

BROOKLYN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
FACULTY COUNCIL

Meeting of December 10, 2013

The Committee on Undergraduate Curriculum and Degree Requirements herewith submits its recommendations in Curriculum Document 366.

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS.....	4
SECTION A-IV: NEW COURSES.....	16
SECTION A-V: CHANGES IN EXISTING COURSES.....	42
SECTION A-VI: OTHER CHANGES.....	63
APPENDIX.....	66

Respectfully submitted,

William Hampton-Sosa (Finance and Business Management)
Robert Shapiro (Judaic Studies)
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.

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

TABLE OF CONTENTS

SECTION A-III CHANGES IN DEGREE REQUIREMENTS..... 4

DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND ART EDUCATION 4

B.A. degree program for early childhood education teacher (birth-grade 2)..... 4

Dual certification for early childhood education teacher & teaching students with disabilities in early childhood..... 6

DEPARTMENT OF HEALTH AND NUTRITION SCIENCES 8

B.A. degree program in health and nutrition sciences..... 8

B.S. degree program in health and nutrition sciences..... 9

Minor in Health and Nutrition Sciences..... 12

DEPARTMENT OF POLITICAL SCIENCE..... 13

B.A. Degree Program in Political Science..... 13

SECTION A-IV: NEW COURSES 16

DEPARTMENT OF ART 16

ARTD 3142 Native American Art of the U.S. and Canada..... 16

ARTD 3171 Iconoclasm: Mutilating, burying, and destroying images from antiquity to the present 18

DEPARTMENT OF MATHEMATICS 20

MATH 1010 Problem Solving for College Mathematics..... 20

DEPARTMENT OF POLITICAL SCIENCE..... 21

POLS 1003 Missiles, Money and Mayhem: Introduction to International Relations..... 21

POLS 1004 Thinking Politics..... Error! Bookmark not defined.

POLS 1005 Lawyers, Guns, Money and Politics in the US 23

POLS 1006 Democracy, Dictatorship and Development: Politics Around the World 25

POLS 3190W Writing on American Politics..... 26

POLS 3191W Writing on the Politics of Race and Nation 27

POLS 3290W Writing on International Relations..... 29

POLS 3390W Writing on Comparative Politics 30

POLS 3391W Writing on Global Production Patterns: Call Centers, Computer Tablets and Clothing..... 31

POLS 3392W Writing on Comparative Health Policy..... 33

POLS 3490W Writing on Political Theory..... 35

POLS 3491W Writing on Biopolitics..... 37

POLS 3650 Seminar in New York City Government, Politics, and Social Movements 39

POLS 3651 Internship in New York City Government, Politics, and Social Movements 40

SECTION A-V: CHANGES IN EXISTING COURSES 42

DEPARTMENT OF BIOLOGY..... 42

BIOL 1002 General Biology 2 42

BIOL 5001 Laboratory Research I..... 43

BIOL 5002 Laboratory Research II 44

BIOL 5003W Laboratory Research, writing intensive..... 45

BIOL 5010 Independent Laboratory Research I..... 46

BIOL 5011 Independent Laboratory Research II..... 47

BIOL 5012 Independent Laboratory Research III..... 48

BIOL 5013 Independent Laboratory Research II..... 49

BIOL 5014W Honors Laboratory Research in Biology, writing intensive 50

DEPARTMENT OF CHILDHOOD BILINGUAL AND SPECIAL EDUCATION 51

CBSE 3456 Inclusive Education and Teaching Students with Special Needs 51

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

DEPARTMENT OF FINANCE AND BUSINESS MANAGEMENT	52
<i>BUSN 3100 Principles of Marketing</i>	52
<i>BUSN 3170 International Business</i>	53
<i>BUSN 3200 Principles of Management</i>	54
DEPARTMENT OF HEALTH AND NUTRITION SCIENCES	55
<i>HNSC 2223 Foods of Diverse Populations Laboratory</i>	55
<i>HNSC #3170 Family Influences on Child Health</i>	56
<i>HNSC #3171 Health Aspects of Maturity and Aging</i>	57
<i>HNSC #3300 Introduction to Biostatistics for the Health Sciences</i>	58
<i>HNSC 4150 Techniques of Community Health Education</i>	59
<i>HNSC #4151 Sex Information and the Health Professional</i>	60
DEPARTMENT OF SECONDARY EDUCATION	61
<i>SEED 3456 Inclusive Education and Teaching Students with Special Needs</i>	61
SECTION A-VI: OTHER CHANGES	63
DEPARTMENT OF HEALTH AND NUTRITION SCIENCES	63
<i>HNSC #2110W Principles in Health Science</i>	63
<i>HNSC #*1170 Contemporary Health Problems of Children and Youth</i>	64
<i>HNSC 3151 Internet Community Health Education</i>	65
APPENDIX.....	66
SPECIAL TOPICS	66
<i>BIOL 5020 Special Topics in Biology: Molecular Phylogenetics</i>	66
<i>HIST 3090 Special Topics in Ancient, Medieval, and Early Modern European History</i> :	66

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-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.

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; 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; urban sustainability; 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 or 1010 (see Note after this paragraph) and 1401, or a mathematics course at an equivalent level such as Mathematics 1201 or higher, and Mathematics 1406; and General Science 3050 (16-17 credits).

Note: Students who register for Mathematics 1010 must also register for Mathematics 1021 in the same semester, but students may take 1021 without 1010. It is recommended that students take both 1010 and 1021 concurrently.

In addition, students must complete the following pedagogical courses: Early Childhood and Art Education 2003, 2004, 3101, 3102, 3103, 3104, 3105, 3106, 3107, 3108, and 4001 (37 credits).

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

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

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

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.

To be accepted into 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 2.80 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:

Math 1021 has been a required course for students of Early Childhood Education since Fall 2013. The Departments of Mathematics and ECAE have recognized that many of our EC students would benefit from additional opportunities to explore, assess, and assimilate the material in MATH 1021, and have jointly designed Math 1010 to provide these opportunities. This course, along with MATH 1021, will promote our ECE students' success on the departmental math proficiency exam and state mandated professional tests.

Date of departmental approval: November 15, 2013.

Effective date: Fall 2014.

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

Dual certification for early childhood education teacher & teaching students with disabilities in early childhood

HEGIS code 2207; SED program code 02109

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.

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; 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; urban sustainability; 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 or 1010 (see Note after this paragraph) and 1401, or a mathematics course at an equivalent level such as Mathematics 1201 or higher, and Mathematics 1406; and General Science 3050 (16-17 credits).

Note: Students who register for Mathematics 1010 must also register for Mathematics 1021 in the same semester, but students may take 1021 without 1010. It is recommended that students take both 1010 and 1021 concurrently.

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,

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

4020 and 4001 (43 credits).

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 2.80 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: 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:

Math 1021 has been a required course for students of Early Childhood Education since Fall 2013. The Departments of Mathematics and ECAE have recognized that many of our EC students would benefit from additional opportunities to explore, assess, and assimilate the material in MATH 1021, and have jointly designed Math 1010 to provide these opportunities. This course, along with MATH 1021, will promote our ECE students' success on the departmental math proficiency exam and state mandated professional tests.

Date of departmental approval: November 15, 2013.

Effective date: Fall 2014.

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

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 (57½ - 59½ credits)

Health and Nutrition Sciences 1100.

All of the following: Health and Nutrition Sciences 1200 or 2210, 2130, 2109W, 2120, 2130, 2140, 2300, 2301, 2120, 1200 or 2210, 2140, 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, 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 2183, 2212, 3111, 3132, 3150, 3184, 4150, 2212, 4151, 3150, 3151, 4152, 2183, 3111, 3132, 3184, 4300, and courses numbered in the 5000s.

Biology 1001 and Chemistry 1040; or Chemistry 1100 and 2100.

Department recommendation

Prospective health and nutrition sciences majors should consult a department counselor before choosing a program of study leading to a B.A. degree.

Rationale: HNSC 2140 was always a required course that was accidentally removed from the bulletin when we switched from the older numbering system to the new numbering system (the old number was removed but never replaced with the new number).

HNSC 2109 should be listed as 2109W (as it is the department's writing-intensive course).

The courses have been reorganized so that they now appear in numerical order. Please note that no courses were added or removed for the BA degree.

Date of department approval: November 12, 2013.

Effective date: Fall 2014.

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

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 - 77 credits)

Health and Nutrition Sciences 1100, 3300.

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

Biology 1001, 1002, 3003.

Chemistry 1040; or 1100 and 2100.

Chemistry 2500; or 3510 and 3520; or 3511, 3512, 3521, and 3522.

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 3004.

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

A minimum of 12 credits from the following courses in Health and Nutrition Sciences: 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 2183, 2212, ~~2483~~, 3111, 3132, 3150, ~~3151~~, 3184, 4150, 4151, 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 2300 and 2301. Many pre-professional programs require two basic courses in anatomy and physiology.

Concentration in foods and nutrition

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

Students who complete this concentration will meet the requirements for the Didactic Program in Dietetics (DPD). 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 core knowledge requirements necessary for pre-professional practice.

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

Recommendation

The requirements of ACEND are subject to change. Therefore, students who wish to become registered dietitians should consult with the DPD director in the department to determine minimum requirements. A grade of B or better is required in HNSC 2210. All other required DPD courses must be completed with a grade of C or better, ~~with the exception of a B or better in HNSC 2210.~~ All prospective health and nutrition sciences majors must meet with the undergraduate deputy chair ~~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.

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 minimum grade of B in HNSC 2210 and a minimum grade of C in every other ~~each~~ DPD course ~~with the exception of, 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 the Commission on Dietetic

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

Registration, the credentialing agency for the Academy of Nutrition and Dietetics, as registered dietitians.

Rationale: HNSC 2140 was always a required course that was accidentally removed from the bulletin when we switched from the older numbering system to the new numbering system (the old number was removed but never replaced with the new number).

HNSC 2109 should be listed as 2109W (as it is the department's writing-intensive course).

The Chemistry department has stopped offering 3510 and 3520 giving students the option of instead taking 3511, 3512, 3521, and 3522 as the equivalent.

HNSC 3151 was removed from the bulletin.

For the BS Degree, Health Concentration, HNSC 3300 was removed because it duplicates a requirement for HNSC 3300 required for all BS Degrees (Health and Nutrition). (i.e., correcting a typo).

Please note that no HNSC courses were added or removed for the BS degree.

Date of department approval: November 12, 2013.

Effective date: Fall 2014.

SECTION A-III CHANGES IN DEGREE REQUIREMENTS

Department of Health and Nutrition Sciences

Minor in Health and Nutrition Sciences

Department Requirements (15 credits)

A minimum of ~~12~~15 credits, including HNSC 1100 and at least four courses of electives in the health and nutrition sciences, each completed with a grade of C or higher. At least one course must be from the following: ~~in at least four courses of advanced electives in health and nutrition sciences, each completed with a grade of C or higher. Courses numbered below 2000 may not be used; at least one course must be from the following:~~ Health and Nutrition Sciences 1200 or 2210, 2109W, 2110W, 2120, 2130, 2140, 2240, 2300, 2301.

Rationale: HNSC 2109 should be listed as 2109W (as it is the department's writing-intensive course).

We have not changed the number of credits for the departmental minor. Instead, we have revised the description to be clearer that the total number of credits is 15. Before it said 12 + HNSC 1100.

HNSC 2110W has been removed from the bulletin. Other changes reflect organizing courses into numerical order

Date of department approval: November 12, 2013.

Effective date: Fall 2014.

SECTION A-III: CHANGES TO DEGREE PROGRAMS

Department of Political Science

B.A. Degree Program in Political Science

NYS SED program code 02109

Department Requirements (~~30 credits~~ 31-36 credits)

1. ~~Political Science 4001 or 4002~~ 1003, 1004, 1005, or 1006.

2. All of the following: Political Science 3012W, 3014W, and Political Science 4000W. Political Science 4000W is a capstone seminar to be taken in the senior year. One of the following 3000-level writing-intensive seminars: Political Science 3012W, Political Science 3190W, Political Science 3191W, Political Science 3290W, Political Science 3390W, Political Science 3391W, Political Science 3392W, Political Science 3490W, Political Science 3491W.

~~3. A total of five courses from the following fields in political science plus any prerequisite of the course: American and urban politics; international politics; comparative politics; political theory and methodology. One special topics course, Political Science 3501, and one independent research chosen from Political Science 5001 or 5002 may be included as one of the five courses.~~

3. 3014W, Research Strategies in Public Policy

4. 4000W, Capstone Senior Seminar

5. A total of five additional courses from the 3000 level and above, excluding Political Science 3601, 3602, 3610, and 3611. Only one of Political Science 5001 and 5002 may be included. After satisfying the requirement in part 2 above students make take additional 3000-level writing-intensive seminars to satisfy this requirement.

Rationale: This proposal makes four main changes to the degree program:

1. We are introducing four different four hour/four credit introductory courses representing different subfields in political science, each taught by a full time faculty member. Assessment indicators of our majors suggest that many of our majors lack strong reading skills. Four hours in the classroom per week, an increase in the amount of reading and preparation outside of class, and instruction from full time faculty members teaching in their own area of expertise will all do much to foster the development of skills in close reading early in the major. This contact with full time faculty members—inside and outside of class—will also do much to help socialize students into the major and to the norms of higher education in general.

2. The number of credits required for non-transfer students ranges from 31 to 36, an increase of our current 30-credit major. Students who take one of the new introductory

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

courses and five four-credit courses to fulfill the requirements listed in Part 5 above will accrue 36 credits. Those who take the new introductory course and five three-credit courses will accrue 31 credits. Some students will take both three- and four-credit courses and will earn between 32 and 35 credits.

Few institutions require students to complete only 30 credits of coursework for a BA in political science. In a two-year long project of assessing our major, revising our goals and objectives for student learning, and creating assessment plan and schedule, we discovered that the norm at other institutions is well above 30 credits, ranging from 36 – 50 credits. For example: SUNY Brockport, City College, Colorado State University, the University of Michigan, and the University of Rochester require 36 credits; SUNY Albany, SUNY Buffalo and SUNY Stony Brook require 39 credits; New York University requires 40 credits; the University of Oregon requires 48; the University of Washington requires 50. A 36 credit major is consonant with the number of credits required for majors in our cognate departments at Brooklyn College: Anthropology 36-39, History 33 credits, Sociology 38 credits.

3. This proposal augments the current 3000-level writing-intensive course (3012W) with new subfield and topic-specific writing-intensive courses. (Students are required to take at least one 3000-level writing-intensive course for the major.) Because the theme of the 3012W course changed depending on who taught it, the content of the new 3000-level writing-intensive courses are more transparent and will allow students to choose a required course from this list that reflects their particular interests.

4. Under the requirements now being replaced, internships do not count for the major. Given the limitation of one instructional hour per week in these courses, faculty had were concerned about the ability of students to apply in-class learning to their field placements. Excluding internships from counting toward the major, however, put our students at a disadvantage in the job market. These new requirements will continue to exclude our current internship courses from counting for the major, but they do not exclude the new internship course, POLS 3651, Internships in NYC Government, Politics, and Social Movements, which requires a co-requisite, POLS 3650, Seminar in NYC Government, Politics, and Social Movements. (See Section A-IV.)

Under a phase-in plan, we will support substitutions that allow each of the new intro courses to substitute for POLS 1001 or POLS 1002, and for any of the new 3000W courses to substitute for POLS 3012W. Where possible, we will support the petitions of our majors to graduate under the new requirements. That will ensure that any credits they accrue will apply to fulfill the requirements of the major, and will thus be eligible for the Tuition Assistance Program. We will also continue to offer three-credit electives. As a result, current majors will not be put at a disadvantage by this curriculum renovation. We have also consulted with the director of the Transfer Student Services Center and have developed plans for Transfer Students to complete the Political Science major.

Date of departmental approval: November 12, 2013.

Effective date: Fall 2014.

SECTION A-IV: NEW COURSES

Department of Art

ARTD 3142 Native American Art of the U.S. and Canada

3 credits; 45 hours

Examination of the visual arts and cultures of native North American cultures from Alaska to Canada and of the Northwest, Southwest, Plains, and Eastern areas of the United States. Consideration of the historical and contemporary contexts of their art in media such as architecture, painting, pottery, sculpture, textiles, and performance.

Prerequisite: Core Curriculum 1120 or Art 1010

Frequency of offering: Every 3-4 semesters

Clearances: None

Projected enrollment: 20-25 students

Rationale: This class offers a broad introduction to the art and architecture produced among First Nation Americans. It examines the visual arts in both historical and contemporary contexts. While the course is arranged geographically, where possible the connections between these cultural areas will be stressed. It addresses the effects of colonization, Euro-American patronage, as well as of new marketplaces, materials, technologies.

This course works in conjunction with other courses in the department, especially the non-Western art, pre-Columbian and colonial Latin American courses. It expands upon the strengths of the department's current courses focused on Western culture by examining the arts of First Nation Americans of the U.S. and Canada, which showcases the unique intersection of cultures and ideas over a wide geographic expanse and time periods. A course focusing on the rich cultures of these areas will allow students to engage with themes about cultural contact, economic and environmental changes, collecting exotica, hybridity, religious syncretism, race and gender, modernism, and contemporary issues.

Department goals addressed by the course: This course addresses two of the Art Department's program goals. Students will

- (1) "learn to analyze works of art critically from both an historical and an interpretative point of view; in addition, they will gain an understanding of the importance of cultural diversity through exposure to the arts of many different times and places"; and
- (2) "have extensive practice in articulating aesthetic judgments effectively in spoken and written form."

In addition, this course meets all of the learning objectives of the department, which include having students

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

- (1) “recognize and analyze theories of art,”
- (2) “Use terms of art historical analysis correctly and be able to apply them to unfamiliar work,”
- (3) “Formulate and defend critical judgments about works of art in the context of classroom discussions and exams,”
- (4) Write clearly and analytically, with papers including precise thesis statements, well-constructed arguments and thoughtful conclusions, cleanly written and error-free,” and
- (5) “Visit museums and art exhibitions frequently in order to learn to appreciate a wide and varied range of works of art.”

Date of approval by department: September 10, 2013.

Effective Date: Fall 2014.

SECTION A-IV: NEW COURSES

Department of Art

ARTD 3171 Iconoclasm: Mutilating, burying, and destroying images from antiquity to the present

3 hours; 3 credits

Examination of the practice of destroying images from c. 1500 B.C.E. to the present, with a focus on religious and politically motivated attacks.

Prerequisite: Core Curriculum 1120 or Art 1010.

Frequency of offering: Every 3-4 semesters

Projected enrollment: 25-30 students

Clearances: none

Rationale: Since the destruction of the World Trade Center towers, iconoclasm has attracted increasing attention from scholars and the general public. It has been the subject of major art exhibitions and has spurred new research concerning, for instance, Islamic attacks on figural images and political iconoclasm after the fall of the Iron Curtain. But in existing courses and standard textbooks, it is still generally presented as a limited and isolated phenomenon, discussed only in relation to Byzantium and the Protestant Reformation.

This course demonstrates the significance of iconoclasm throughout the history of art. In so doing, it offers new ways of looking at major monuments — e.g., the Ancient Near Eastern stele of Naram-Sin or the colossal portrait of the Roman emperor Constantine — and also brings attention to less familiar, yet significant works such as the Bamiyan Buddhas destroyed by the Taliban. The course uses the cultural resources of the New York area (e.g., the exceptional collections of the Brooklyn Museum, the Cloisters, and the Metropolitan Museum of Art as well as public monuments such as the World Trade Center memorial) to make the issues surrounding the destruction of art vivid to today's students.

Major topics to be addressed include philosophical and theological definitions of images in Greece, Byzantium, and Islam; the connections between religious iconoclasm and political turmoil in Egypt, the Reformation, and the French Revolution; the materiality of art objects; and the changing roles and functions of art in society.

This course complements the department's current offerings in art history, which focus on the creation, rather than the destruction, of works of art. Furthermore, since iconoclasm is often dismissed as a "primitive" or barbaric response to art, the course offers an enhanced understanding of the motivations behind it; in so doing, it encourages a more nuanced perspective on a cultural practice of critical importance in the pre-modern world, and still relevant to today's society.

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

Department goals addressed by the course: The course addresses two of the Art Department's program goals. Students will

- (1) "learn to analyze works of art critically from both an historical and an interpretative point of view; in addition, they will gain an understanding of the importance of cultural diversity through exposure to the arts of many different times and places"; and
- (2) "have extensive practice in articulating aesthetic judgments effectively in spoken and written form."

In addition, this course meets the learning objectives of the department, including having students

- (1) "recognize and analyze theories of art,"
- (2) "Use terms of art historical analysis correctly and be able to apply them to unfamiliar works,"
- (3) "Formulate and defend critical judgments about works of art in the context of classroom discussions and exams,"
- (4) "Write clearly and analytically, with papers including precise thesis statements, well-constructed arguments and thoughtful conclusions, cleanly written and error-free," and
- (5) "Visit museums and art exhibitions frequently in order to learn to appreciate a wide and varied range of works of art."

Date of departmental approval: September 10, 2013.

Effective date: Fall 2014.

SECTION A-IV: NEW COURSES

Department of Mathematics

MATH 1010 Problem Solving for College Mathematics

2 hours, 1 credits

An enhancement on the skill of problem-solving in Math 1021, with use of manipulatives and technology.

Co-requisite: Mathematics 1021 or equivalent.

Frequency of offering: Every semester.

Projected enrollment: 35 students per section.

Clearance: Department of Early Childhood and Art Education

Rationale: Students whose degree program requires precalculus have the option of taking the 2-semester sequence consisting of MATH 1021 and 1026. Math 1021 is also a required course for Early Childhood Education majors. The Departments of Mathematics and Early Childhood Education have recognized that some students would benefit from additional opportunities to explore, assess, and assimilate the material in MATH 1021, and have jointly designed a course to provide these opportunities. This course, along with MATH 1021, will promote success on departmental proficiency exams and state mandated professional tests and enhance the transfer of knowledge to Math 1026. The course would be open to all students, and would help improve the success rate in MATH 1021 and MATH 1026, as well as any subsequent mathematics courses taken by students.

Departmental goals addressed by the course: Students will:

1. Gain a deeper understanding of algebraic concepts and their applications.
2. Use manipulatives and technology to construct a viable argument or demonstration of mathematical results.
3. Express mathematical concepts verbally, graphically, numerically, and algebraically.

Date of Departmental Approval: November 12, 2013.

Effective date: Fall 2014.

SECTION A-IV NEW COURSES
Department of Political Science

POLS 1003 Missiles, Money and Mayhem: Introduction to International Relations
4 hours; 4 credits

Introduction to theories in International Relations. Historical development of the modern international system, the functioning of international organizations, the role of international law, international financial institutions, the gap between rich and poor countries, and global cooperation. Covers issues like war, poverty, health, human rights, and the environment.

Frequency of Offering: Once a year.

Projected Enrollment: 25

Clearances: None

Rationale: This course will provide the needed foundation in the field of International Relations. Department *Goal 1* aims “to help students understand the nature of political phenomena and political inquiry in varied historical, intellectual, and cultural contexts.” Previously the department only had two introductory courses, and subfields of comparative/global politics, international relations, and political theory were all covered within one class. Assessment indicators of our majors (from LSAT scores, etc.) has suggested that many of our majors lack strong reading skills. This introductory course will foster the development of skills in close reading early on the major.

Departmental Goals Addressed by the Course: This course will help students to “recognize and explain key political concepts (such as “power,” ideology, the state). Students will be able to recognize and explain multiple concepts that shape the discipline of political science and structures of power in applied settings” within the subfield of international relations (Goal 1, Objective 1). The course will also train students to “explain political phenomena critically, logically, and through multiple theoretical lenses. Students will be able to recognize and explain multiple theories that shape the discipline of political science and structures of power in applied settings,” within the subfield of international relations (Goal 1, Objective 2). Finally, this course will enable students to “identify and explain the workings of key political institutions, actors, movements and political events across the discipline of political science and in applied settings,” within the subfield of international relations (Goal 1, Objective 3).

Date of department approval: November 12, 2013.

Effective date: Fall 2014.

SECTION A-IV NEW COURSES

Department of Political Science:

POLS 1004 Thinking Politics

4 hours; 4 credits

Introduction to most important questions of political theory, including the meaning of justice, obedience and opposition to authority, the relationship between law and violence, justification of war, sovereignty and political exclusion. Classic texts organized around a particular theme. Close reading and intensive reading.

Frequency of Offering: Once a year

Projected Enrollment: 25

Clearances: Departments of Philosophy and Sociology.

Rationale: This introductory course will provide the needed content-based foundation in the subfield of political theory through close reading of major texts. The particular theme of the course will change from semester to semester.

Departmental goals addressed by course: To prepare students for the work they will be doing in electives and upper level writing-intensive courses, this course aims to provide students with experience reading and writing about the most contested of political concepts. Rather than a traditional survey course—running through the entire political theory canon in fourteen weeks--this course will require students to grapple with a limited number of texts. Because of its limited size, its focus on several key texts, and its emphasis on close reading and very regular short writing assignments this course will be very much like a traditional “freshman seminar.” Assessment indicators of our majors (from LSAT scores, etc.) has suggested that many of our majors lack strong reading skills. This introductory course will foster the development of skills in close reading early on the major. This course will help prepare students to meet three departmental goals and objectives. Goal 1, Objective 1 centers on political concepts and content. It requires students be able to “recognize and explain key political concepts.” Goal 1, Objective 2 is to “explain political phenomena critically, logically, and through multiple theoretical lenses.” Goal 2, Objective 3, is to “express basic political ideas or theories, in writing and orally,” using a clear thesis statement, a well-organized argument, and appropriate evidence.”

Date of department approval: November 12, 2013.

Effective date: Fall 2014.

SECTION A-IV NEW COURSES
Department of Political Science

POLS 1005 Guns, Money and Politics in the US

4 hours; 4 credits

Introduction to the study of political science concepts through the study of the interplay of politics and power in the US. Examines the effect of government's ability to determine who gets what, and how on people's daily lives, and methods of creating change both within and outside of political systems. Use of primary documents, court cases, opinion pieces, and scholarship are built in to the course. Topics may include the role of social class, race, gender and sexuality in the construction of social and political inequality, and in the formation of grassroots political struggles in efforts to change public policy.

Frequency of Offering: Every semester

Projected Enrollment: 25

Clearances: None

Rationale: This introductory course will provide the needed content-based foundation in the subfield of through close reading of major texts. Although the particular theme of the course will change from semester to semester, it will center on three main topics. First, it presents a historical perspective of US politics, the political institutional design of the US government, and the dynamics of political participation. The goal of this topic is to familiarize students with the US political processes and functioning. Second, it focuses on the current political debates on foreign and domestic affairs in order to make students attuned with the main political issues that are oftentimes presented in the media. Third, it sheds light on several social groups in order to understand current aspects of the US democracy, civil rights, liberties, and public opinion.

Department goals addressed by course: To prepare students for the work they will be doing in electives and upper level writing-intensive courses, this course aims to provide students with experience reading and writing about the most relevant concepts and definitions of American Politics. Assessment indicators of our majors (from LSAT scores, etc.) has suggested that many of our majors lack strong reading skills. This introductory course will foster the development of skills in close reading early on the major. This course will help prepare students to meet three departmental goals and objectives. Goal 1, Objective 1 centers on political concepts and content. It requires students be able to "recognize and explain key political concepts." Goal 1, Objective 2 is to "explain political phenomena critically, logically, and through multiple theoretical lenses." Goal 2, Objective 3, is to "express basic political ideas or theories, in writing

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

and orally,” using a “clear thesis statement, a well-organized argument, and appropriate evidence.”

Date of department approval: November 12, 2013.

Effective date: Fall 2014.

SECTION A-IV NEW COURSES
Department of Political Science

POLS 1006 Democracy, Dictatorship and Development: Politics Around the World

4 hours; 4 credits

Introduction to theories and concepts in global and comparative politics. Comparison among countries and world regions regarding democracy, economic ideologies, state-society relations, and political and economic development. Critical and comparative analysis of common issues such as violence, gender, poverty, human rights, and justice.

Frequency of Offering: Once a year

Projected Enrollment: 25

Clearances: None

Rationale: This course will provide the needed foundation in the field of Global Politics. Department *Goal 1* aims “to help students understand the nature of political phenomena and political inquiry in varied historical, intellectual, and cultural contexts.” Previously the department only had two introductory courses, and subfields of comparative/global politics, international relations, and political theory were all covered within one class. Assessment indicators of our majors (from LSAT scores, etc.) has suggested that many of our majors lack strong reading skills. This introductory course will foster the development of skills in close reading early on the major.

Department goals addressed by the course: This course will help students to “recognize and explain key political concepts (such as “power,” ideology, the state). Students will be able to recognize and explain multiple concepts that shape the discipline of political science and structures of power in applied settings” within the subfield of global and comparative politics (Goal 1, Objective 1). The course will also train students to “explain political phenomena critically, logically, and through multiple theoretical lenses. Students will be able to recognize and explain multiple theories that shape the discipline of political science and structures of power in applied settings,” within the subfield of global politics (Goal 1, Objective 2). Finally, this course will enable students to “identify and explain the workings of key political institutions, actors, movements and political events across the discipline of political science and in applied settings,” within the subfield of global politics (Goal 1, Objective 3).

Date of department approval: November 12, 2013.

Effective date: Fall 2014.

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

SECTION A-IV: NEW COURSES
Department of Political Science

POLS 3190W Writing on American Politics

4 hours; 4 credits

Critical examination of major issues in American Politics. Focus on developing students' writing skills. Subjects vary from term to term. Writing-intensive course.

Prerequisite: English 1012 and one of the following: Political Science *1001, 1002, 1003, 1004, 1005, or 1006 or Core Curriculum 1230.

Frequency of offering: once per year

Projected enrollment: 18

Clearances: None

Rationale: This is a writing-intensive course that can be used to fulfill the writing-intensive requirements of the major. (Previously, we had one mid-level writing intensive course: POLS 3012W, Analytic Approaches to Political Problems. With this curriculum revision, we are putting in place subfield-specific writing-intensive courses, as well as writing-intensive courses focusing on a particular topic.) This course is designed to (1) help students practice writing, (2) give them opportunities to use writing as a tool for learning the subfield of American politics, and (3) show them the processes, methods, and conventions expected in the field. This course provides students with the necessary mechanisms to improve their writing skills while learning essential topics in the area of American politics. These topics will vary from term to term. The course will require over ten pages of writing, and includes the chance to revise the term paper. The writing skills are embedded in the course as a tool for understanding the discipline. The writing assignments will help students prepare for the job market or graduate school.

Departmental goals addressed by course: According to the Department's mission and goals, political science courses help students learn to "Recognize and explain key political concepts (such as "power," ideology, the state). Students will be able to recognize and explain multiple concepts that shape the discipline of political science and structures of power in applied settings" (Goal 1, Objective 1). The department's second goal for learning focuses on research, analytical and argumentation skills. This course will help students learn to "summarize the main arguments of scholarly sources and assess the credibility of competing arguments" (Goal 2, Objective 1) and "articulate a clear research question, assemble a bibliography, and use citations in accordance with conventions in the discipline of political science" (Goal 2, Objective 2).

Date of department approval: November 12, 2013.

Approval as a WI course: December 2, 2013.

Effective date: Fall 2014.

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

SECTION A-IV: NEW COURSES
Department of Political Science

POLS 3191W Writing on the Politics of Race and Nation

4 hours; 4 credits

Analysis of the politics of race and the struggles of people of color in the United States—including slavery and Reconstruction, the history of Native American conquest and removal, immigration and the changing meanings of whiteness, US imperialism, the liberation struggles of the 1960s, mass incarceration and post-9/11 racial politics. Focus on developing students' critical reading and analytical writing skills and on engaging with the issues of the day and their historical contexts in substantive, thorough form.

Reading and writing-intensive course.

Prerequisite: English 1012 and one of the following: Political Science *1001, 1002, 1003, 1004, 1005, 1006, or Core Curriculum 1230.

Frequency of offering: Once a year

Projected enrollment: 18

Clearances: Departments of Africana Studies and Puerto Rican and Latino Studies

Rationale: This is a writing-intensive course that allows students to fulfill the first departmental requirement of a 3000-level writing-intensive course. According to the Department's mission and goals, political science's courses allow "a broad understanding of the theories and concepts that shape the discipline of political science" and stimulate "critical and critical skills expressed in writing." The course will require over ten pages of writing, and includes the chancee to revise the term paper. The writing skills are embedded in the course as a tool for understanding the discipline. The writing assignments will help students prepare for the job market or graduate school.

Department goals addressed by the course:

1. The course will give students the opportunity to put contemporary issues in larger historical, economic, and political context;
2. it will help them understand the various dimensions of race and the struggles of people of color.
3. it will show them how to analyze and interpret historical documents and current articles.

Date of department approval: November 12, 2013.

Approval as a WI course: December 2, 2013.

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

Effective date: Fall 2014.

SECTION A-IV: NEW COURSES
Department of Political Science

POLS 3290W Writing on International Relations

4 hours; 4 credits

Critical examination of major issues in International Relations. Focus on developing students' writing skills. Subjects vary from term to term. Writing-intensive course. Prerequisites: English 1012 and one of the following: Political Science *1001, 1002, 1003, 1004, 1005, or 1006, or Core Curriculum 1230

Frequency of offering: Once a year

Projected enrollment: 18

Clearances: None

Rationale: This is a writing-intensive course that can be used to fulfill the writing-intensive requirements of the major. (Previously, we had one mid-level writing intensive course: POLS 3012W, Analytic Approaches to Political Problems. With this curriculum revision, we are putting in place subfield-specific writing-intensive courses, as well as writing-intensive courses focusing on a particular topic.) This course is designed to (1) help students practice writing, (2) give them opportunities to use writing as a tool for learning the subfield of international relations, and (3) show them the processes, methods, and conventions expected in the field. This course provides students with the necessary mechanisms to improve their writing skills while learning essential topics in the area of International Relations. These topics will vary from term to term. The course will require over ten pages of writing, and includes the chance to revise the term paper. The writing skills are embedded in the course as a tool for understanding the discipline. The writing assignments will help students prepare for the job market or graduate school.

Departmental goals addressed by course: According to the Department's mission and goals, political science courses help students learn to "Recognize and explain key political concepts (such as "power," ideology, the state). Students will be able to recognize and explain multiple concepts that shape the discipline of political science and structures of power in applied settings" (Goal 1, Objective 1). The department's second goal for learning focuses on research, analytical and argumentation skills. This course will help students learn to "summarize the main arguments of scholarly sources and assess the credibility of competing arguments" (Goal 2, Objective 1) and "articulate a clear research question, assemble a bibliography, and use citations in accordance with conventions in the discipline of political science" (Goal 2, Objective 2).

Date of departmental approval: November 12, 2013.

Approval as a WI course: December 2, 2013.

Effective date: Fall 2014.

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

SECTION A-IV: NEW COURSES
Department of Political Science

POLS 3390W Writing on Comparative Politics

4 hours; 4 credits

Critical examination of major issues in comparative politics. Focus on developing students' writing skills. Subjects vary from term to term. Writing-intensive course. Prerequisites: English 1012 and one of the following: Political Science *1001, 1002, 1003, 1004, 1005, or 1006, or Core Curriculum 1230.

Frequency of offering: Once a year

Projected enrollment: 18

Clearances: None

Rationale: This is a writing-intensive course that can be used to fulfill the writing-intensive requirements of the major. (Previously, we had one mid-level writing intensive course: POLS 3012W, Analytic Approaches to Political Problems. With this curriculum revision, we are putting in place subfield-specific writing-intensive courses, as well as writing-intensive courses focusing on a particular topic.) This course is designed to (1) help students practice writing, (2) give them opportunities to use writing as a tool for learning the subfield of comparative politics, and (3) show them the processes, methods, and conventions expected in the field. This course provides students with the necessary mechanisms to improve their writing skills while learning essential topics in the area of comparative politics. These topics will vary from term to term. The course will require over ten pages of writing, and includes the chance to revise the term paper. The writing skills are embedded in the course as a tool for understanding the discipline. The writing assignments will help students prepare for the job market or graduate school.

Departmental goals addressed by course: According to the Department's mission and goals, political science courses help students learn to "Recognize and explain key political concepts (such as "power," ideology, the state). Students will be able to recognize and explain multiple concepts that shape the discipline of political science and structures of power in applied settings" (Goal 1, Objective 1). The department's second goal for learning focuses on research, analytical and argumentation skills. This course will help students learn to "summarize the main arguments of scholarly sources and assess the credibility of competing arguments" (Goal 2, Objective 1) and "articulate a clear research question, assemble a bibliography, and use citations in accordance with conventions in the discipline of political science" (Goal 2, Objective 3).

Date of departmental approval: November 12, 2013.

Approval as a WI course: December 2, 2013.

Effective date: Fall 2014.

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

SECTION A-IV: NEW COURSES
Department of Political Science

POLS 3391W Writing on the Politics of Global Production: Call Centers, Computer Tablets, and Clothing

4 hours; 4 credits

Critical examination of major issues in global production and outsourcing. Study of Fordist, post-Fordist, Japanese and other postwar models of production. Examination of globalization and global value chains. Coverage of new forms of outsourcing in services, such as call centers, medical tourism. Focus on developing students' writing skills. Writing-intensive course.

Prerequisites: English 1012 and one of the following: Political Science *1001, 1002, 1003, 1004, 1005, or 1006, or Core Curriculum 1230.

Frequency of offering: Once a year

Projected enrollment: 18

Clearance: Departments of Computer and Information Science and Finance and Business Management (11/26/13);

Clearances requested: Economics (11/26/13)

Rationale: This is a writing-intensive course that can be used to fulfill the writing-intensive requirements of the major. (Previously, we had one mid-level writing intensive course: POLS 3012W, Analytic Approaches to Political Problems. With this curriculum revision, we are putting in place subfield-specific writing-intensive courses, as well as writing-intensive courses focusing on a particular topic.) This course is designed to (1) help students practice writing, (2) give them opportunities to use writing as a tool for learning the field of political economy, and (3) show them the processes, methods, and conventions expected in the field. This course provides students with the necessary mechanisms to improve their writing skills while learning essential topics in the area of global production patterns and political economy of development. These topics will vary from term to term. The course will require over ten pages of writing, and includes the chance to revise the term paper. The writing skills are embedded in the course as a tool for understanding the discipline. The writing assignments will help students prepare for the job market or graduate school.

Department goals addressed by course: According to the Department's mission and goals, political science courses help students learn to "Recognize and explain key political concepts (such as "power," ideology, the state). Students will be able to recognize and explain multiple concepts that shape the discipline of political science and structures of power in applied settings" (Goal 1, Objective 1). The department's second goal for learning focuses on research, analytical and argumentation skills. This course will help students learn to "summarize the main arguments of scholarly sources

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

and assess the credibility of competing arguments” (Goal 2, Objective 1) and “articulate a clear research question, assemble a bibliography, and use citations in accordance with conventions in the discipline of political science” (Goal 2, Objective 2). This course applies these objectives to issues regarding outsourcing and the globalization of production, with a specific emphasis on the political economy of development.

Date of departmental approval: November 12, 2013.

Approval as a WI course: December 2, 2013.

Effective date: Fall 2014.

SECTION A-IV: NEW COURSES
Department of Political Science

POLS 3392W Writing on Comparative Health Policy

4 hours; 4 credits

Analysis of the politics of major health policy developments both in the US and internationally. Examination of the ways political analysis can improve health policy research, its implementation and related economic and social policies. Writing-intensive course.

Prerequisites: English 1012 and one of the following: Political Science *1001, 1002, 1003, 1004, 1005, or 1006, or Core Curriculum 1230.

Frequency of offering: Once a year

Projected enrollment: 18

Clearance requested: Department of Health and Nutrition Sciences (11/27/13)

Rationale: This is a writing-intensive course that can be used to fulfill the writing-intensive requirements of the major. (Previously, we had one mid-level writing intensive course: POLS 3012W, Analytic Approaches to Political Problems. With this curriculum revision, we are putting in place subfield-specific writing-intensive courses, as well as writing-intensive courses focusing on a particular topic.) This course is designed to (1) help students practice writing, (2) give them opportunities to use writing as a tool for learning about health politics, and (3) show them the processes, methods, and conventions expected in the field. This course provides students with the necessary mechanisms to improve their writing skills while learning essential topics in the area of Comparative Health Policy. The course will require over ten pages of writing, and includes the chance to revise the term paper. The writing skills are embedded in the course as a tool for understanding the discipline. The writing assignments will help students prepare for the job market or graduate school.

Departmental goals addressed by course: According to the Department's mission and goals, political science courses help students learn to "Recognize and explain key political concepts (such as "power," ideology, the state). Students will be able to recognize and explain multiple concepts that shape the discipline of political science and structures of power in applied settings" (Goal 1, Objective 1). The department's second goal for learning focuses on research, analytical and argumentation skills. This course will help students learn to "summarize the main arguments of scholarly sources and assess the credibility of competing arguments" (Goal 2, Objective 3) and "articulate a clear research question, assemble a bibliography, and use citations in accordance with conventions in the discipline of political science" (Goal 2, Objective 2).

Date of departmental approval: November 12, 2013.

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

Approval as a WI course: December 2, 2013.

Effective date: Fall 2014.

SECTION A-IV: NEW COURSE
Department of Political Science

POLS 3490W Writing on Political Theory

4 hours; 4 credits

Critical examination of major issues in political theory. Focus on developing students' writing skills. Subjects from term to term. Writing-intensive course.

Prerequisites: English 1012 and one of the following: Political Science *1001, 1002, 1003, 1004, 1005, or 1006, or Core Curriculum 1230.

Frequency of offering: once a year

Projected enrollment: 18

Clearances: None

Rationale: This is a writing-intensive course that can be used to fulfill the writing-intensive requirements of the major. (Previously, we had one mid-level writing intensive course: POLS 3012W, Analytic Approaches to Political Problems. With this curriculum revision, we are putting in place subfield-specific writing-intensive courses, as well as writing-intensive courses focusing on a particular topic.) This course is designed to (1) help students practice writing, (2) give them opportunities to use writing as a tool for learning the subfield of political theory, and (3) show them the processes, methods, and conventions expected in the field. This course provides students with the necessary mechanisms to improve their writing skills while learning essential topics in the area of Political Theory. These topics will vary from term to term. The course will require over ten pages of writing, and includes the chance to revise the term paper. The writing skills are embedded in the course as a tool for understanding the discipline. The writing assignments will help students prepare for the job market or graduate school.

Department Goals Addressed by the Course: According to the Department's mission and goals, political science courses help students learn to "Recognize and explain key political concepts (such as "power," ideology, the state). Students will be able to recognize and explain multiple concepts that shape the discipline of political science and structures of power in applied settings" (Goal 1, Objective 1). The department's second goal for learning focuses on research, analytical and argumentation skills. This course will help students learn to "summarize the main arguments of scholarly sources and assess the credibility of competing arguments" (Goal 2, Objective 1) and "articulate a clear research question, assemble a bibliography, and use citations in accordance with conventions in the discipline of political science" (Goal 2, Objective 2).

Date of departmental approval: November 12, 2013.

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

Approval as a WI course: December 2, 2013.

Effective date: Fall 2014.

SECTION A-IV: NEW COURSE
Department of Political Science

POLS 3491W Writing on Biopolitics

4 hours; 4 credits

Study of the theory and practice of biopolitics; examination of technologies of power and the development of mechanisms for governing the life, health, and death of populations; exploration of their operation in particular institutions and discourses such as public health, immigration, surveillance apparatuses, and human security studies, reproduction and reproductive technologies, biocitizenship, homelessness, and incarceration.

Writing-intensive course.

Prerequisites: English 1012 and one of the following: Political Science *1001, 1002, 1003, 1004, 1005, or 1006, or Core Curriculum 1230.

Frequency of offering: once every two years

Projected enrollment: 18

Clearance requested: Department of Health and Nutrition Sciences (November 26, 2013)

Rationale: This is a writing-intensive course that can be used to fulfill the writing-intensive requirements of the major. (Previously, we had one mid-level writing intensive course: POLS 3012W, Analytic Approaches to Political Problems. With this curriculum revision, we are putting in place subfield-specific writing-intensive courses, as well as writing-intensive courses focusing on a particular topic.) This course is designed to (1) help students practice writing, (2) give them opportunities to use writing as a tool for understanding scholarship on biopolitics, and (3) show them the processes, methods, and conventions expected in the field. Assessment data from the spring of 2013 (when the course was last offered) indicated that students wanted and needed more time in class to engage with the readings, and more time in class for substantive class presentations. The course will require over ten pages of writing, and includes the chance to revise the term paper. The writing skills are embedded in the course as a tool for understanding the discipline. The writing assignments will help students prepare for the job market or graduate school.

Department Goals Addressed by the Course: According to the Department's mission and goals, political science courses help students learn to "Recognize and explain key political concepts (such as "power," ideology, the state). Students will be able to recognize and explain multiple concepts that shape the discipline of political science and structures of power in applied settings" (Goal 1, Objective 1). The department's second goal for learning focuses on research, analytical and argumentation skills. This course will help students learn to "summarize the main arguments of scholarly sources and assess the credibility of competing arguments" (Goal 2, Objective 1) and "articulate a clear research question, assemble a bibliography,

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

and use citations in accordance with conventions in the discipline of political science”
(Goal 2, Objective 2).

Date of departmental approval: November 12, 2013.

Approval as a WI course: December 2, 2013.

Effective date: Fall 2014.

SECTION A-IV: NEW COURSE
Department of Political Science

POLS 3650 Seminar in New York City Government, Politics, and Social Movements
3 hours; 3 credits

Critical examination of major issues in New York City government, politics, non-governmental organizations, and social movements. Power, politics, protest, and decision-making in New York City. (Students must take simultaneously the co-requisite course, POLS 3651, Internship in NYC Government, Politics, and Social Movements.)

Prerequisite: Political Science *1001, 1002, 1003, 1004, 1005, 1006, or Core Curriculum 1230.

Corequisite: Political Science 3651: Internship in NYC Politics

Frequency of offering: once a year

Projected enrollment: 18

Clearances: None.

Rationale: This course is meant to eventually take the place of our current internship courses, POLS 3610 and 3611. Requiring that students take a co-requisite course, POLS 3650, Seminar in NYC Government, Politics, and Social Movements, will enhance the learning outcomes in both courses.

Departmental Goals Addressed by Course: Objective 1.2 of the department's goals and objectives states the students completing the major will be able to "identify and explain the workings of key political institutions, actors, movements, and political events across the discipline of political science and in applied settings." Objective 2.3 requires students to "express basic political ideas, in writing and orally, using a clear thesis statement, a well-organized argument, and appropriate evidence." This course will help students accomplish both objectives. This course helps students reflect on and write about the meaning of power in the urban context as expressed or experienced by state or non-state actors, and grasp the ways in which political phenomena and inquiry has varied historical, social, and cultural contexts.

Date of departmental approval: November 12, 2013

Effective date: Fall 2014

SECTION A-IV: NEW COURSE
Department of Political Science

POLS 3651 Internship in New York City Government, Politics, and Social Movements
1 hour seminar plus 90 hours fieldwork; 3 credits

Supervised internships in government agencies, legislative offices, or organizations in the private and public sector. Students will be responsible for required readings, a diary of field experiences and observations, and a term paper. One hour in the classroom per week, and a minimum of 90 and a maximum of 120 hours of field placement during the semester. Students are encouraged to meet with the department's internship coordinator one semester prior to registration to discuss and arrange placement. Prerequisite: Political Science *1001, 1002, 1003, 1004, 1005, 1006, or Core Curriculum 1230.

Corequisite: Political Science 3650, Seminar in NYC Government, Politics, and Social Movements

Frequency of offering: Once a year

Projected enrollment: 18

Clearances: None

Rationale: Through internship placements and a weekly seminar, this course helps students: (1) reflect on and write about the meaning of power in the urban context as expressed or experienced by state or non-state actors; (2) reflect on and write about their own participation in political institutions as a method for grasping the nature of political phenomenon; (3) grasp the ways in which political phenomena and inquiry has varied historical, social, and cultural contexts through class sessions in which students critically describe, in relationship to the readings, their experiences in the field placements.

Departmental goals addressed by course: Objective 1.2 of the department's goals and objectives states the students completing the major will be able to "identify and explain the workings of key political institutions, actors, movements, and political events across the discipline of political science and in applied settings." Objective 2.3 requires students to "express basic political ideas, in writing and orally, using a clear thesis statement, a well-organized argument, and appropriate evidence." This course will help students accomplish both objectives. This course helps students reflect on and write about the meaning of power in the urban context as expressed or experienced by state or non-state actors, and grasp the ways in which political phenomena and inquiry has varied historical, social, and cultural contexts.

Date of departmental approval: November 12, 2013.

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

Effective date: Fall 2014.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Biology

Changes in prerequisite

FROM:

BIOL 1002 General Biology 2

3 lecture, 3 laboratory; Credits: 4 1/2

Cellular and molecular biology. Specific molecular process occurring in and around cells of evolutionarily diverse organisms. Biological concepts and theories of evolution, genetics, development, homeostasis, ecology-biodiversity, bioenergetics and bio-informatics. (Not open to students who have completed, with a grade of C- or higher, the following course or courses: both Biology *2073 and 2074, or 1081.).

~~Prerequisites: Successful completion of Biology 1001 with a grade of C- or higher, or both Biology 1072 and 1071 with a grade of C- or higher in each course, or Chemistry 1100 or 2050 or Chemistry 1040.~~

TO:

BIOL 1002 General Biology 2

3 lecture, 3 laboratory; Credits: 4 1/2

Cellular and molecular biology. Specific molecular process occurring in and around cells of evolutionarily diverse organisms. Biological concepts and theories of evolution, genetics, development, homeostasis, ecology-biodiversity, bioenergetics and bio-informatics. . (Not open to students who have completed, with a grade of C- or higher, the following course or courses: both Biology *2073 and 2074, or 1081.).

Prerequisite: Biology 1001.

Rationale: Biology 1001 is the prerequisite that prepares students for Biology 1002.

Date of departmental approval: November 12, 2013.

Effective date of change: Fall 2014.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Biology

Changes in course title, prerequisites and course description

FROM:

BIOL 5001 Research I

Minimum of 9 hours conference and independent work; 3 credits each term

~~Independent research in an approved area supervised by a faculty member.~~ (Not open to students who are enrolled in Biology 5010 – 5013.)

~~Prerequisite of 5001: one of the following: Biology 11, 11.5, 12, 3080, 3081, 31, 2010, 41, 4080, 53, 53.5; or any one of the following: Biology 2074, 2071, 3002, 3004; and permission of the sponsoring faculty member and department chairperson~~

TO:

BIOL 5001 Laboratory Research I

Minimum of 9 hours conference and independent work; 3 credits each term

Independent laboratory research under the supervision of a Brooklyn College faculty member; (Not open to students who are enrolled in Biology 5010 – 5013.)

Prerequisite of 5001: one of the following: Biology 1002, 2074, 3002, 3004; and permission of the sponsoring faculty member and department chairperson

Rationale: The course title and course description are being changed to clarify the type of research students are expected to perform. Courses no longer in existence are deleted.

Date of departmental approval: November 12, 2013.

Effective date of change: Fall 2014.

SECTION A-V: CHANGES IN EXISTING COURSES
Department of Biology

Changes in course title and course description

FROM:

BIOL 5002 Research II

Minimum of 9 hours conference and independent work§; 3 credits each term

~~Independent research in an approved area supervised by a faculty member.~~ (Not open to students who are enrolled in Biology 5010.)

~~Prerequisite of 5002: Biology 5001 and permission of the sponsoring faculty member and department chairperson.~~

TO:

BIOL 5002 Laboratory Research II

Minimum of 9 hours conference and independent work; 3 credits each term

Independent laboratory research under the supervision of a Brooklyn College faculty member; (Not open to students who are enrolled in Biology 5010-5014W.)

Prerequisite of 5002: Biology 5001 and permission of the sponsoring faculty member and department chairperson.

Rationale: The course title and course description are being changed to clarify the type of research students are expected to perform.

Date of departmental approval: November 12, 2013.

Effective date of change: Fall 2014.

SECTION A-V: CHANGES IN EXISTING COURSES
Department of Biology

Changes in course title and course description

FROM:

BIOL 5003W ~~Biology~~ Research, writing intensive

Minimum of 9 conference and independent work, 3 credits

Writing Intensive Research in Biology ~~in an approved area supervised by a faculty member~~. (Not open to students who are enrolled in Biology 5010-5014W.) Writing Intensive course; Biology majors must complete at least one writing intensive W course in the department.

Prerequisites: English 1012; At least one of the following: Biology 1001, 1002, 2071, 2074, 3002, 3004; and permission of the sponsoring faculty member and department chairperson.

TO:

BIOL 5003W Laboratory Research, writing intensive

Minimum of 9 conference and independent work, 3 credits

Writing Intensive Research in Biology under the supervision of a Brooklyn College faculty member, . (Not open to students who are enrolled in Biology 5010-5014W.) Writing Intensive course; Biology majors must complete at least one writing intensive W course in the department.

Prerequisites: English 1012; At least one of the following: Biology 1001, 1002, 2071, 2074, 3002, 3004; and permission of the sponsoring faculty member and department chairperson.

Rationale: The course title and course description are being changed to clarify the type of research students are expected to perform.

Date of departmental approval: November 12, 2013.

Effective date of change: Fall 2014.

SECTION A-V: CHANGES IN EXISTING COURSES
Department of Biology

Changes in course title, prerequisites and course description

FROM:

BIOL 5010 Independent Research I

Minimum of 9 hours conference and independent work; 3 credits each term

~~Independent research supervised by a faculty member. Weekly conference. Thesis or report.~~

Prerequisite of 5010: ~~Biology *1081~~; completion of at least two advanced Biology Department electives with a grade of A or B in each; or any two of the following: Biology 2074, ~~2071~~, 3002, 3004, with a grade of A or B in each; and permission of the instructor and the chairperson.

TO:

BIOL 5010 Independent Laboratory Research I

Minimum of 9 hours conference and independent work; 3 credits each term

Independent laboratory research under the supervision of a Brooklyn College faculty member. Weekly conference. Thesis or report.

Prerequisite of 5010: Completion of at least two advanced Biology Department electives with a grade of A or B in each; or any two of the following: Biology 2074, 3002, 3004, with a grade of A or B in each; and permission of the instructor and the chairperson.

Rationale: The course title and course description are being changed to clarify the type of research students are expected to perform. Courses no longer in existence are deleted.

Date of departmental approval: November 12, 2013.

Effective date of change: Fall 2014.

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

SECTION A-V: CHANGES IN EXISTING COURSES
Department of Biology

Changes in course title, and course description

FROM:

BIOL 5011 Independent Research II

Minimum of 9 hours conference and independent work; 3 credits each term.

~~Independent research supervised by a faculty member.~~ Weekly conference. Thesis or report.

Prerequisite of 5011: Biology 5010 and permission of the instructor and the chairperson

TO:

BIOL 5011 Independent Laboratory Research II

Minimum of 9 hours conference and independent work; 3 credits each term.

Independent laboratory research under the supervision of a Brooklyn College faculty member, Weekly conference. Thesis or report.

Prerequisite of 5011: Biology 5010 and permission of the instructor and the chairperson.

Rationale: The course title and course description are being changed to clarify the type of research students are expected to perform.

Date of departmental approval: November 12, 2013.

Effective date of change: Fall 2014.

SECTION A-V: CHANGES IN EXISTING COURSES
Department of Biology

Changes in course title and course description

FROM:

BIOL 5012 Independent Research III

Minimum of 9 hours conference and independent work; 3 credits each term.

~~Independent research supervised by a faculty member.~~ Weekly conference. Thesis or report.

Prerequisite of 5012: Biology 5011 and permission of the instructor and the chairperson.

TO:

BIOL 5012 Independent Laboratory Research III

Minimum of 9 hours conference and independent work; 3 credits each term.

Independent laboratory research under the supervision of a Brooklyn College faculty member. Weekly conference. Thesis or report.

Prerequisite of 5012: Biology 5011 and permission of the instructor and the chairperson.

Rationale: The course title and course description are being changed to clarify the type of research students are expected to perform.

Date of departmental approval: November 12, 2013.

Effective date of change: Fall 2014.

SECTION A-V: CHANGES IN EXISTING COURSES
Department of Biology

Changes in course title and course description

FROM:

BIOL 5013 Independent Research IV

Minimum of 9 hours conference and independent work; 3 credits each term.

~~Independent research supervised by a faculty member.~~ Weekly conference. Thesis or report.

Prerequisite of 5013: Biology 5012 and permission of the instructor and the chairperson.

TO:

BIOL 5013 Independent Laboratory Research II

Minimum of 9 hours conference and independent work; 3 credits each term.

Independent laboratory research under the supervision of a Brooklyn College faculty member. Weekly conference. Thesis or report.

Prerequisite of 5013: Biology 5012 and permission of the instructor and the chairperson.

Rationale: The course title and course description are being changed to clarify the type of research students are expected to perform.

Date of departmental approval: November 12, 2013.

Effective date of change: Fall 2014.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Biology

Changes in course title, prerequisites and course description

FROM:

BIOL 5014W Honors Research in Biology, writing intensive

Minimum of 9 conference and independent work, 3 credits

Writing Intensive Independent Honors Research in Biology ~~in an approved area supervised by a faculty member.~~

Writing Intensive course; Biology majors must complete at least one writing intensive W course in the department. (Not open to students who are enrolled in Biology 5001, 5002, or 5003W.)

Prerequisites: English 1012; Both Biology 1001 and Biology 1002, ~~or any two of Biology 1071, 1072, and 2073;~~ and any two advanced biology courses with grades of B or better and permission of the sponsoring faculty member and department chairperson.

TO:

BIOL 5014W Honors Laboratory Research in Biology, writing intensive

Minimum of 9 conference and independent work, 3 credits

Writing Intensive Independent Honors Research in Biology under the supervision of a Brooklyn College faculty member, Writing Intensive course; Biology majors must complete at least one writing intensive W course in the department. (Not open to students who are enrolled in Biology 5001, 5002, or 5003W.)

Prerequisites: English 1012; Both Biology 1001 and Biology 1002; and any two advanced biology courses with grades of B or better and permission of the sponsoring faculty member and department chairperson.

Rationale: The course title and course description are being changed to clarify the type of research students are expected to perform. Courses no longer in existence are deleted.

Date of departmental approval: November 12, 2013.

Effective date of change: Fall 2014.

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 Childhood Bilingual and Special Education

Changes in description

FROM:

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 CBSE 2002.

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 diverse student populations, with an emphasis on English language learners and students with special needs, including the gifted. Planning content area curriculum and assessments that are differentiated and accessible to students with a wide range of abilities. 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 CBSE 2002.

Rationale: To meet the new exam mandated by New York State Department of Education. The exam, Educating All Students (EAS) requires a focus not only on special education but also on English language learners.

Date of departmental approval: November 12, 2013.

Effective date: Spring 2014.

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 Finance and Business Management

Change in title

FROM:

BUSN 3100 Principles of Marketing Management

3 hours; 3 credits

An overall view of the field of marketing and the theory of consumer and enterprise demand. Emphasis is given to consumer behavior, advertising, social responsibility, marketing strategies, market potential, product planning and development, market research, pricing, sales promotion, channels of distribution and government regulation. (Not open to students who have completed Economics 3001.)

TO:

BUSN 3100 Principles of Marketing

3 hours; 3 credits

An overall view of the field of marketing and the theory of consumer and enterprise demand. Emphasis is given to consumer behavior, advertising, social responsibility, marketing strategies, market potential, product planning and development, market research, pricing, sales promotion, channels of distribution and government regulation. (Not open to students who have completed Economics 3001.)

Rationale: In most colleges, a course in marketing management is taken after the introductory marketing course. In order to avoid confusion, the department feels that the course title should be simplified to “Principles of Marketing.” This change in title reflects the way the course is currently being taught.

Date of departmental approval: November 12, 2013.

Effective date: Fall 2014.

SECTION A-V: CHANGES IN EXISTING COURSES
Department of Finance and Business Management

Change in title

FROM:

BUSN 3170 International Business and Marketing

3 hours; 3 credits

An introduction to the international business environment. Topics covered include: issues involved in researching and entering overseas markets, identification and evaluation of opportunities in overseas markets, and problems faced by international business. Emphasis will be placed on understanding the economic, financial, technological, sociopolitical, and cultural environments in designing international business strategies.

Prerequisite: Economics 2100 or Business 3100.

TO:

BUSN 3170 International Business

3 hours; 3 credits

An introduction to the international business environment. Topics covered include: issues involved in researching and entering overseas markets, identification and evaluation of opportunities in overseas markets, and problems faced by international business. Emphasis will be placed on understanding the economic, financial, technological, sociopolitical, and cultural environments in designing international business strategies.

Prerequisite: Economics 2100 or Business 3100.

Rationale: This change in title reflects the way the course is currently being taught, as an international business course not an international marketing course.

Date of departmental approval: November 12, 2013.

Effective date: Fall 2014.

SECTION A-V: CHANGES IN EXISTING COURSES
Department of Finance and Business Management

Change in title

FROM:

BUSN 3200 ~~Introduction to Management~~

3 hours; 3 credits

Principles of management. Functions of the manager. Organization and operation of American business. Management processes, concepts, and specific problems of production, management, labor relations, marketing, financing, decision making and accounting. Lectures, discussions, and case studies. (Not open to students who have completed Economics 3200.)

TO:

BUSN 3200 Principles of Management

3 hours; 3 credits

Principles of management. Functions of the manager. Organization and operation of American business. Management processes, concepts, and specific problems of production, management, labor relations, marketing, financing, decision making and accounting. Lectures, discussions, and case studies. (Not open to students who have completed Economics 3200.)

Rationale: The term “Introduction” makes the course seem too rudimentary. The course title of “Principles of Management” will make it clear that this course is taught at the same level as the “Principles of Marketing” course.

Date of departmental approval: November 12, 2013.

Effective date: Fall 2014.

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

Change in prerequisite and exclusion clause

FROM:

HNSC 2223 Foods of Diverse Populations Laboratory

2 laboratory hours; 1 credit

Laboratory experience that provides food preparation activities designed to complement Health and Nutrition Sciences 2222, Foods of Diverse Populations. (Not open to students who have taken Health and Nutrition Sciences 2222 ~~prior to Fall 2010.~~)

Prerequisite: Health and Nutrition Sciences ~~4400~~ or 2210.

Corequisite: Health and Nutrition Sciences 2222.

TO:

HNSC 2223 Foods of Diverse Populations Laboratory

2 laboratory hours; 1 credit

Laboratory experience that provides food preparation activities designed to complement Health and Nutrition Sciences 2222, Foods of Diverse Populations. (Not open to students who have taken Health and Nutrition Sciences 2222.)

Prerequisite: Health and Nutrition Sciences 1200 or 2210.

Corequisite: Health and Nutrition Sciences 2222.

Rationale: We have changed the prerequisite because of an error in the previous bulletin. HNSC 1200 is the correct prerequisite.

Date of Department Approval: November 12, 2013.

Effective date: Fall 2014.

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

Change in prerequisite and exclusion clause

FROM:

HNSC #3170 Family Influences on Child Health

3 hours; 3 credits

Parenthood, prenatal care; development and health of the child from birth to adolescence; school environment; physical handicaps. ~~(Not open to students who have completed Health Science 3170.)~~

Prerequisite: ~~twelve~~ credits in the department, including Health and Nutrition Sciences 1100. A course in developmental psychology or child development is recommended.

TO:

HNSC #3170 Family Influences on Child Health

3 hours; 3 credits

Parenthood, prenatal care; development and health of the child from birth to adolescence; school environment; physical handicaps.

Prerequisite: nine credits in the department, including Health and Nutrition Sciences 1100. A course in developmental psychology or child development is recommended.

Rationale: To foster easier course sequencing/navigation and timely graduation for our majors we are reducing the number of prerequisites for some of our upper division courses. The department has consulted with the instructor(s) of this course who agrees that students with a reduced number of prerequisite credits will be equally likely to succeed in this course.

Date of department approval: November 12, 2013.

Effective date: Fall 2014.

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

Change in prerequisite

FROM:

HNSC #3171 Health Aspects of Maturity and Aging

3 hours; 3 credits

Development of awareness and understanding of the aging process. Health and health-related needs of the aging. Preventive, restorative, and rehabilitative services for the aged. Health education and long-term care for the disabled.

Prerequisite: ~~twelve~~ credits in the department, including Health and Nutrition Sciences 1100.

TO:

HNSC #3171 Health Aspects of Maturity and Aging

3 hours; 3 credits

Development of awareness and understanding of the aging process. Health and health-related needs of the aging. Preventive, restorative, and rehabilitative services for the aged. Health education and long-term care for the disabled.

Prerequisite: nine credits in the department, including Health and Nutrition Sciences 1100.

Rationale: To foster easier course sequencing/navigation and timely graduation for our majors we are reducing the number of prerequisites for some of our upper division courses. The department has consulted with the instructor(s) of this course who agrees that students with a reduced number of prerequisite credits will be equally likely to succeed in this course.

Date of department approval: November 12, 2013

Effective date: Fall 2014.

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

Change in prerequisite

FROM:

HNSC #3300 Introduction to Biostatistics for the Health Sciences

3 hours; 3 credits

Elementary statistical techniques applied to tests and measurements in health education. Design and evaluation of tests to measure health attitudes, knowledge, and behavior. Development and use of tests to augment the teaching of health. (Not open to students who are enrolled in or have completed Physical Education 3075.)

Prerequisite: 12 credits in advanced health and nutrition sciences courses.

TO:

HNSC #3300 Introduction to Biostatistics for the Health Sciences

3 hours; 3 credits

Elementary statistical techniques applied to tests and measurements in health education. Design and evaluation of tests to measure health attitudes, knowledge, and behavior. Development and use of tests to augment the teaching of health. (Not open to students who are enrolled in or have completed Physical Education 3075.)

Prerequisite: Nine credits in advanced health and nutrition sciences courses.

Rationale: To foster easier course sequencing/navigation and timely graduation for our majors we are reducing the number of prerequisites for some of our upper division courses. The department has consulted with the instructor(s) of this course who agrees that students with a reduced number of prerequisite credits will be equally likely to succeed in this course.

Date of department approval: November 12, 2013.

Effective date: Fall 2014.

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

Change in prerequisite

FROM:

HNSC 4150 Techniques of Community Health Education
3 hours; 3 credits

Identification and analysis of various techniques, media, approaches used in community health education. Analysis of health education campaigns.

Prerequisite: ~~fifteen~~ credits in advanced courses in the department, ~~including one fieldwork course.~~

TO:

HNSC 4150 Techniques of Community Health Education
3 hours; 3 credits

Identification and analysis of various techniques, media, approaches used in community health education. Analysis of health education campaigns.

Prerequisite: Twelve credits in advanced courses in the department.

Rationale: To foster easier course sequencing/navigation and timely graduation for our majors we are reducing the number of prerequisites for some of our upper division courses. The department has consulted with the instructor(s) of this course who agrees that students with a reduced number of prerequisite credits will be equally likely to succeed in this course.

Date of department approval: November 12, 2013.

Effective date: Fall 2014.

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

Change in prerequisite

FROM:

HNSC #4151 Sex Information and the Health Professional
3 hours; 3 credits

Developing an awareness of problems inherent in presentation of sex information. Dealing with the phenomena of responsible sexual behavior. Consideration of controversial issues as they relate to the individual, the family, and to community organizations.

Prerequisite: ~~fifteen~~ credits in advanced courses in the department; and a grade of C or higher in Health and Nutrition Sciences 2181.

TO:

HNSC #4151 Sex Information and the Health Professional
3 hours; 3 credits

Developing an awareness of problems inherent in presentation of sex information. Dealing with the phenomena of responsible sexual behavior. Consideration of controversial issues as they relate to the individual, the family, and to community organizations.

Prerequisite: twelve credits in advanced courses in the department; and a grade of C or higher in Health and Nutrition Sciences 2181.

Rationale: To foster easier course sequencing/navigation and timely graduation for our majors we are reducing the number of prerequisites for some of our upper division courses. The department has consulted with the instructor(s) of this course who agrees that students with a reduced number of prerequisite credits will be equally likely to succeed in this course.

Date of department approval: November 12, 2013.

Effective date: Fall 2014.

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 Secondary Education

Changes in description

FROM:

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 SEED 2002.

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 diverse student populations, with an emphasis on English language learners and students with special needs, including the gifted. Planning content area curriculum and assessments that are differentiated and accessible to students with a wide range of abilities. 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 SEED 2002.

Rationale: To meet the new exam mandated by New York State Department of Education. The exam, Educating All Students (EAS) requires a focus not only on special education but also on English language learners.

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

Date of departmental approval: November 12, 2013.

Effective date: Spring 2014.

SECTION A-VI: OTHER CHANGES
Department of Health and Nutrition Sciences

Withdrawal of course

~~**HNSC #2110W Principles in Health Science**
2 hours lecture, 2 hours laboratory; 3 credits~~

~~Scientific and philosophical health principles. Social conditions influencing health.
Principles affecting health programs. Writing-intensive section.~~

~~Prerequisite: Health and Nutrition Sciences 1100 and English *1012.~~

Rationale: This course is the same as 2109W. We have not offered 2110W. The duplication was created when we switched from the old numbering system to the new numbering system. We are removing the duplication.

Date of department approval: November 12, 2013.

Effective date: Fall 2014.

SECTION A-VI: OTHER CHANGES
Department of Health and Nutrition Sciences

Withdrawal of course

~~HNSC #*1170 Contemporary Health Problems of Children and Youth~~
~~3 hours; 3 credits~~

~~Factors influencing health throughout the school years. Identification of basic issues. Alternative and conflicting approaches to solving health problems. The School of Education recommends that prospective teachers take Health and Nutrition Sciences 1170 [12] in conjunction with all education sequences (early, elementary, and secondary). (Not open to students majoring in health and nutrition sciences or health science.)~~

~~Prerequisite: candidacy for New York State teacher certification.~~

Rationale: This course, designed only for Education majors, is not needed since the Education majors take HNSC 1100 now and HNSC students cannot get HNSC major credit for a course with that number. We recommend eliminating the course.

Date of department approval: November 12, 2013.

Effective date: Fall 2014.

SECTION A-VI: OTHER CHANGES

Department of Health and Nutrition Sciences

Withdrawal of course

~~HNSC 3151—Internet Community Health Education~~

~~3 hours; 3 credits~~

~~This is a project-oriented course that introduces the student to community health education on the Internet. The theoretical basis for Internet community health education is discussed. Traditional program planning and evaluation models are adapted to the Internet, and skills unique to Internet community health education are developed. Prerequisite: Health and Nutrition Sciences 1100 and completion of six credits in advanced courses in the department.~~

Rationale: This content is covered in other courses. It was developed in the early days of the Internet. The concept is outdated.

Date of department approval: November 12, 2013.

Effective date: Fall 2014.

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 Spring 2014:

BIOL 5020 Special Topics in Biology: *Molecular Phylogenetics*

HIST 3090 Special Topics in Ancient, Medieval, and Early Modern European History:
Religious Change in Early Modern Europe