotyping and self-images, the position of women in all cultural spheres, and changes over the life cycle. This course is the same as Anthropology 3170.

Prerequisite: Anthropology *1000 or 2100 or 1100 or 1200 or 1300 or 1400 or a lower-tier Core course or Women's and Gender Studies 1001 or permission of the chairperson.

Frequency of offering: 1 section per year

Projected Enrollment: 10 students

Clearances: Anthropology and Archaeology

Rationale: This course, which has been taught for several years in the Department of Anthropology and Archaeology, speaks directly to the interests of students in the WGST Program. Cross-listing this course rectifies an oversight and allows us to expand our curricular offerings.

Program goals addressed by the course:

1. Understand women's and gender studies as an academic area of inquiry and the philosophy behind its interdisciplinary approach to questions of sex, gender, and sexuality;
2. Understand how gender is produced in different historical periods and social locations and recognize how power relations structure gender arrangements, in the home and at work, through kinship structures, marriage and divorce, reproduction, love, the family, sex, language, and violence;
3. Understand how the study of women and men requires an intersectional framework that includes, among other structures, race, class, sexuality, class, ethnicity, nationality, (dis)ability, and age;
4. Understand how the relationship between sex, gender, and sexual orientation is framed in various disciplines and be able to reflect critically on the role of biological narratives about gender difference as a basis for policy;
5. Acquire the tools necessary to analyze representations of femininity, masculinity, and sexuality in many forms, including the visual arts, music, literature, poetry, religious expression, mythology, and popular culture.

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

Date of departmental approval: March 8, 2013.

Effective date: Fall 2013.

SECTION A-IV: NEW COURSES
Women's and Gender Studies Program

3710 Gender and the Body in Ancient Religions

3 hours; 3 credits

Study of social, historical, cultic, and literary contexts of gender roles, the body, and sexuality in ancient Greco-Roman religions, ancient Judaisms, and early Christianities. Application of modern theory to ancient evidence. This course is the same as Classics 3238.

Prerequisite: English 1010 or permission of the chairperson.

Frequency of offering: Once every four semesters

Projected Enrollment: 35 Students

Clearances: History, Judaic Studies

Rationale: This course speaks to student demand for curricular offerings in critical gender and sexuality studies; it also reflects faculty interest and expertise. In addition to directly expanding the offerings of the LGBTQ Studies minor, this course will enhance the current curriculum of the Women's and Gender Studies Program and facilitate the goal of achieving parity between our Humanities and Social Science courses. This course will also help our program maintain its vanguard status as the first college in the City University of New York with a minor in LGBTQ Studies.

Program goals addressed by the course:

1. Understand women's and gender studies as an academic area of inquiry and the philosophy behind its interdisciplinary approach to questions of sex, gender, and sexuality;
2. Understand how gender is produced in different historical periods and social locations and recognize how power relations structure gender arrangements, in the home and at work, through kinship structures, marriage and divorce, reproduction, love, the family, sex, language, and violence;
3. Understand how the study of women and men requires an intersectional framework that includes, among other structures, race, class, sexuality, class, ethnicity, nationality, (dis)ability, and age;
4. Acquire the tools necessary to analyze representations of femininity, masculinity, and sexuality in many forms, including the visual arts, music, literature, poetry, religious expression, mythology, and popular culture;

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

Date of departmental approval: March 14, 2013.

Effective date: Fall 2013.

SECTION A-IV: NEW COURSES
Women's and Gender Studies Program

3715 Gender and Sexuality in Ancient Greece and Rome

3 classroom hours plus conference and independent research; 4 credits

An exploration into the ways in which individual sexual experience was categorized and evaluated by society in the ancient world, with special attention to questions of gender role, sexual orientation, and the intersection of the personal and the political. Evidence from such literary and nonliterary sources as lyric poetry, epigram, drama, oratory, history, philosophy, epigraphy, and the visual arts. Emphasis on research methodologies. This course is the same as Classics 4032. (Not open to students who have completed Classics 14 or 62.3.)

Prerequisite: English 1012 and at least sophomore standing; or permission of chairperson.

Frequency of offering: 1 section per year

Projected enrollment: 30 students

Rationale: This course speaks to student demand for curricular offerings in critical gender and sexuality studies; it also reflects faculty interest and expertise. In addition to directly expanding the offerings of the LGBTQ Studies minor, this course will enhance the current curriculum of the Women's and Gender Studies Program and facilitate the goal of achieving parity between our Humanities and Social Science courses. This course will also help our program maintain its vanguard status as the first college in the City University of New York with a minor in LGBTQ Studies.

Program goals addressed by the course:

1. Understand women's and gender studies as an academic area of inquiry and the philosophy behind its interdisciplinary approach to questions of sex, gender, and sexuality;
2. Understand how gender is produced in different historical periods and social locations and recognize how power relations structure gender arrangements, in the home and at work, through kinship structures, marriage and divorce, reproduction, love, the family, sex, language, and violence;
3. Acquire the tools necessary to analyze representations of femininity, masculinity, and sexuality in many forms, including the visual arts, music, literature, poetry, religious expression, mythology, and popular culture;

Date of program approval: March 14, 2013.

Effective date: Fall 2013.

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

SECTION A-IV: NEW COURSES
Women's and Gender Studies Program

4408 Independent Study

Minimum of 9 hours conference and independent work; 3 credits

Independent course of study supervised by a faculty member. Regular conferences. Written reports. Students may only take this course once.
Prerequisite: Women's and Gender Studies 1001, upper junior or senior status and permission of the coordinator.

Frequency of offering: each semester

Projected Enrollment: 5 students per semester

Clearances: none

Rationale: A course that allows a student to pursue an independent research project is standard in many departments in the School of Humanities and Social Sciences. Adding this course to our current offerings speaks to both student interest and the need to provide an opportunity for students in the Women's and Gender Studies Program to pursue a topic of interest in an in-depth manner. Since many of our majors have either expressed an interest in or gone on to post-graduate study, this course will provide an additional opportunity for them to pursue original research with faculty members affiliated with the WGST Program while also completing the major/minor requirements.

Program goals addressed by the course:

1. Understand women's and gender studies as an academic area of inquiry and the philosophy behind its interdisciplinary approach to questions of sex, gender, and sexuality;
2. Understand how gender is produced in different historical periods and social locations and recognize how power relations structure gender arrangements, in the home and at work, through kinship structures, marriage and divorce, reproduction, love, the family, sex, language, and violence;
3. Understand how the study of women and men requires an intersectional framework that includes, among other structures, race, class, sexuality, class, ethnicity, nationality, (dis)ability, and age;
4. Understand how the relationship between sex, gender, and sexual orientation is framed in various disciplines and be able to reflect critically on the role of biological narratives about gender difference as a basis for policy;

5. Acquire the tools necessary to analyze representations of femininity, masculinity, and sexuality in many forms, including the visual arts, music, literature, poetry, religious expression, mythology, and popular culture;
6. Be able to explain discrimination and violence against women and LGBTQ people using a variety of theoretical lenses, including classical liberalism, marxism, post-structuralism, critical race theory, and post-colonial theory;
7. Be able to explain the distinctions between gender, sex, and sexual orientation, and to understand how gender norms are related to norms of sexuality; be familiar with concepts of homophobia, misogyny, sexism, heterosexism, and heteronormativity;
8. Demonstrate a thorough grasp of feminism as both a concept and an analytical approach to the study of women in many different historical and cultural manifestations.

Date of program approval: March 17, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Africana Studies

Change in course description and prerequisites

FROM:

3120 African American History to 1865

3 hours; 3 credits

African Americans from the era of the Atlantic slave trade ~~to the beginning of the Civil War~~. Topics include the African origins of African Americans, defining African Americans, the slave trade, free Blacks in antebellum America, origins of the Black church, slavery, and abolitionism.

Prerequisite: Core Studies 4 or 9 or Core Curriculum 1220 or ~~20.XX~~, or permission of the chairperson.

TO:

3120 African American History through 1865

3 hours; 3 credits

African Americans from the era of the Atlantic slave trade through the Civil War. Topics include the African origins of African Americans, defining African Americans, the slave trade, free Blacks in antebellum America, role of gender and class, Black family and community, origins of the black church, slavery, resistance and abolitionism. This course is the same as History 3413.

Prerequisite: Core Studies 4 or 9 or Core Curriculum 1220 or 3207 or permission of the chairperson.

Rationale: This course is the first semester of the standard survey in African American History. It is offered by almost all History and Africana Studies Departments. Cross-listing this course speaks to the demand among history majors for a two-semester survey of African American history. The Africana Studies course has been in existence since 1983 and cross-listing the course will allow History majors to receive credit for it towards the completion of the major and will allow specialists in both departments to share in the teaching. Cross-listing this course will provide additional opportunities for our students and better reflect the research and teaching interests of members of our faculty. In order to better reflect the content of the course, minor changes have been made to the bulletin description and course title. The addition of AFST 3207 as a prerequisite corrects an oversight by the department as we moved from a paper bulletin to an online bulletin.

Date of departmental approval: February 19, 2013.

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

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Africana Studies

Change in course description and prerequisites

FROM:

3121 African American History from 1865

3 hours; 3 credits

African Americans since the end of the Civil War. Topics include Blacks and Reconstruction, Blacks and Redemption, “The Nadir,” emigration and colonization, the Great Migration, Blacks in World Wars I and II, Marcus Garvey, Blacks and the Great Depression, and the Civil Rights and Black Power movements. (Not open to students who have completed Africana Studies 12.7).

Prerequisite: Core Studies 4 or 9 or Core Curriculum 1220 or ~~20.XX~~, or permission of the chairperson.

TO:

3121 African American History from 1865

3 hours; 3 credits

African Americans since the end of the Civil War. Topics include Blacks and Reconstruction, Blacks and Redemption, “The Nadir,” emigration and colonization, the Great Migration, Blacks in World Wars I and II, Marcus Garvey, Blacks and the Great Depression, and the Civil Rights and Black Power movements. (Not open to students who have completed Africana Studies 12.7). This course is the same as History 3414.

Prerequisite: Core Studies 4 or 9 or Core Curriculum 1220 or 3207 or permission of the chairperson.

Rationale: This course is the second semester of the standard survey in African American History. It is offered by almost all History and Africana Studies Departments. Cross-listing this course speaks to the demand among history majors for a two-semester survey of African American history. The Africana Studies course has been in existence since 1983 and cross-listing the course will allow History majors to receive credit for it towards the completion of the major and will allow specialists in both departments to share in the teaching. Cross-listing this course will provide additional opportunities for our students and better reflect the research and teaching interests of members of our faculty. The addition of AFST 3207 as a prerequisite corrects an oversight by the department as we moved from a paper bulletin to an online bulletin.

Date of departmental approval: February 19, 2013.

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

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Africana Studies

Change in course description

FROM:

3225 Black Theater

3 hours; 3 credits

Lectures, studies, and workshops in Black theater. Liaison with professional and community theater. This course is the same as Theater 2502.

TO:

3225 Black Theater

3 hours; 3 credits

Lectures, studies, and workshops in Black theater. Liaison with professional and community theater. This course is the same as Theater 2502 and English 3169

Rationale: Cross-listing this course with the Department of English makes this course available to a broader group of students and follows the standard practice of similar courses at undergraduate institutions.

Date of department approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Anthropology and Archaeology

Changes in prerequisites and description

FROM:

3170 Women: Anthropological Perspectives

3 hours; 3 credits

Cross-cultural analysis of women's lives. Problems of nature and nurture, gender, stereotyping and self-images, the position of women in all cultural spheres, and changes over the life cycle.

Prerequisite: Anthropology *1000 or 2100 or permission of the chairperson.

TO:

3170 Women: Anthropological Perspectives

3 hours; 3 credits

Cross-cultural analysis of women's lives. Problems of nature and nurture, gender stereotyping and self-images, the position of women in all cultural spheres, and changes over the life cycle. This course is the same as Women's and Gender Studies 3218.

Prerequisite: Anthropology 1000 or 2100 or 1100 or 1200 or 1300 or 1400 or a lower-tier Core course or Women's and Gender Studies 1001 or permission of the chairperson.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Biology

Change in co-requisite

FROM:

2001 Organismic Biology II, Zoology

2 hours; 2 credits

Key concepts in the structure and development of animals with special reference to those species used as models in contemporary developmental biology.

Prerequisite: Biology 1002 or both Biology 2073 and 1072.

To:

2001 Organismic Biology II, Zoology

2 hours; 2 credits

Key concepts in the structure and development of animals with special reference to those species used as models in contemporary developmental biology.

Prerequisite: Biology 1002 or both Biology 2073 and 1072.

Corequisite: Biology 2002.

Rationale: Organismic Biology II laboratory (Bio 2002) is a critical component of Zoology along with the lecture (Bio 2001). Historically they have been co-requisites with one another. However, when the course number for Bio 2001 (formerly 3001) was changed in March 2012, its historical co-requisite laboratory (Bio 2002) was somehow not included in the A-V document. The laboratory (2002) still lists the lecture (2001) as its co-requisite in the March 2012 A-V document. We submit this update to rectify this oversight.

Date of departmental approval: April 10, 2013.

Effective date: Fall 2013.

A-V: CHANGES IN EXISTING COURSES

Department of Childhood, Bilingual and Special Education

Change in title, hours and description

FROM:

CBSE 2001 ~~The Art, Philosophy, and Culture of Teaching~~

4 hours recitation, ~~25~~ hours field experience; 3 credits

~~Study of teaching, linking theory and practice and connecting the philosophical, historical, and cultural foundations of education with curriculum and the art of teaching. Relation of significant educational movements, philosophies, and teaching practices to all students' educational experiences, including students with special needs and English language learners, from birth through adolescence. Opportunities through class discussion, portfolio preparation, and field experiences for reflection on interactions between school and community, teachers' roles, and issues of diversity and social justice. (Open only to students who have completed at least 30 credits in liberal arts and sciences with a grade point average of 2.50 or higher.) This course is the same as Secondary Education 2001).~~

~~Prerequisite: English 1010-~~

TO:

CSBE 2001 Historical, Philosophical, and Cultural Foundations of Education

4 hours recitation, 20 hours field experience; 3 credits

Study of teaching and learning with an emphasis on the urban context, through philosophical, historical, and cultural perspectives. Relation of significant educational movements, philosophies, and teaching practices for all students, including students with special needs and English language learners, from birth through adolescence. Opportunities through class discussion, portfolio preparation, and field experiences (20 hours) for reflection on and analysis of interactions between school and community, teachers' roles, and issues of diversity, social justice and local, state and national education policies and mandates. (Open only to students who have completed at least 30 credits in liberal arts and sciences with a grade point average of 2.50 or higher.)

This course is the same as SEED 2001.

Prerequisite: English 1010.

Rationale: In order to meet new New York State certification requirements, pre-service candidates must observe a total of 100 hours in the field (educational sites) prior to student teaching. The change in field hours from 25 to 20 is to accommodate the new requirement of field hours to CBSE 3456. Each of the five required undergraduate courses will require students to complete 20 hours in the field. The slight change in title

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

and course description responds to a need for clarity and focus on content and age appropriate instruction (emphasis on historical, philosophical, and cultural perspectives within and beyond the urban context. The course is focused on pre-service candidates preparing to teach children and youth/adolescents.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

A-V: CHANGES IN EXISTING COURSES

Department of Childhood, Bilingual and Special Education

Change in title, hours, description and prerequisite

FROM:

CBSE 2002 ~~Urban Children and Adolescents: Development and Education~~

3 hours recitation, ~~25~~ hours field experience; 3 credits

Relationships between ~~basic~~ developmental processes of children and ~~adolescents~~ and their educational experiences in schools and communities. Role of culture, ethnicity, race, gender, and social class upon biological, and psychological processes. Emphasis on children in urban, multicultural schools, including students with special needs and ~~those who are~~ English language learners, from birth through adolescence. Fieldwork in a variety of educational sites; observations and interviews of children; continuation of portfolio development; reflection upon field experiences of ~~25~~-hours. This course is the same as ~~Secondary Education 2002~~.

Prerequisite or corequisite: Education 2002.

TO:

CBSE 2002 Children and Youth in Urban Education: Developmental, Psychological and Sociological Perspectives

3 hours recitation, 20 hours field experience; 3 credits

Relationships between developmental psychology, and sociological processes of children and youth and their educational experiences in schools, families and communities. Role of culture, ethnicity, race, gender, sexual orientation, and social class in the context of biological, sociological and psychological processes. Emphasis on children and adolescents in urban, multicultural schools, including students with special needs and English language learners, from birth through adolescence. Fieldwork in a variety of educational sites; observations and interviews of children; continuation of portfolio development; reflection upon field experiences of 20 hours. This course is the same as SEED 2002.

Prerequisite or corequisite: CBSE 2001.

Rationale: In order to meet new New York State certification requirements, pre-service candidates must observe a total of 100 hours in the field (educational sites) prior to student teaching. The change in field hours from 25 to 20 is to accommodate the new requirement of field hours to CBSE 3456. Each of the five required undergraduate courses will require students to complete 20 hours in the field. The change in title and course description responds to a need for clarity and focus on content (emphasis given to sociological perspectives, inclusive of diverse groups such as LGBT, as opposed to

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

biological and psychological perspectives). The course is focused on pre-service candidates preparing to teach children and youth/adolescents.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

A-V: CHANGES IN EXISTING COURSES

Department of Childhood, Bilingual and Special Education

Change in title, hours, description and prerequisite

FROM:

CBSE 3456 Teaching Students with Special Needs

~~45 hours; 3 credits~~

Objectives, variations and clinical practice in collaborative and co-teaching methodologies and curriculum development, evaluation, regulatory compliance, and application of early interventions to teaching ~~children and youth~~ with special needs. ~~Making subject matter~~ in the content areas understandable to students with a wide range of disabilities. ~~Mastering, improvising, and adapting techniques~~ for students with special needs. ~~Motivation and evaluation for children and youth with special needs.~~ This course is the same as SEED 3456. (Not open to students who have taken EDUC 3456.)

TO:

CBSE 3456 Inclusive Education and Teaching Students with Special Needs

3 hours recitation, 20 hours of field experience; 3 credits

Objectives, variations and clinical practice in collaborative and co-teaching methodologies and curriculum development, evaluation, regulatory compliance, and application of early interventions to teaching all learners, with an emphasis on students with special needs. Planning curriculum and assessments in the content areas that are differentiated and understandable to students with a wide range of disabilities. Continuation of portfolio development. Field experience (20 hours) in special education and/or inclusive classrooms required. This course is the same as SEED 3456. (Not open to students who have taken SEED 3456.)
Prerequisite: CBSE 2001 and 2002.

Rationale: In order to meet new New York State certification requirements, pre-service candidates must observe a total of 100 hours in the field (educational sites) prior to student teaching. The change in field hours from 25 to 20 is to accommodate the new requirement of field hours to CBSE 3456. Each of the five required undergraduate courses will require students to complete 20 hours in the field. The slight change in title and course description responds to a need for clarity and focus on content and audience. To reflect the reality of school classrooms today, students with disabilities are more and more included within regular education settings. The course will focus on inclusive education for all learners with an emphasis on adapting instruction to meet the needs of students with disabilities).

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

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES TO EXISTING COURSES

Department of Classics

Change in course description

FROM:

4032 Gender and Sexuality in Ancient Greece and Rome

3 classroom hours plus conference and independent research; 4 credits

An exploration into the ways in which individual sexual experience was categorized and evaluated by society in the ancient world, with special attention to questions of gender role, sexual orientation, and the intersection of the personal and the political. Evidence from such literary and nonliterary sources as lyric poetry, epigram, drama, oratory, history, philosophy, epigraphy, and the visual arts. Emphasis on research methodologies. (Not open to students who have completed Classics 14 or 62.3.) Prerequisite: English 1012 and at least sophomore standing; or permission of the chairperson.

TO:

4032 Gender and Sexuality in Ancient Greece and Rome

3 classroom hours plus conference and independent research; 4 credits

An exploration into the ways in which individual sexual experience was categorized and evaluated by society in the ancient world, with special attention to questions of gender role, sexual orientation, and the intersection of the personal and the political. Evidence from such literary and nonliterary sources as lyric poetry, epigram, drama, oratory, history, philosophy, epigraphy, and the visual arts. Emphasis on research methodologies. This course is the same as Women's and Gender Studies 3715. (Not open to students who have completed Classics 14 or 62.3.)

Prerequisite: English 1012 and at least sophomore standing; or permission of the chairperson.

Rationale: This change is being made in order to reflect the crosslisting of this course with WGST 3715.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

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 Early Childhood Education and Art Education

Change in prerequisite

FROM:

3106 Teaching Mathematics in the Early Years: General and Special Education

2 hours mathematics laboratory, 2 hours supervised field experience; 2 credits

Approaches to the teaching of mathematics with an emphasis on the curricular and instructional topics emphasized in early childhood. These include the development of mathematical thinking processes in young children; curricular guidelines from New York State, National Association for the Education of Young Children, and National Council of Teachers of Mathematics; integration of mathematical experiences into all curricular areas; needs of special populations, including English language learners; familial involvement; appropriate use of technology; and multiple perspectives on assessment. Development of early childhood teaching portfolio.

Prerequisite: Early Childhood and Art Education 2003, 2004, 3101, 3102, 3103, 3104, 3105, and Mathematics 1401 and 1406 and obtain 80% or above on the Early Childhood and Art Department math competency exam. Prerequisite or corequisite: Early Childhood and Art Education 3107.

TO:

3106 Teaching Mathematics in the Early Years: General and Special Education

2 hours mathematics laboratory, 2 hours supervised field experience; 2 credits

Approaches to the teaching of mathematics with an emphasis on the curricular and instructional topics emphasized in early childhood. These include the development of mathematical thinking processes in young children; curricular guidelines from New York State, National Association for the Education of Young Children, and National Council of Teachers of Mathematics; integration of mathematical experiences into all curricular areas; needs of special populations, including English language learners; familial involvement; appropriate use of technology; and multiple perspectives on assessment. Development of early childhood teaching portfolio.

Prerequisite: Early Childhood and Art Education 2003, 2004, 3101, 3102, 3103, 3104, 3105, and Mathematics 1021, 1401 and 1406 and obtain 80% or above on the Early Childhood and Art Department math competency exam. Prerequisite or corequisite: Early Childhood and Art Education 3107.

Rationale: Currently our students take CORC 1311, Math 1401, and Math 1406. However, they struggle understanding basic math concepts and mastering basic computation skills. As a result, Math 1406 focuses more on preparing students for the

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

math competency test than teaching them important math concepts relevant to teaching math to children. At the suggestion of our Math Department colleagues, we changed our math requirement from CORC 1311 to Math 1021 so that our EC students have a stronger foundation in math content. We believe that deeper understanding of pre-calculus algebra, which is covered by MATH 1021, will allow students to be more effective teachers of young children and better prepare them to pass the state exams for teacher certification.

Date of departmental approval: February 19, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Early Childhood Education and Art Education

Change in hours and credits

FROM:

3107 Science Inquiry for Young Children: General and Special Education

4 hour recitation, 2 hours supervised lab and field experience; 2 credits

Creation of environments that promote scientific curiosity and playful exploration in all children, including children with special needs and English language learners. Integration of science within the early childhood curriculum; the role of movement, music, and the performing arts in representing, refining, reviewing, and communicating science learning. Exploration of technologies and community resources, with a particular focus on urban environments. Review of professional, state, and local curriculum standards. Family involvement in science education. Development of teaching portfolio. Taught in coordination with General Science 3050. Prerequisite: Early Childhood and Art Education 2003, 2004, 3101, 3102, 3103, 3104, and 3105. Prerequisite or Corequisite: Early Childhood and Art Education 3106; General Science 3050.

TO:

3107 Science Inquiry for Young Children: General and Special Education

2 hours recitation, 2 hours supervised lab and field experience; 3 credits

Creation of environments that promote scientific curiosity and playful exploration in all children, including children with special needs and English language learners. Integration of science within the early childhood curriculum; the role of movement, music, and the performing arts in representing, refining, reviewing, and communicating science learning. Exploration of technologies and community resources, with a particular focus on urban environments. Review of professional, state, and local curriculum standards. Family involvement in science education. Development of teaching portfolio. Taught in coordination with General Science 3050. Prerequisite: Early Childhood and Art Education 2003, 2004, 3101, 3102, 3103, 3104, and 3105. Prerequisite or Corequisite: Early Childhood and Art Education 3106; General Science 3050.

Rationale: This additional hour of recitation will allow our instructors more time to adequately teach our early childhood students how to integrate science learning into an early childhood classroom. The change in our math requirement: Math 1311 (3-credit course) to Math 1021 (2-credit course), gave us the additional one credit to add to ECAE 3107 and the EC program of study.

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Date of departmental approval: February 19, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Early Childhood Education and Art Education

Increase in hours and description

FROM:

4001 Seminar and Comprehensive Student Teaching: Early Childhood Education

~~3~~-hours recitation; weekly supervised teaching (at least 300 hours); 9 Credits

Design of developmentally appropriate environments, curricula and pedagogy for young children birth-grade 2. Classroom organization and curriculum modification for children of different age levels and with diverse learning needs in culturally and linguistically diverse, urban settings, including children with special needs and English language learners. Families and communities in early childhood education. Development of teaching portfolio. 300 hours of student teaching in one or more of the following age levels: preschool, kindergarten, grades 1 and 2 as required for the initial certificate in early childhood education. (Open only to students who have completed all required Early Childhood and Art Education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses.)

Prerequisite: Early Childhood and Art Education 2003, 2004, 3101, 3102, 3103, 3104, 3105, 3106, 3107 and 3108.

Additional prerequisites for dual early childhood/special education certification: Early Childhood and Art Education 3109 and 4020.

TO:

4001 Seminar and Comprehensive Student Teaching: Early Childhood Education

4 hours recitation; weekly supervised teaching (at least 300 hours); 9 Credits

Design of developmentally appropriate environments, curricula and pedagogy for young children birth-grade 2. Classroom organization and curriculum modification for children of different age levels and with diverse learning needs in culturally and linguistically diverse, urban settings, including children with special needs and English language learners. Families and communities in early childhood education. Development of teaching portfolio. 300 hours of student teaching in one or more of the following age levels: preschool, kindergarten, grades 1 and 2 as required for the initial certificate in early childhood education. (Open only to students who have completed all required Early Childhood Art Education courses with a grade point average of 3.00 or higher, and a grade point average of 2.80 or higher in a minimum of 60 credits in liberal arts and sciences courses.)

Prerequisite: Early Childhood and Art Education 2003, 2004, 3101, 3102, 3103, 3104, 3105, 3106, 3107 and 3108.

Additional prerequisites for dual early childhood/special education certification: Early

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Childhood and Art Education 3109 and 4020.

Rationale: The seminar was increased an hour to allow more one-on-one conferencing between the professor and students, inclusion of and critique of teacher-candidates teaching using videotape teacher-student interactions, and to help students prepare for the EdTPA exam.

In addition, we recognize the importance of our teacher-candidates having a stronger foundation in all the content areas prior to student-teaching so we increased the GPA requirement in the liberal arts and sciences courses. Finally, these changes improve the quality of our program.

Date of departmental approval: February 19, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Early Childhood Education and Art Education

Change in description

FROM:

4021 Seminar and Comprehensive Student Teaching II: General and Special Education

3 hours seminar, supervised teaching (at least 225 hours/semester); 5 credits

Methodology and curriculum development in early childhood settings, birth to grade 2. Integrated curriculum in early childhood settings, with a focus on culturally and linguistically diverse, urban settings. Teachers as researchers; development of a reflective approach to teaching and assessing a diverse child population, including children with special needs and English language learners. Families and communities in early childhood education. Development of teaching portfolio. Students who have completed at least 225 hours of student teaching in Education 4020 in preschool, kindergarten, or grades 1 and 2, must complete the student teaching requirements for this course in a second age level. Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses.

Prerequisite: Early Childhood and Art Education 2003, 2004, 3101, 3102, 3103, 3104, 3105, 3106, 3107 and 3108.

TO:

4021 Seminar and Comprehensive Student Teaching II: General and Special Education

3 hours seminar, supervised teaching (at least 225 hours/semester); 5 credits

Methodology and curriculum development in early childhood settings, birth to grade 2. Integrated curriculum in early childhood settings, with a focus on culturally and linguistically diverse, urban settings. Teachers as researchers; development of a reflective approach to teaching and assessing a diverse child population, including children with special needs and English language learners. Families and communities in early childhood education. Development of teaching portfolio. Students who have completed at least 225 hours of student teaching in Education 4020 in preschool, kindergarten, or grades 1 and 2, must complete the student teaching requirements for this course in a second age level. Open only to students who have completed all required Early Childhood Art Education courses with a grade point average of 3.00 or higher, and a grade point average of 2.80 or higher in a minimum of 60 credits in liberal arts and sciences courses.

Prerequisite: Early Childhood and Art Education 2003, 2004, 3101, 3102, 3103, 3104,

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3105, 3106, 3107 and 3108.

Rationale: We recognize the importance of our teacher-candidates having a stronger foundation in all the content areas prior to student-teaching so we increased the GPA requirement in the liberal arts and sciences courses prior to their entrance in student-teaching.

Date of departmental approval: February 19, 2013.

Effective date: Spring 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Health and Nutrition Sciences

Changes in course number, course description and prerequisite

FROM:

2109 Principles in Health Sciences

3 hours; 3 credits

Scientific and philosophical bases of health principles. Social conditions influencing health. Principles affecting health programs.

Prerequisite: Health and Nutrition Sciences 1100 [~~6-1~~].

TO:

2109W Principles in Health Sciences

3 hours; 3 credits

Scientific and philosophical bases of health principles. Social conditions influencing health. Principles affecting health programs. HNSC 2109 is the program's writing intensive course.

Prerequisite: Health and Nutrition Sciences 1100.

Rationale: This course has always been the writing intensive course and there was an omission in the previous bulletin appropriately identifying it as such. We have also removed the reference to the old course numbering system.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES
Department of Health and Nutrition Sciences

Changes in prerequisite, course number, and course description

FROM:

2132 Occupational Safety and Health

3 hours; 3 credits

Occupational safety, health programs, and services; hazards and control procedures; reporting and investigating of industrial accidents; legislation, standards, rules, and compliance procedures in achieving safety for workers.

Prerequisite: Health and Nutrition Sciences 1100 [~~6.1~~]

TO:

3132 Occupational Safety and Health

3 hours; 3 credits

Occupational safety, health programs, and services; hazards and control procedures; reporting and investigating of industrial accidents; legislation, standards, rules, and compliance procedures in achieving safety for workers. (Not open to students who have taken Health and Nutrition Sciences 2132.)

Prerequisite: Health and Nutrition Sciences 1100.

Rationale: This course examines the impact of the workplace upon health status. The course uses a case study approach to examine the impact of mechanical, chemical, biological, physical (radiation, noise), and psychosocial (violence, stress, shiftwork) factors upon the health of diverse populations (teenagers, poor, healthcare workers, factory workers). We are changing this course from lower-level (i.e., 2000-level) to upper-level (i.e., 3000-level) because students will benefit from the course if it is sequenced later in their studies.

Date of departmental approval: March 12, 2013

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Health and Nutrition Sciences

Changes in prerequisite, course number, and course description

FROM:

~~2184~~ Health Disparities in the United States: A Multideterministic Perspective

3 hours; 3 credits

A comprehensive, multideterminist perspective of health disparities in the United States. The multiple factors that interact to produce health disparities within populations including access, utilization, and quality of health care services, biological/genetic factors, culture/ethnicity and their impact on health status, environmental and occupational factors that affect health status, lifestyle factors, psychological factors, sociodemographic factors, and socioeconomic status.

Prerequisite: Health and Nutrition Sciences 1100.

TO:

3184 Health Disparities in the United States: A Multideterministic Perspective

3 hours; 3 credits

A comprehensive, multideterminist perspective of health disparities in the United States. The multiple factors that interact to produce health disparities within populations including access, utilization, and quality of health care services, biological/genetic factors, culture/ethnicity and their impact on health status, environmental and occupational factors that affect health status, lifestyle factors, psychological factors, sociodemographic factors, and socioeconomic status. The student will develop skills necessary to critically review health disparity research. (Not open to students who have taken Health and Nutrition Sciences 2184.)

Prerequisite: Health and Nutrition Sciences 1100.

Rationale: The ability to critically evaluate research studies is essential in the area of Health Disparities; the plethora of studies making claims regarding the determinants of Health Disparities in access and services requires those interested in this area to be, at a minimum, sophisticated consumers of research studies. Therefore, the focus of instruction in this component of the course will be to develop the skills to evaluate critically the Health Disparities research, including an understanding of the purpose of each section of a research study, and the warning signs of problematic hypotheses, method, analysis, and conclusions. This component was not a point of emphasis in the original development of the course, and is most appropriate at the upper level of the curriculum.

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

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Health and Nutrition Sciences

Changes in course description

FROM:

4211 Advanced Nutrition I

3 hours; 3 credits

Biochemical and physiological functions of the nutrients with an emphasis on the interaction between micronutrient function and macronutrient metabolism, including the roles of vitamin D and B6 in protein metabolism, and the B vitamins in energy metabolism. Nutrient-gene interactions in humans. Metabolic interrelationships applied to the study of human nutrition. Nutrient requirements of individuals in various environments and, where feasible, stages of life; dietary, biochemical, and clinical methods of appraisal, and mechanisms responsible for clinical symptoms of deficiency. Prerequisites: Health and Nutrition Sciences 2210, 3210, 3300.

TO:

4211 Advanced Nutrition I

3 hours; 3 credits

Biochemical and physiological functions of the nutrients with an emphasis on the interaction between micronutrient function and macronutrient metabolism, including the roles of vitamin D and B6 in protein metabolism, and the B vitamins in energy metabolism. Nutrient-gene interactions in humans. Metabolic interrelationships applied to the study of human nutrition. Nutrient requirements of individuals in various environments and, where feasible, stages of life; dietary, biochemical, and clinical methods of appraisal, and mechanisms responsible for clinical symptoms of deficiency. (Not open to students who have taken Health and Nutrition Sciences 4210.)

Prerequisites: Health and Nutrition Sciences 2210, 3210, 3300.

Rationale: HNSC 4211 and 4212 were developed to expand on the material found in 4210, replacing the course. Note that 4210 will be removed from the bulletin effective Fall 2013.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

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 Health and Nutrition Sciences

Changes in prerequisite and course description

FROM:

4212 Advanced Nutrition II

3 hours; 3 credits

Biochemical and physiological functions of the nutrients with an emphasis on the interaction between micronutrient function and macronutrient metabolism, including the role of thiamin in carbohydrate metabolism, and iron and copper in lipid metabolism. Nutrient-gene interactions in humans. Metabolic interrelationships applied to the study of human nutrition. Nutrient requirements of individuals in various environments and, where feasible, stages of life; dietary, biochemical, and clinical methods of appraisal, and mechanisms responsible for clinical symptoms of deficiency.

Prerequisites: Health and Nutrition Sciences 2210, 3210, 3300, 4214.

TO:

4212 Advanced Nutrition II

3 hours; 3 credits

Biochemical and physiological functions of the nutrients with an emphasis on the interaction between micronutrient function and macronutrient metabolism, including the role of thiamin in carbohydrate metabolism, and iron and copper in lipid metabolism. Nutrient-gene interactions in humans. Metabolic interrelationships applied to the study of human nutrition. Nutrient requirements of individuals in various environments and, where feasible, stages of life; dietary, biochemical, and clinical methods of appraisal, and mechanisms responsible for clinical symptoms of deficiency. (Not open to students who have taken Health and Nutrition Sciences 4210.)

Prerequisites: Health and Nutrition Sciences 2210, 3210, 3300.

Rationale: HNSC 4211 and 4212 were developed to expand on the material found in 4210, replacing the course. Note that 4210 will be removed from the bulletin effective Fall 2013. The courses cover different material and there is no need for 4211 to be a prerequisite for 4212. In essence, they can be taken independently of one another.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

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 Mathematics

Changes in title, hours, credits, description and prerequisite

FROM:

2206 Elementary Differential Equations

~~3 hours lecture, 3 credits~~

Standard methods of solving ordinary differential equations; geometric interpretations; problems in physics leading to differential equations.

Prerequisite or corequisite: Mathematics 2201.

TO:

2206 Introduction to Differential Equations

4 hours; 4 credits

Standard methods of solving ordinary differential equations; geometric interpretations; problems in physics leading to ordinary and partial differential equations; elementary techniques for partial differential equations and separation of variables; Fourier series.

Prerequisite or corequisite: Mathematics 2101 and Mathematics 2201.

Rationale: The change aligns the course content with that of CCNY's introductory differential equations course, thereby facilitating transfer between institutions, particularly for the Pre-Engineering program. The additional content, partial differential equations and Fourier series, demands the increased number of credits and linear algebra corequisite. For example, the introductory differential equations courses at Hunter, Baruch, City Tech, Lehman, and CSI include neither Fourier series nor partial differential equations and therefore do not transfer to CCNY's Engineering program. The former two are 3/3 courses while the latter two are 4/4. At Queens, introductory differential equations is taught in two 3/3 courses without Fourier series and partial differential equations, but emphasizing numerical methods. Stevens Institute offers a 4/4 course with content as proposed here.

Date of approval by the department: March 12, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Political Science

Change in prerequisites

FROM:

3305 Caribbean Political Systems

3 hours; 3 credits

Comparative approach to the government and politics of the contemporary Caribbean. Major states in the Caribbean: Cuba, Haiti, Dominican Republic, the Commonwealth Caribbean; and selected members of other territories. The political economy of these societies and the growth of mass movements. Foreign policies of various Caribbean states. This course is the same as Africana Studies 3145.

Prerequisite: one of the following: Core Studies 3, 9 or Core Curriculum 1230, ~~20-XX~~, Africana Studies 17, 3140, Political Science ~~4-5~~.

TO:

3305 Caribbean Political Systems

3 hours; 3 credits

Comparative approach to the government and politics of the contemporary Caribbean. Major states in the Caribbean: Cuba, Haiti, Dominican Republic, the Commonwealth Caribbean; and selected members of other territories. The political economy of these societies and the growth of mass movements. Foreign policies of various Caribbean states. This course is the same as Africana Studies 3145.

Prerequisite: one of the following: Core Studies 3, 9 or Core Curriculum 1230, 3207, Africana Studies 17, 3140, Political Science 1001, 1002.

Rationale: The addition of AFST 3207 corrects an oversight by the department as we moved from a paper bulletin to an online bulletin. The addition of POLS 1001 reflects the new course number for that course. Prerequisites should also include POLS 1002 (Introduction to Political Science).

Date of department approval: March 3, 2013.

Effective Date of the change: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Psychology

Changes in description and course title.

FROM:

3825 Behavior Therapy

3 hours; 3 credits

~~A critical review of that approach to therapy that seeks to change dysfunctional behavior through the systematic application of experimentally derived principles. Topics include the nature of behavior therapy, relaxation and systematic desensitization, assertion training, modeling, contingency management, extinction procedures, aversive procedures, cognitive approaches, ethical considerations in the use of behavior therapy techniques.~~

~~Prerequisite: Psychology 1 or 1000 [1.1] and 3820 [32.1]~~

TO:

3825 Cognitive Behavioral Therapy

3 hours; 3 credits

A critical review of the theoretical and conceptual underpinnings of Cognitive Behavioral Therapy (CBT). Topics include the learning and cognitive foundations of, and current scientific research supporting, the use of CBT with specific patient populations, the practical application of CBT (such as relaxation, exposure techniques, cognitive approaches, emotional regulation) and ethical considerations.

Prerequisite: Psychology 1000 and 2810.

Rationale: Changes in the course title and description better reflect current practices in the field. It is also re-worded to better communicate the course content to interested students. PSYC 3820 Fundamentals of Psychotherapy was removed as a prerequisite and PSYC 2810 Abnormal Psychology I (which is the prerequisite to PSYC 3820) was added. This change is appropriate given that students should already have sufficient background from PSYC 1000 and 2810 to understand the terminology, theory, and practical applications that are presented in PSYC 3825.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

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

A-V: CHANGES IN EXISTING COURSES

Department of Secondary Education

Change in title, hours and description

FROM:

SEED 2001 The Art, Philosophy, and Culture of Teaching 4 hours recitation, 25 hours field experience; 3 credits

Study of teaching, ~~linking theory and practice and connecting the philosophical, historical, and cultural foundations of education with curriculum and the art of teaching.~~ Relation of significant educational movements, philosophies, and teaching practices ~~to~~ all students' educational experiences, including students with special needs and English language learners, from birth through adolescence. Opportunities through class discussion, portfolio preparation, and field experiences for reflection on interactions between school and community, teachers' roles, and issues of diversity and social justice. (Open only to students who have completed at least 30 credits in liberal arts and sciences with a grade point average of 2.50 or higher.) This course is the same as ~~Childhood and Special Education 2001~~.

Prerequisite: English 1010.

TO:

SEED 2001 Historical, Philosophical, and Cultural Foundations of Education 4 hours recitation, 20 hours field experience; 3 credits

Study of teaching and learning with an emphasis on the urban context, through philosophical, historical, and cultural perspectives. Relation of significant educational movements, philosophies, and teaching practices for all students, including students with special needs and English language learners, from birth through adolescence. Opportunities through class discussion, portfolio preparation, and field experiences (20 hours) for reflection on and analysis of interactions between school and community, teachers' roles, and issues of diversity, social justice and local, state and national education policies and mandates. (Open only to students who have completed at least 30 credits in liberal arts and sciences with a grade point average of 2.50 or higher.)

This course is the same as CBSE 2001.

Prerequisite: English 1010.

Rationale: In order to meet new New York State certification requirements, pre-service candidates must observe a total of 100 hours in the field (educational sites) prior to student teaching. The change in field hours from 25 to 20 is to accommodate the new requirement of field hours to SEED 3456. Each of the five required undergraduate courses will require students to complete 20 hours in the field. The slight change in title

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

and course description responds to a need for clarity and focus on content and age appropriate instruction (emphasis on historical, philosophical, and cultural perspectives within and beyond the urban context. The course is focused on pre-service candidates preparing to teach children and youth/adolescents.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

A-V: CHANGES IN EXISTING COURSES

Department of Secondary Education

Change in title, hours, description and prerequisite

FROM:

SEED 2002 Urban Children and Adolescents: Development and Education

3 hours recitation, ~~25~~ hours field experience; 3 credits

Relationships between ~~basic~~ developmental processes of children and ~~adolescents~~ and their educational experiences in schools and communities. Role of culture, ethnicity, race, gender, and social class upon biological, and psychological processes. Emphasis on children in urban, multicultural schools, including students with special needs and ~~those who are~~ English language learners, from birth through adolescence. Fieldwork in a variety of educational sites; observations and interviews of children; continuation of portfolio development; reflection upon field experiences of ~~25~~-hours. This course is the same as ~~Childhood and Special Education 2002~~.

Prerequisite or corequisite: Education 2002.

TO:

SEED 2002 Children and Youth in Urban Education: Developmental, Psychological and Sociological Perspectives

3 hours recitation, 20 hours field experience; 3 credits

Relationships between developmental psychology, and sociological processes of children and youth and their educational experiences in schools, families and communities. Role of culture, ethnicity, race, gender, sexual orientation, and social class in the context of biological, sociological and psychological processes. Emphasis on children and adolescents in urban, multicultural schools, including students with special needs and English language learners, from birth through adolescence. Fieldwork in a variety of educational sites; observations and interviews of children; continuation of portfolio development; reflection upon field experiences of 20 hours. This course is the same as CBSE 2002.

Prerequisite or corequisite: SEED 2001.

Rationale: In order to meet new New York State certification requirements, pre-service candidates must observe a total of 100 hours in the field (educational sites) prior to student teaching. The change in field hours from 25 to 20 is to accommodate the new requirement of field hours to SEED 3456. Each of the five required undergraduate courses will require students to complete 20 hours in the field. The change in title and course description responds to a need for clarity and focus on content (emphasis given to sociological perspectives, inclusive of diverse groups such as LGBT, as opposed to

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

biological and psychological perspectives). The course is focused on pre-service candidates preparing to teach children and youth/adolescents.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

A-V: CHANGES IN EXISTING COURSES

Department of Secondary Education

Change in title, hours, description and prerequisite

FROM:

SEED 3401 Language and Literacy Development in ~~Adolescence Education and Special Subjects~~

3 hours recitation, 25 hours field experience; 3 credits

~~Includes current theory and methods of teaching the use of written language and spoken language in all subject areas of the curriculum from grades 7-12. Includes issues of language development and diversity; differences between written and spoken language, teaching students of diverse linguistic and cultural backgrounds and those with special needs, and the relationship between identity formation and writing, reading, and speaking.~~

~~Prerequisite: Secondary Education 2001 and 2002.~~

TO:

SEED 3401 Language and Literacy in Urban School Contexts

4 hours recitation, 20 hours field experience; 3 credits

Current theories and methods of teaching literacy in grades 7-12 across all content areas. Includes planning and preparation of standards-based lessons, curricular units, and assessments that differentiate instruction in relation to language and literacy development and diversity. Focus on strategies in literacy that aid the teaching of students of diverse academic, linguistic, and cultural backgrounds and those with special needs in reading writing, and analyzing text. Study and analysis of the relationship between identity formation and reading, writing, and speaking. Continuation of portfolio development in support of state and national standards and in preparation for the New York State teacher licensure assessments. Field experience (20 hours) required.

Prerequisite: SEED 2001 and 2002.

Rationale: The Brooklyn College undergraduate teacher education programs require revisions in response to the new process for teacher certification in New York State. In addition to coursework in a content discipline and in education, teacher candidates in New York State must now also meet the expectations for the following state assessments:

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

- Portfolio of curriculum & instruction, known as the Teacher Performance Assessment (edTPA)
- Educating All Students Test (EAS)
- Academic Literacy Skills Test (ALST)
- Content Specialty Test (CST)

Readers who are interested in more details about the state changes in the certification process should consult www.nystce.nesinc.com/NY_annProgramUpdate.asp

Across all of these assessments, teacher candidates will also now be assessed on their understanding of the new Common Core State Standards (CCSS). In response to this wide array of changes, the New York State Department of Education has emphasized the need for faculty of Institutions of Higher Education (IHE) to redesign their program's curriculum and existing assessment systems. The slight change in title and course description responds to a need for clarity and focus on language and literacy practices across the content areas.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

A-V: CHANGES IN EXISTING COURSES

Department of Secondary Education

Change in title, hours, description and prerequisite

FROM:

SEED 3402 ~~Integrative and Multidisciplinary Teaching and Learning~~

~~3~~-hours recitation, ~~25~~ hours field experience; ~~3~~-credits.

~~Principles for integrating multidisciplinary, multicultural, and aesthetic perspectives into the curriculum. Relating skills, knowledge, and instructional technology through connecting themes, issues, and activities. Innovative and alternative research based models and practices for inclusive settings, special education, reading, and writing across the curriculum.~~

~~Prerequisite: Secondary Education 2001 and 2002.~~

~~Prerequisite or Corequisite: Secondary Education 3401.~~

TO:

SEED 3402 Teaching Adolescents in the Content Areas

4 hours recitation, 20 hours field experience; 4 credits.

Theories and practices supporting curriculum design in the content area. Study, analysis, and development of content-specific standards-based curriculum units and lesson plans that include diagnostic, formative, and summative assessments.

Research-based models and instructional practices for inclusive settings, including students with special needs, gifted and talented students, English Language Learners, and heterogeneous ability groupings. Special emphasis on literacy across all content areas and alignment of planning and instruction with state and national standards.

Overview, preparation and planning for New York State teacher certification; support development of portfolio for licensure assessment. Field experience (20 hours) required.

Prerequisites: SEED 2001 and 2002.

Prerequisite or Corequisite: SEED 3401.

Rationale: The Brooklyn College undergraduate teacher education programs require revisions in response to the new process for teacher certification in New York State. In addition to coursework in a content discipline and in education, teacher candidates in New York State must now also meet the expectations for the following state assessments:

- Portfolio of curriculum & instruction, known as the Teacher Performance Assessment (edTPA)

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

- Educating All Students Test (EAS)
- Academic Literacy Skills Test (ALST)
- Content Specialty Test (CST)

Readers who are interested in more details about the state changes in the certification process should consult www.nystce.nesinc.com/NY_annProgramUpdate.asp

The slight changes to the course title and description responds to a need for clarity and focus on content specific methods with an emphasis on literacy. The increased hour is necessary in that the course will be a critical component for supporting students to develop strong planning and assessment practices alongside the new State requirements and in preparation for the new State licensure assessment (edTPA) in their respective content area (methods course). Accordingly, this will require significant faculty direction and feedback. SEED 3402 will also support students to prepare for the new required certification exams: Educating All Students, Academic Literacy Skills Test, and the revised Content Specialty Tests.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

A-V: CHANGES IN EXISTING COURSES

Department of Secondary Education

Change in title, hours, description and prerequisite

FROM:

SEED 3456 Teaching Students with Special Needs

~~45 hours; 3 credits~~

Objectives, variations and clinical practice in collaborative and co-teaching methodologies and curriculum development, evaluation, regulatory compliance, and application of early interventions to teaching ~~children and youth~~ with special needs. ~~Making subject matter~~ in the content areas understandable to students with a wide range of disabilities. ~~Mastering, improvising, and adapting techniques~~ for students with special needs. ~~Motivation and evaluation for children and youth with special needs.~~ This course is the same as CBSE 3456. (Not open to students who have taken EDUC 3456.)

TO:

SEED 3456 Inclusive Education and Teaching Students with Special Needs

3 hours recitation, 20 hours of field experience; 3 credits

Objectives, variations and clinical practice in collaborative and co-teaching methodologies and curriculum development, evaluation, regulatory compliance, and application of early interventions to teaching all learners, with an emphasis on students with special needs. Planning curriculum and assessments in the content areas that are differentiated and understandable to students with a wide range of disabilities. Continuation of portfolio development. Field experience (20 hours) in special education and/or inclusive classrooms required. This course is the same as CBSE 3456. (Not open to students who have taken CBSE 3456.)
Prerequisite: SEED 2001 and 2002.

Rationale: In order to meet new New York State certification requirements, pre-service candidates must observe a total of 100 hours in the field (educational sites) prior to student teaching. The change in field hours from 25 to 20 is to accommodate the new requirement of field hours to SEED 3456. Each of the five required undergraduate courses will require students to complete 20 hours in the field. The slight change in title and course description responds to a need for clarity and focus on content and audience. To reflect the reality of school classrooms today, students with disabilities are more and more included within regular education settings. The course will focus on inclusive education for all learners with an emphasis on adapting instruction to meet the needs of students with disabilities).

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

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Secondary Education

Changes in hours and description

FROM:

SEED 4401 Seminar on Methods of Teaching English, Student Teaching I

~~3~~ hours recitation, weekly supervised teaching (total 20 days, 150 hours); 5 credits

Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources aligned with ~~New York State learning~~ standards and applied to teaching specific subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners; continued application of knowledge of language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the classroom. Students spend a minimum of ~~two~~ hours each day in the school. Daily supervised student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations. Prerequisite: Secondary Education 3401 and 3402 and approval of the head of the program in English education.

TO:

SEED 4401 Seminar on Methods of Teaching English, Student Teaching I

4 hours recitation, weekly supervised teaching (total 20 days, 150 hours); 5 credits

Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources aligned with state and national standards and applied to teaching specific subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners; continued application of knowledge of language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the classroom. Students spend a minimum of three hours each day in the school. Daily supervised student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations. Support development of portfolio for state certification.

Prerequisite: Secondary Education 3401 and 3402 and approval of the head of the

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

program in English education.

Rationale: The changes to the course description responds to an increased focus on national standards. The increased hour is necessary in that the course will be a critical component for supporting students to develop strong planning and assessment practices alongside the new State requirements and in preparation for the new State licensure assessment (edTPA) in their respective content area (methods course). Accordingly, this will require significant faculty direction and feedback.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Secondary Education

Changes in hours, description, and prerequisite

FROM:

SEED 4402 Seminar on Methods of Teaching Social Studies, Student Teaching I

3 hours recitation, weekly supervised teaching (total 20 days, 150 hours); 5 credits

Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources aligned with ~~New York State learning~~ standards and applied to teaching specific subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners; continued application of knowledge of language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the classroom. Students spend a minimum of ~~two~~ hours each day in the school. Daily supervised student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations. Prerequisite: ~~Secondary Education~~ 3401 and 3402 and approval of the head of the program in Social Studies.

TO:

4402 Seminar on Methods of Teaching Social Studies, Student Teaching I

4 hours recitation, weekly supervised teaching (total 20 days, 150 hours); 5 credits

Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources aligned with the state and national standards applied to teaching specific subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners; continued application of knowledge of language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the classroom. Students spend a minimum of three hours each day in the school. Daily supervised student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations. Support the development of portfolio for state certification.

Prerequisite: SEED 3401 and 3402 and approval of the head of the program in Social

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

Studies.

Rationale: The changes to the course description responds to an increased focus on national standards. The increased hour is necessary in that the course will be a critical component for supporting students to develop strong planning and assessment practices alongside the new State requirements and in preparation for the new State licensure assessment (edTPA) in their respective content area (methods course). Accordingly, this will require significant faculty direction and feedback.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Secondary Education

Changes in hours and description

FROM:

SEED 4403 Seminar on Methods of Teaching Mathematics, Student Teaching I

3 hours recitation, weekly supervised teaching, (total 20 days, 150 hours); 5 credits

~~Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources aligned with New York State learning standards and applied to teaching~~ specific subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners; continued application of knowledge of language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the classroom. Students spend a minimum of ~~two~~ hours each day in the school. Daily supervised student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations. Prerequisite: Secondary Education 3401 and 3402 and approval of the head of the program in mathematics education.

TO:

SEED 4403 Seminar on Methods of Teaching Mathematics, Student Teaching I

4 hours recitation, weekly supervised teaching, (total 20 days, 150 hours); 5 credits

Instructional practices and standards-based curriculum design and evaluation, for specific mathematics subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners; continued application of knowledge of language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the classroom. Students spend a minimum of three hours each day in the school. Daily supervised student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations. Support development of portfolio for state certification.

Prerequisite: Secondary Education 3401 and 3402 and approval of the head of the program in mathematics education.

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

Rationale: The changes to the course description responds to an increased focus on national standards. The increased hour is necessary in that the course will be a critical component for supporting students to develop strong planning and assessment practices alongside the new State requirements and in preparation for the new State licensure assessment (edTPA) in their respective content area (methods course). Accordingly, this will require significant faculty direction and feedback.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Secondary Education

Changes in credits and description

FROM:

SEED 4407 Advanced Seminar on Methods of Teaching English, Student Teaching II

4 hours recitation, weekly supervised teaching (total 20 days, 150 hours);-4 credits

Advanced theories and methods of teaching English at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating ~~newly adopted~~ English curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, ~~and safety education~~. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching. Prerequisite: Secondary Education 4401 and permission of head of the program in English education.

TO:

SEED 4407 Advanced Seminar on Methods of Teaching English, Student Teaching II

4 hours recitation, weekly supervised teaching (total 20 days, 150 hours); 5 credits

Advanced theories and methods of teaching English at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and

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

researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating standards-based English curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in safety education workshops in identifying, reporting, and responding to child abuse and violence prevention, and in substance abuse, fire and arson prevention. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching. Support the development of portfolio for state certification.

Prerequisite: Secondary Education 4401 and permission of head of the program in English education.

Rationale: The changes to the course description responds to an increased focus on national standards. The increased credit reflects alignment of all student teaching courses in secondary education to have the same number of hours and credits. All other student teaching courses have been increased one hour to include four hours of recitation in addition to the weekly supervised field hours of 10 hours per week. English and social studies education had previously increased the number of hours of recitation but had not increased the number of credits. The department feels that this is an equity issue for both faculty and students that should be resolved.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Secondary Education

Changes in credits and description

FROM:

SEED 4408 Advanced Seminar on Methods of Teaching Social Studies, Student Teaching II

4 hours recitation, weekly supervised teaching (total 20 days, 150 hours); 4 credits

Advanced theories and methods of teaching specific subject areas within social studies at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating ~~newly adopted~~ social studies curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, ~~and safety education~~. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching.

Prerequisite: Secondary Education 4402 and permission of head of the program in Social Studies.

TO:

SEED 4408 Advanced Seminar on Methods of Teaching Social Studies, Student Teaching II

4 hours recitation, weekly supervised teaching (total 20 days, 150 hours); 5 credits

Advanced theories and methods of teaching specific subject areas within social studies at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating standards-based social studies curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in safety education workshops in identifying, reporting, and responding to child abuse and violence prevention, and in substance abuse, fire and arson prevention. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching. Support the development of portfolio for

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

state certification.

Prerequisite: Secondary Education 4402 and permission of head of the program in Social Studies.

Rationale: The changes to the course description responds to an increased focus on national standards. The increased credit reflects alignment of all student teaching courses in secondary education to have the same number of hours and credits. All other student teaching courses have been increased one hour to include four hours of recitation in addition to the weekly supervised field hours of 10 hours per week. English and social studies education had previously increased the number of hours of recitation but had not increased the number of credits. The department feels that this is an equity issue for both faculty and students that should be resolved.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Secondary Education

Changes in hours, credits and description

FROM:

SEED 4409 Advanced Seminar on Methods of Teaching Mathematics, Student Teaching II

~~3~~ hours recitation, weekly supervised teaching (total 20 days, 150 hours); 4-credits

Advanced theories and methods of teaching mathematics at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating ~~newly adopted~~ mathematics curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops-in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, ~~and safety education~~. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching.

Prerequisite: Secondary Education 4403 and permission of the head of the program in mathematics education.

TO:

SEED 4409 Advanced Seminar on Methods of Teaching Mathematics, Student Teaching II

4 hours recitation, weekly supervised teaching (total 20 days, 150 hours); 5 credits

Advanced theories and methods of teaching mathematics at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating standards-based curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in safety education workshops in identifying, reporting, and responding to child abuse and violence prevention, and in substance abuse, fire and arson prevention. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching. Support the development of portfolio for state certification.

Prerequisite: Secondary Education 4403 and permission of the head of the program in mathematics education.

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

Rationale: The changes to the course description responds to an increased focus on national standards. The increased hour is necessary in that the course will be a critical component for supporting students to develop strong planning and assessment practices alongside the new State requirements and in preparation for the new State licensure assessment (edTPA) in their respective content area (methods course). Accordingly, this will require significant faculty direction and feedback.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Television and Radio

Changes in course description, semester designation and prerequisite.

FROM:

3729 Summer Broadcast News Institute

4 hours lecture, 8 hours laboratory; 9 credits, ~~summer session~~

Introduction to on-air journalism producing, production, and delivery of news programs and messages. Functioning as a member of a broadcast news producing, performance, and production team. Laboratory and field practice in writing and producing for news broadcasts. Methods of reporting and editing script. Aspects of in-studio and field television production. (~~Not open to students who have completed Television and Radio 26.81, 26.82, and 26.83.~~)

Prerequisite: Television and Radio ~~3535 or 3728 or 2861 or 3871~~, or English 2401, or permission of the director of the Broadcast Journalism program.

TO:

3729 Summer Broadcast News Institute

4 hours lecture, 8 hours laboratory; 9 credits

Introduction to on-air journalism producing, production, and delivery of news programs and messages. Functioning as a member of a broadcast news producing, performance, and production team. Laboratory and field practice in writing and producing for news broadcasts. Methods of reporting and editing script. Aspects of in-studio and field television production.

Prerequisite: Television and Radio 4728 or permission of the director of the Broadcast Journalism program.

Rationale: Removed reference to course numbers no longer used by the College from description. Prerequisite streamlined to ensure that Broadcast Journalism students have completed all of the degree's writing and production courses before enrolling in the capstone course. The semester designation in the hours/credits portion of the course header is redundant with the title and has been removed.

Date of departmental approval: March 21, 2013.

Effective date: Fall 2013.

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 Television and Radio

Changes in course title, hours, credit, description and prerequisite.

FROM:

3782 Radio Journalism

~~4 hours production; 4 credits~~

~~This class will teach the basic techniques of radio reporting, writing and on-air production. Students will learn to work as a broadcast team and produce pieces for air on BCR, Brooklyn College Radio.~~

~~Prerequisite: Television and Radio 2616.~~

TO:

3782 Radio News Reporting

1 hour lecture, 4 hours laboratory; 3 credits

Fundamental techniques of radio reporting, writing and on-air production. Students will learn to work as a broadcast team and generate news content for Brooklyn College Radio and/or Brooklyn News Service.

Prerequisite: Television and Radio 2616 or Television and Radio 3728.

Rationale: Title and hours of the course are revised to better differentiate it from TVRA 2726 (Television and Radio Journalism) and harmonize it with the equivalent television component of the Broadcast Journalism degree program (TVRA 4728, Television News Reporting). Description rewritten to clarify course content and objectives. Department's newswriting course (3728) is added as a prerequisite to avoid a "hidden requirement" conflict in the Broadcast Journalism degree sequence.

Date of departmental approval: March 21, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Television and Radio

Changes in course designation and description.

FROM:

***4177 Television and Radio Internship**

1 hour lecture, minimum of 14 hours unsupervised fieldwork; 3 credits

In-depth field experience in a ~~professional telecommunications facility~~. Administrative, production, or technical duties as assigned by the cooperating facility. Preparation and presentation of critical report ~~of~~ the experience. May be taken for credit twice, but students may not offer more than six credits toward a baccalaureate degree from Television and Radio *4870, 4175, 4176, 4177, and 4578.

Prerequisite: senior class standing, 12 credits in television and radio courses, and permission of the chairperson.

TO:

4177 Television and Radio Internship

1 hour lecture, minimum of 14 hours unsupervised fieldwork; 3 credits

In-depth field experience in a media facility with professional standards and practices. Administrative, production, or technical duties as assigned by the cooperating facility. Preparation and presentation of critical report on the experience. May be taken for credit twice, but students may not offer more than six credits toward a baccalaureate degree from Television and Radio *4870, 4175, 4176, 4177, and 4578.

Prerequisite: senior class standing, 12 credits in television and radio courses, and permission of the chairperson.

Rationale: Asterisk removed to reflect 4177's status as a required course in the department's Broadcast Journalism degree program. Description lightly revised in recognition of the diversity of internship opportunities that exist in the modern media environment.

Date of departmental approval: March 21, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Theater

Change in hours and course description

FROM:

1204 Running Crew Practicum

~~5~~ hours per week; 1 credit

Running Crew on a departmental production. May be taken ~~twice~~ for credit.
Prerequisite: permission of the instructor.

TO:

1204 Running Crew Practicum

3 hours per week; 1 credit

Running Crew on a departmental production. May be taken five times for credit.
Prerequisite: permission of the instructor.

Rationale: In the recent restructuring of the Department of Theater practica, the reduction of hours versus credit was accidentally overlooked in the Running Crew Practica. This change brings the running crews in line with our shop practica in terms of hours.

Date of departmental approval: March 14, 2013.

Effective Date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Theater

Change of hours

FROM:

1205 Running Crew Practicum

5 hours per week; 1 credit

Running Crew on a departmental production. May be taken twice for credit.
Prerequisite: permission of the instructor.

TO:

1205 Running Crew Practicum

3 hours per week; 1 credit

Running Crew on a departmental production. May be taken twice for credit.
Prerequisite: permission of the instructor.

Rationale: In the recent restructuring of the Department of Theater practica, the reduction of hours versus credit was accidentally overlooked in the Running Crew Practica. This change brings the running crews in line with our shop practica in terms of hours.

Date of departmental approval: March 14, 2013.

Effective Date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Theater

Change of hours

FROM:

1206 Running Crew Practicum

5 hours per week; 1 credit

Running Crew on a departmental production. May be taken twice for credit.
Prerequisite: permission of the instructor.

TO:

1206 Running Crew Practicum

3 hours per week; 1 credit

Running Crew on a departmental production. May be taken twice for credit.
Prerequisite: permission of the instructor.

Rationale: In the recent restructuring of the Department of Theater practica, the reduction of hours versus credit was accidentally overlooked in the Running Crew Practica. This change brings the running crews in line with our shop practica in terms of hours.

Date of departmental approval: March 14, 2013.

Effective Date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Theater

Change of hours

FROM:

1207 Running Crew Practicum

~~5~~ hours per week; 1 credit

Running Crew on a departmental production. May be taken twice for credit.
Prerequisite: Permission of the instructor.

TO:

1207 Running Crew Practicum

3 hours per week; 1 credit

Running Crew on a departmental production. May be taken twice for credit.
Prerequisite: Permission of the instructor.

Rationale: In the recent restructuring of the Department of Theater practica, the reduction of hours versus credit was accidentally overlooked in the Running Crew Practica. This change brings the running crews in line with our shop practica in terms of hours.

Date of departmental approval: March 14, 2013.

Effective Date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Theater

Change in course description

FROM:

2502 Black Theater

3 hours; 3 credits

Lectures, studies, and workshops in Black theater. Liaison with professional and community theater. This course is the same as Africana Studies 3225.

TO:

2502 Black Theater

3 hours; 3 credits

Lectures, studies, and workshops in Black theater. Liaison with professional and community theater. This course is the same as Africana Studies 3225 and English 3169.

Rationale: Cross-listing this course with the Department of English makes this course available to a broader group of students and follows the standard practice of similar courses at undergraduate institutions.

Date of department approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Theater

Change of credits and co-requisite

FROM:

3201 Dynamics I

4 hours; ~~2~~ credits

Study of the actor's stage movement and voice production. Work related directly to work being done in acting classes.

Prerequisite: Acceptance into the BFA Acting Program and permission of the concentration head. ~~Corequisite: Theater 3401 and 3203.~~

TO:

3201 Dynamics I

4 hours; 3 credits

Study of the actor's stage movement and voice production. Work related directly to work being done in acting classes.

Prerequisite: Acceptance into the BFA Acting Program and permission of the concentration head.

Rationale: To bring credit value in line with hours required to complete the assigned work.

Date of departmental approval: March 14, 2013.

Effective Date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Theater

Change of hours, course description and co-requisite

FROM:

3202 Dynamics II

~~4~~ hours; 2 credits

~~Continuation of Theater 3201.~~

~~Prerequisite: Theater 3401 and 3201. Acceptance into the BFA Acting Program and permission of the concentration head. Corequisite: Theater 3204.~~

TO:

3202 Dynamics II

3 hours; 2 credits

Study of the actor's stage movement and voice production. Work related directly to work being done in acting classes.

Prerequisite: Acceptance into the BFA Acting Program and permission of the concentration head.

Rationale: To bring credit value in line with hours required to complete the assigned work, and to correct errors and omissions that appear in the 2012-13 bulletin (missing course description and erroneous prerequisites).

Date of departmental approval: March 14, 2013.

Effective Date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Theater

Change of hours and course description

FROM:

3203 Dynamics III

~~4~~ hours; 2 credits

~~Continuation of Theater 3421.~~

Prerequisite: Acceptance into the BFA Acting Program and permission of the concentration head.

TO:

3203 Dynamics III

3 hours; 2 credits

Study of the actor's stage movement and voice production. Work related directly to work being done in acting classes.

Prerequisite: Acceptance into the BFA Acting Program and permission of the concentration head.

Rationale: To bring credit value in line with hours required to complete the assigned work, and to correct an omission in the 2012-13 bulletin (missing course description).

Date of departmental approval: March 14, 2013.

Effective Date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Theater

Change of hours, course description, prerequisite and co-requisite

FROM:

3204 Dynamics IV

~~4~~ hours; 2 credits

~~Continuation of Theater 3431.~~

~~Prerequisite: Theater 3401 and 3203. Acceptance into the BFA Acting Program and permission of the concentration head. Corequisite: Theater 3402 and 3202.~~

To:

3204 Dynamics IV

3 hours; 2 credits

Study of the actor's stage movement and voice production. Work related directly to work being done in acting classes.

Prerequisite: Acceptance into the BFA Acting Program and permission of the concentration head.

Rationale: To bring credit value in line with hours required to complete the assigned work, and to correct errors and omissions that appear in the 2012-13 bulletin (missing course description and erroneous prerequisites and corequisite).

Date of departmental approval: March 14, 2013.

Effective Date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Theater

Change of credits, course description, prerequisite and co-requisite

FROM:

3205 Dynamics V

4 hours; ~~2~~ credits

~~Continuation of Theater 3431.~~

Prerequisite: Theater ~~3404~~ and 3204. Acceptance into the BFA Acting Program and permission of the concentration head. ~~Corequisite: Theater 3405.~~

TO:

3205 Dynamics V

4 hours; 3 credits

Study of beginning stage combat for the actor. Practical knowledge of unarmed combat, development of skills in fight choreography.

Prerequisite: Theater 3204. Acceptance into the BFA Acting Program and permission of the concentration head.

Rationale: To bring credit value in line with hours required to complete the assigned work, add a course description, and correct errors that appear in the 2012-13 bulletin (erroneous prerequisite and corequisite).

Date of departmental approval: March 14, 2013.

Effective Date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Theater

Change of credits, prerequisite, co-requisite and course description

FROM:

3206 Dynamics VI

4 hours; ~~2~~ credits

Prerequisite: Theater ~~3405~~ and 3205. Acceptance into the BFA Acting Program and permission of the concentration head. ~~Corequisite: Theater 3406.~~

TO:

3206 Dynamics VI

4 hours; 3 credits

Study of the actor's stage movement and voice production. Work related directly to work being done in acting classes.

Prerequisite: Theater 3205. Acceptance into the BFA Acting Program and permission of the concentration head.

Rationale: To bring credit value in line with hours required to complete the assigned work, and to correct errors and omissions that appear in the 2012-13 bulletin (missing course description and erroneous prerequisite and corequisite).

Date of departmental approval: March 14, 2013.

Effective Date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Theater

Change of course number, credits and course description

FROM:

3207 Dynamics VII

4 hours; ~~2~~ credits

Study of the actor's stage movement and ~~or~~ voice production. Work related directly to work being done in acting classes. ~~May be taken twice for credit.~~

Prerequisite: Theater 3204. Acceptance into the BFA Acting Program and permission of the concentration head.

TO:

3426 Dynamics VII

4 hours; 3 credits

Study of the actor's stage movement and voice production. Work related directly to work being done in acting classes.

Prerequisite: Theater 3204. Acceptance into the BFA Acting Program and permission of the concentration head.

Rationale: To bring credit value in line with hours required to complete the assigned work, and to fix errors in the 2012-13 bulletin (course number and course description).

Date of departmental approval: March 14, 2013.

Effective Date: Fall 2013.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Theater

Change of course number, credits and course description

FROM:

3208 Dynamics VIII

4 hours; 2 credits

Study of the actor's stage movement and voice production. Work related directly to work being done in acting classes. ~~May be taken twice for credit.~~

Prerequisite: Theater 3204. Acceptance into the BFA Acting Program and permission of the concentration head.

TO:

3427 Dynamics VIII

4 hours; 3 credits

Study of the actor's stage movement and voice production. Work related directly to work being done in acting classes.

Prerequisite: Theater 3204. Acceptance into the BFA Acting Program and permission of the concentration head.

Rationale: To bring credit value in line with hours required to complete the assigned work, and to fix errors in the 2012-13 bulletin (course number and course description).

Date of departmental approval: March 14, 2013.

Effective Date: Fall 2013.

SECTION A-VI: OTHER CHANGES

Department of Health and Nutrition Sciences

Withdrawal of course

~~4210 Advanced Nutrition~~

~~3 hours; 3 credits~~

~~Biochemical and physiological function of the nutrients. Metabolic interrelationships applied to the study of human nutrition. Nutrient requirements of individuals in various environments and stages of life. Nutritional status of individuals and population groups. Dietary, biochemical, and clinical methods of appraisal. Programs for improvement of nutritional status.~~

~~Prerequisite: Health and Nutrition Sciences 3210 [54.1] and 3300 [60].~~

Rationale: HNSC 4211 and 4212 were developed to expand on the material found in 4210, replacing the course.

Date of departmental approval: March 12, 2013.

Effective date: Fall 2013.

SECTION A-VI: OTHER CHANGES

Department of Political Science

Change in departmental honors policy

Departmental honors

Students who want to qualify for honors in political science must have:

- 1) an average of 3.50 or higher in all political science courses, except Political Science 1001 or 1002;
- 2) and a grade of A- or higher in the capstone seminar, POLS 4000W ~~a seminar;~~
- 3) a grade of no less than a B in an honors independent studies course (5001 or 5002) or honors credit in an advanced elective.

All course work eligible for consideration for departmental honors must be taken at Brooklyn College.

Rationale: This change makes our policy on departmental honors conform to the college policy on “Honors for excellence in the major,” p. 52 of the current undergraduate bulletin.

Date of departmental approval: February 16, 2013.

Effective date: Fall 2013.

APPENDIX

Special Topics: The committee has approved the following special topics 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 Special Topics listed below are each a first offering in Fall 2013:

CLAS 3240 Special Topics: Ancient Greece

WGST 3165 Special Topics in Humanities: Queer Literary Studies