

BROOKLYN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
FACULTY COUNCIL

Meeting of 2/19/2013

The Committee on Graduate Curriculum and Degree Requirements herewith submits its recommendations in Curriculum Document 212

Respectfully submitted,

Respectfully submitted,

Jennifer Ball, Chair – Art

Paula Whitlock – Computer and Information Science

Rosamond King – English

Sharon Beaumont-Bowman – Speech Communication Arts and Sciences

Wen-Song Hwu – Childhood, Bilingual and Special Education

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

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

TABLE OF CONTENTS

	Pages
SECTION A-III: CHANGES IN DEGREE PROGRAM	4
DEPARTMENT OF BIOLOGY	4
M.A. DEGREE PROGRAM IN BIOLOGY	4
DEPARTMENT OF FINANCE AND BUSINESS MANAGEMENT	6
DEPARTMENT OF SECONDARY EDUCATION (SEED)	7
M.A. DEGREE PROGRAM IN EDUCATION: BIOLOGY TEACHER (7-12)	7
M.A. DEGREE PROGRAM IN EDUCATION: CHEMISTRY TEACHER (7-12)	10
M.S. IN EDUCATION DEGREE PROGRAM: MIDDLE CHILDHOOD EDUCATION TEACHER, MATHEMATICS SPECIALIST (GRADES 5-9)	13
M.A. DEGREE PROGRAM IN EDUCATION: MATHEMATICS TEACHER (7-12)	17
M.A. DEGREE PROGRAM IN EDUCATION: PHYSICS TEACHER (7-12)	21
SECTION A-IV: NEW COURSES	26
DEPARTMENT OF BIOLOGY	26
BIOL 7150G: CELL AND MOLECULAR BIOLOGY TECHNIQUES	26
DEPARTMENT OF FILM	28
FILM 7001G FILM ANALYSIS AND RESEARCH	28
FILM 7002G FILM THEORY	30
FILM 7003G FILM HISTORY/HISTORIOGRAPHY	32
FILM 7011G FILM DIRECTORS	33
FILM 7012G FILM GENRES	35
FILM 7013G AMERICAN FILM	37
FILM 7021G NATIONAL CINEMAS	39
FILM 7022G GLOBAL CINEMAS	41
FILM 7023G INTERNATIONAL FILM	43
FILM 7031G SPECIAL TOPICS IN FILM THEORY	44
FILM 7032G SPECIAL TOPICS IN FILM HISTORY	45
FILM 7101G DIRECTING WORKSHOP	46
FILM 7111G DIRECTING THE CAMERA	48
FILM 7112G ACTING IN FILM	49
FILM 7121G DIRECTING THE ACTOR	50
FILM 7131G ADVANCED DIRECTING WORKSHOP	51
FILM 7201G CINEMATOGRAPHY I	53
FILM 7202G CINEMA AESTHETICS	55
FILM 7211G CINEMATOGRAPHY II	56
FILM 7212G DIGITAL AESTHETICS	57
FILM 7221G CINEMATOGRAPHY III	58
FILM 7231G CINEMATOGRAPHY IV	59
FILM 7411G PRE-PRODUCTION	60

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

FILM 7421G PRODUCTION AND SET MANAGEMENT	62
FILM 7501 FILM EDITING	63
FILM 7521G ADVANCED EDITING	64
FILM 7522G DIGITAL MEDIA INTEGRATION	65
FILM 7531G POST-PRODUCTION SUPERVISION	66
FILM 7801G PRODUCTION WORKSHOP I	67
FILM 7811G PRODUCTION WORKSHOP II	69
FILM 7821G PRODUCTION WORKSHOP III	71
FILM 7831G PRODUCTION WORKSHOP IV	74
DEPARTMENT OF SECONDARY EDUCATION (SEED)	76
SEED 7380T METHODS OF INSTRUCTION IN ADOLESCENCE SCIENCE TEACHING	76
SEED 7381T SCIENCE STUDENT TEACHING SEMINAR I	78
SEED 7383T SCIENCE STUDENT TEACHING SEMINAR II	80

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

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of Biology

Department Approval: November 13, 2012

Effective Date: Fall, 2013

M.A. degree program in biology

HEGIS code 0401; SED program code 01987

This master of arts program offers advanced instruction and research in many areas of biology. The degree program includes lectures, colloquia, seminars, and may include laboratory work, and fieldwork. Thesis research ~~is~~ may be conducted in one of the department's many laboratories, where faculty and students study cell, molecular, developmental, and behavioral biology. This degree prepares students to work in laboratories in academia as well as in biotechnology, pharmaceutical companies, and government laboratories within agencies such as the EPA or FDA. It also provides master's-level ~~research~~ training for biology teachers. Students receiving ~~this~~ the research-based degree are well prepared to go on to earn their doctorate. The CUNY Ph.D. prepares students to teach at the college level and perform independent research in academia as well as in industrial and governmental labs.

Matriculation requirements

Applicants must offer adequate preparation in the following, with a grade point average of 3.00 or higher: a minimum of 8 credits of introductory biology; an appropriate general physics course; two terms of organic chemistry; and a minimum of two advanced courses selected from the following areas of study: botany, zoology, microbiology, biochemistry, cell biology, anatomy, ecology, evolution, general physiology, or genetics.

The Biology Department's graduate admission committee selects candidates to be admitted to the program. An interview may be required of applicants. Candidates must submit 2 letters of recommendation and a personal statement.

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

Degree requirements

Thirty credits are required for the degree. Students must complete 21 credits in courses in the Biology Department.

Students may fulfill requirements for the MA through either of the following plans. Student's applications must indicate whether they are applying to the research or library thesis based program.

Plan A: A research-based thesis degree

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

This degree is designed to prepare students for a research career and prepare students to move on to the Ph.D. or to prepare students for a research-based technical career.

The following courses are required: ~~BIOL 7932G~~ and BIOL 7991G, BIOL 7100, BIOL 7050 and a minimum of 3 courses from the following list: BIOL 7005, BIOL 7141, BIOL 7503, BIOL 7007 or additional courses approved by the graduate deputy. ~~Biology 7910G and Biology 7080G are strongly recommended, but not required.~~ Students must submit a research thesis and presentation acceptable to the department. No more than 2 credits in Biology 7910G may be counted toward the degree.

With permission of the deputy chairperson, the remaining credits required for the degree may be in courses in another science department.

~~In the second year, students must pass a comprehensive examination. If a student passes the first examination for one of the Ph.D. programs in Biology at the CUNY graduate school, they are exempt from taking the departmental comprehensive examination.~~

Plan B: A library thesis based degree for students with education or pre-professional career plans. This option is designed to prepare students for non-research-based careers.

The following courses are required: ~~BIOL 7932G~~ and BIOL 7991G, BIOL 7100 and a minimum of 2 courses from the following list: BIOL 7005, BIOL 7141, BIOL 7503, BIOL 7007 or additional courses approved by the graduate deputy. ~~Biology 7910G and Biology 7080G are strongly recommended, but not required.~~ Students must submit a library thesis acceptable to the department.

No more than 2 credits of BIOL 7910G may be counted toward the degree. Students may not use BIOL 7922 towards the degree.

With permission of the deputy chairperson, the remaining credits required for the degree may be in courses in another science department.

~~In the second year, students must pass a comprehensive examination. If a student passes the first examination for one of the Ph.D. programs in Biology at the CUNY graduate school, they are exempt from taking the departmental comprehensive examination.~~

Information about requirements for the thesis is in the section "Academic Regulations and Procedures."

Rationale: In order to provide appropriate training for all of the students entering the program, we felt it was important to allow some students, with goals that will not require lab experience, to just do a library thesis rather than a research thesis. This will also allow us to accept students who do not have the time to complete a research thesis. We felt it was important to structure the degree more than it had been before, by adding specific course requirements so we can be certain students who graduate from the program are prepared to either enter graduate or professional schools or to enter the workforce. We have removed the requirement for the comprehensive exam because we feel the exams given in the courses the students are now required to take sufficiently tests the students' knowledge of the material.

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Department of Finance and Business Management

Effective date: Fall 2013

Date of approval by the department: December 11, 2012

M.S. in Business Economics

HEGIS code 0517, SED program code 01895

Degree requirements

Option 2. *Global Business and Finance.* A minimum of 18 credits (6 courses) from the following: Business ~~7131X~~, 7200X, 7202X, 7204X, 7208X, 7210X, 7216X, 7220X, 7240X, Business 7250X or Psychology 7246G, Business 7255X or Psychology 7247G, Business 7257X, Business 7260X, Business 7278, Business 7279X, Business 7290X, Business 7203X or Television and Radio 7727X, Economics or Business 7215X, Economics or Business 7230X, Economics 7027X, Economics 7028X, Economics 7030X, Economics 7060X or Health and Nutrition Sciences 7144X, and Economics 7095G. With the permission of the graduate deputy chairperson, students may be allowed to take up to 6 credits of other courses to complete the 18 credit requirement in Option 2.

Rationale: Business 7131X (“Tax Regulation & Strategy”) is a new course that was created for Option 3 students and is being offered for the first time during the Spring 2013 semester. There is a great deal of interest in the course among Option 2 students who feel it is of great value to those interested in finance. The department therefore feels it should also be allowed as a choice for the Option 2 students.

Department of Secondary Education (SEED)

Date of departmental approval: October 16, 2012

Effective Date of the change: Fall 2013

M.A. degree program in education: biology teacher (7-12)

HEGIS code 0401.01

NYS SED program code 26742

The profession of teacher education is licensed by the New York State Education Department. Therefore, program requirements are subject to change. All students should consult with the Head of the program in adolescence science education for the current requirements.

Matriculation requirements

Applicants must offer adequate preparation in the following, with an average grade of B or higher in biology courses: general biology; general physics; an advanced course in botany, zoology, general physiology, and genetics; and two terms of organic chemistry.

Applicants must also offer (a) or (b) or (c):

(a) New York State Initial Certification in Adolescence Education in teaching biology for grades 7-12;

(b) courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching biology in grades 7-12; 100 hours of fieldwork; 40 days or 300 hours of student teaching of biology in grades 7-12, or one year of full-time teaching of biology in grades 7-12.

(c) an undergraduate degree with a major in biology or appropriate course work in biology.

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) ~~with a score of at least 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test~~, before being considered for admission. For more updated and complete information on minimum passing scores see the section on additional admission requirements for students with international credentials in the

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

Graduate Bulletin or the program web page. At the discretion of the program, additional English courses may be required as a condition for admission.

Applicants who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the Head of the program in adolescence science education in the School of Education and the chairperson of the Biology Department.

Applicants should see the Head of the program in adolescence science education for counseling.

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

Degree requirements

A minimum of 34 credits is required for the degree.

Students must complete 22 credits in biology and related areas.

Students must complete 12 credits in courses in the Department of Secondary Education. Students take different education courses and sequences of courses depending on their previous course work, teaching experience, and the certificates they hold. Students who possess Initial Certification in teaching biology must complete 9 credits in Group II and 3 credits in Group III, below.

Students who do not possess Initial Certification in teaching biology or equivalent course work and teaching experience or who are teaching but do not possess Initial Certification in teaching biology must have the appropriate course work and credits in the subject area and must complete the appropriate courses in Group I, Group II, and 7503X in Group before taking courses in Groups II and III below. The student teaching methods course (SEED 7380T) must precede the student teaching seminars (SEED 7381T and SEED 7383T) and field experience (SEED 7542T and SEED 7543T).

~~Students pursuing Initial Certification in teaching biology must take Secondary Education 7503X, Teaching Writing Across the Curriculum, and Secondary Education 7671X in Group III.~~

Students who already have a master's degree but wish Initial Certification in teaching biology must take appropriate courses in Group I and Group III, below, as determined at the time of matriculation by the Head of the program in adolescence science education.

Group I:

Secondary Education ~~7500X, 7302X~~, 7501X or 7314X, 7312T, 7542T, ~~7326T~~, 7380T, 7381T, 7383T, 7671X, 7543T.

Group II:

Secondary Education 7502T, 7327T or 7326X, 7340T.

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

Group III:

Secondary Education ~~7005X~~, 7547T, ~~7671X~~, 7527T, ~~7684T~~, 7545X, 7503X, 7548X/ENGL 7507X, ~~Secondary Education 7913X~~/THEA 7141, SEED ~~7671X~~, 7315, 7038X.

Students must pass a comprehensive examination or submit a thesis acceptable to the Biology Department. Information about requirements for the comprehensive examination and the thesis is in the chapter "Academic Regulations and Procedures."

The program of study must be approved early in the first semester by the chairperson or the deputy chairperson of the Biology Department and the Head of the program in adolescence science education in the School of Education.

Rationale:

The education requirements for science teacher certification are going through changes in New York State. The new student teaching sequence is meant to better address the needs of our students in meeting these new requirements. The two student teaching methods courses (SEED 7312 and 7326) are being replaced with a methods course (SEED 7380), and two student teaching seminars (SEED 7381T, and 7383T). This does not change the number of required credits.

Students will take SEED 7380 prior to commencing their student teaching practicum so that they are better prepared for their practicum experience. The seminars will provide for space and time for the student teachers to “debrief” and reflect on their student teaching experiences, review of State certification requirements, placements, and career questions.

The remaining changes correct prior errors, give additional course options, and clarify degree requirements.

The changes in TOEFL bring the program in alignment with stated online program requirements, with Brooklyn College requirements, and with other graduate programs.

Clearances: Department of Biology, October 21, 2012

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M.A. degree program in education: chemistry teacher (7-12)

HEGIS code 1905.01

NYS SED program code 26766

Date of departmental approval: October 16, 2012

Effective Date of the change: Fall 2013

Students taking this program gain in-depth knowledge of some area of modern organic, inorganic, quantum chemistry, biochemistry or instrumental analysis. Seminar courses provide exposure to diverse subject matter in areas of current research interest within the department and beyond. Students also receive a detailed introduction to the use of the teaching laboratory in adolescent education. The School of Education component prepares students for teaching; the required courses vary depending on the entry qualifications of students. ~~All students should consult with the Head of the program in adolescence science education for the current requirements.~~ The profession of teacher education is licensed by the New York State Education Department. Therefore, program requirements are subject to change. All students should consult with the Head of the program in adolescence science education for the current requirements.

Matriculation requirements

Applicants must offer courses in chemistry as follows: general chemistry, including qualitative analysis; a comprehensive course in organic chemistry (may be one or two terms depending on curriculum) one term of physical chemistry; and analytical chemistry.

Applicants must also offer (a) or (b) or (c):

(a) New York State Initial Certification in teaching chemistry grades 7-12;

(b) courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching chemistry in grades 7-12; 100 hours of fieldwork; 40 days or 300 hours of student teaching chemistry in grades 7-12, or one year of full-time teaching of chemistry in grades 7-12.

(c) an undergraduate degree with a major in chemistry or appropriate course work in chemistry.

Applicants must have a minimum undergraduate scholastic index of 3.00. A minimum average

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of 3.00 in graduate courses is required to maintain matriculation.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) ~~with a score of at least 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, before being considered for admission before being considered for admission.~~ For more updated and complete information on minimum passing scores see the section on additional admission requirements for students with international credentials in the Graduate Bulletin or the program web page. At the discretion of the program, additional English courses may be required as a condition for admission.

Applicants who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the Head of the program in adolescence science education in the School of Education and the chairperson of the Chemistry Department.

Applicants should see the Head of the program in adolescence science education for counseling.

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

Degree requirements

A minimum of 30 credits are required for the degree.

Students must complete one of the following courses: Chemistry 7761G, 7550G, 7571G, 7670G or 7640G.

Students must also complete Chemistry 7450G.

Students must complete an additional 5 credits in graduate courses in Chemistry, for a total of 12 credits in Chemistry.

Six of the remaining 18 credits required for the degree may be taken in the Chemistry Department or in other science subjects directly related to chemistry.

Students must pass a comprehensive examination or submit a thesis acceptable to the Chemistry Department. Information about requirements for the comprehensive examination and the thesis is in the chapter "Academic Regulations and Procedures."

Students must complete 12 credits in courses in the Department of Secondary Education (SEED). Students take different education courses and sequences of courses depending on their previous course work, teaching experience, and the certificates they hold. Students who possess Initial Certification in teaching chemistry must complete 9 credits in Group II and 3 credits in Group III, below.

Students who do not possess Initial Certification in teaching chemistry or equivalent course work and teaching experience or who are teaching but do not possess Initial Certification in teaching

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chemistry must have the appropriate course work and credits in the subject area and must complete the appropriate courses in Group I, Group II, and 7503X in Group III before taking courses in Groups II and III, below. The student teaching methods course (SEED 7380T) must precede the student teaching seminars (SEED 7381T and SEED 7383T) and field experience (SEED 7542T and SEED 7543T).

~~Students pursuing Initial Certification in teaching chemistry must take Secondary Education 7503X, Teaching Writing Across the Curriculum, and Secondary Education 7671X in Group III.~~ Students who already have a master's degree but wish Initial Certification in teaching chemistry must take appropriate courses in Groups I and III, below, as determined at the time of matriculation by the Head of the program in adolescence science education in the School of Education.

Group I:

Secondary Education ~~7500X, 7302X,~~ 7501X or 7314X, ~~7312T,~~ 7542T, ~~7326T,~~ 7380T, 7381T, 7383T, 7671X, 7543T.

Group II:

Secondary Education 7502T, 7327T or 7326X, 7340T.

Group III:

Secondary Education ~~7005X,~~ 7547T, ~~7671X,~~ 7527T, ~~7684T,~~ 7545X, 7503X, 7548X/ENGL 7507X, ~~Secondary Education 7913X/~~ THEA 7141, ~~SEED 7671X,~~ 7315, 7038X.

Courses in the Chemistry Department or other science departments and the School of Education offered toward the degree must be 700-level courses.

The program of study must be approved early in the first semester by the chairperson or the deputy chairperson of the Chemistry Department and the Head of the program in adolescence science education.

Rationale:

The education requirements for science teacher certification are going through changes in New York State. The new student teaching sequence is meant to better address the needs of our students in meeting these new requirements. The two student teaching methods courses (SEED 7312 and 7326) are being replaced with a methods course (SEED 7380), and two student teaching seminars (SEED 7381T, and 7383T). This does not change the number of required credits.

Students will take SEED 7380 prior to commencing their student teaching practicum so that they are better prepared for their practicum experience. The seminars will provide for space and time for the student teachers to “debrief” and reflect on their student teaching experiences, review of State certification requirements, placements, and career questions.

The remaining changes correct prior errors, give additional course options, and clarify degree requirements.

The changes in TOEFL bring the program in alignment with stated online program requirements, with Brooklyn College requirements, and with other graduate programs.

Clearances: Department of Chemistry, October 1, 2012

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M.S. in Education degree program: middle childhood education teacher, mathematics specialist (grades 5-9)

HEGIS code 0804.03

NYS SED program code 26723

Date of departmental approval: Dec 11, 2012

Effective Date of the change: June 1, 2013

This program leads to the M.S. in Education and both New York State Initial and Professional Certificates in Middle Childhood Education with a specialization in teaching mathematics (grades 5-9).

Matriculation requirements

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a minimum score of ~~550~~ 500 on the paper-based test or ~~243~~ 173 on the computer-based test or ~~79~~ 61 on the internet-based test before being considered for admission.

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

Degree requirements

Thirty to 44- ~~forty-four~~ credits are required for the degree, depending on applicants' qualifications. Students will enroll in the appropriate course of studies listed below (Option A or B or C or D) based upon teaching experience, previous course work, and the teaching certificates they hold. Students must complete the following education courses in the stated sequence: ~~Secondary Education~~ SEED 7452X, SEED 7453X, SEED 7454T, SEED 7455T. All required education courses and some education electives require permission for registration as indicated in the Schedule of Classes.

Option (A): 30 credits

This option leads to New York State Professional Certification in Middle Childhood Education with a specialization in teaching mathematics (grades 5-9) or to Professional Certification for holders of Initial Certification in another area.

Matriculation requirements

Applicants must hold a New York State Initial Certificate in Middle Childhood Education (grades 5-9) or its equivalent or be seeking Professional Certification through attainment of a Masters Degree. Applicants must present 18 credits of mathematics, including two semesters of calculus before they can begin to take graduate mathematics classes.

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Degree requirements

Thirty credits are required for the degree.

~~In addition to SEED 7451X, SEED 7452X, SEED 7453X, SEED 7454T, and SEED 7455T, the following courses are also required:~~

The following mathematics education courses, or mathematics education courses approved by the program adviser, are required:

SEED 7451X, SEED 7452X, SEED 7453X, SEED 7454T, and SEED 7455T.

~~(a) Four of the following mathematics courses, or mathematics courses approved by the program adviser~~ mathematics department chair or designee, are required:

MATH 7271T, MATH 7273T, MATH 7274T, MATH 7275T, MATH 7276T, MATH 7277T;

~~(b) One of the following elective education courses, or an education course approved by the Mathematics Graduate Deputy or Chairperson~~ program advisor:

SEED 7671X, SEED 7502T, SEED 7472X, SEED 7503X, SEED 7465X.

Option (B): 32 credits

This option leads to both New York State Initial and Professional Certification in Middle Childhood Education with a specialization in teaching mathematics (grades 5-9).

Matriculation requirements

Applicants must hold a New York State Initial Certificate in Childhood Education (grades 1-6) or its equivalent or a New York State Initial Certificate in Adolescence Education (grades 7-12) or its equivalent and be seeking certification in Grades 5-9. Applicants must present 18 credits of mathematics, including two semesters of calculus before they can begin to take graduate mathematics courses.

Degree requirements

Thirty-two credits are required for the degree.

~~In addition to SEED 7451X, SEED 7452X, SEED 7453X, SEED 7454T, and SEED 7455T, the following courses are required:~~

The following mathematics education courses, or mathematics education courses approved by the program adviser, are required:

SEED 7451X, SEED 7452X, SEED 7453X, SEED 7454T, and SEED 7455T.

~~(a) Four of the following mathematics courses, or mathematics courses approved by the program adviser~~ mathematics department chair or designee, are required:

MATH 7271T, MATH 7273T, MATH 7274T, MATH 7275T, MATH 7276T, MATH 7277T;

~~(b) One of the following elective education courses, or an education course approved by the Mathematics Graduate Deputy or Chairperson~~ program advisor:

SEED 7671X, SEED 7502T, SEED 7472X, SEED 7503X, SEED 7465X.

~~(c) One semester of student teaching in grades 7-8 for those with Initial Certification in Childhood Education (Grades 1-6) (SEED 7542T), or one semester of student teaching in~~

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

grades 5-6 for those with Initial Education Certification in Adolescence Education (Grades 7-12) (CBSE 7214T).

Option (C): 44 credits

This option leads to both New York State Initial and Professional Certificates in Middle Childhood Education with a specialization in teaching mathematics (grades 5-9).

It is recommended that applicants to this Option begin their program in a Spring semester.

Matriculation requirements

Applicants must present 18 credits of mathematics, including two semesters of calculus before they can begin to take graduate mathematics classes.

Degree requirements

Forty- four credits are required for the degree.

This option, for students without certification to teach, leads to both New York State Initial and Professional Certification in Adolescence Education in teaching mathematics for grades 5-9.

~~Students must complete SEED 7500X, SEED 7501X, SEED 7542T, SEED 7451X, SEED 7671T, and CBSE 7214T prior to taking other education courses required for the degree.~~
The following four education courses are required. Foundations: SEED 7500X, SEED 7501X; Special Education: SEED 7671X, and Literacy: SEED 7503X.

The following student teaching courses are required:

SEED 7542T, and CBSE 7214

(SEED 7500X and SEED 7501X must be completed before student teaching)

~~Students must obtain departmental permission to register for these courses.~~

~~In addition to SEED 7451X, SEED 7452X, SEED 7453X, SEED 7454T, and SEED 7455T, the following courses are required:~~

The following mathematics education courses, or mathematics education courses approved by the program adviser, are required:

SEED 7451X, SEED 7452X, SEED 7453X, SEED 7454T, and SEED 7455T.

~~(a) Four of the following mathematics courses, or mathematics courses approved by the program adviser, mathematics department chair or designee, are required:~~

~~MATH 7271T, MATH 7273T, MATH 7274T, MATH 7275T, MATH 7276T, MATH 7277T;~~

~~(b) SEED 7503X;~~

~~(c) SEED 7671X.~~

Option (D): ~~36~~ 39 credits

This option leads to both New York State Initial and Professional Certificates in Middle Childhood Education with a specialization in teaching mathematics (grades 5-9).

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

Matriculation requirements

Applicants must hold a New York State Transitional B Certificate in Middle Childhood Education (grades 5-9) or its equivalent.

Applicants must present 18 credits of mathematics, including two semesters of calculus before they can begin to take graduate mathematics classes.

Degree requirements

~~Thirty-three~~ Thirty-nine credits are required for the degree.

The following four education courses are required. Foundations: SEED 7500X, SEED 7501X; Special Education: SEED 7671X, and Literacy: SEED 7503X.

~~Students must complete SEED 7500X, SEED 7501X, SEED 7451X, and SEED 7671T prior to taking other education courses required for the degree.~~

~~Students must obtain departmental permission to register for these courses.~~

~~In addition to SEED 7451X, SEED 7452X, SEED 7453X, SEED 7454T, SEED 7455T, the following courses are required:~~

The following mathematics education courses, or mathematics education courses approved by the program adviser, are required:

SEED 7451X, SEED 7452X, SEED 7453X, SEED 7454T, and SEED 7455T.

~~Four of the following mathematics courses, or mathematics courses approved by the program adviser, mathematics department chair or designee, are required:~~

~~MATH 7271T, MATH 7273T, MATH 7274T, MATH 7275T, MATH 7276T, MATH 7277T.~~

Rationale: The majority of the changes clarify requirements and make language consistent across our graduate programs.

Changes reflect the new New York State requirement for a stand alone Special Education course for candidates seeking Initial Certification.

We are also bringing our TOEFL score requirements in line with the Graduate School standards.

The most significant change is the removal of the condition for Option C students that “Students must complete SEED 7500X, SEED 7501X, SEED 7542T, SEED 7451X, SEED 7671T, and CBSE 7214T prior to taking other education courses required for the degree.” It is important for Option C students to have the option of taking mathematics education courses in parallel to the above courses so that they can have the best possible preparation for their student teaching and can complete their degree in a timely manner.

Clearances: Department of Mathematics, Dec 3, 2012

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

M.A. degree program in education: mathematics teacher (7-12)
HEGIS code 1701.01
NYS SED program code 26734

Date of departmental approval: Dec 11, 2012
Effective Date of the change: June 1, 2013

The Mathematics Department, in conjunction with the Department of Secondary Education, offers a master of arts degree in education for mathematics teachers (grades 7-12).

This program leads to the M.A. in Education and both New York State Initial and Professional Certification in Adolescence Education in teaching mathematics for grades 7-12.

~~The New York State Education Department licenses graduates of registered teacher education programs who meet the state requirements for teachers. Applicants must consult matriculation requirements for adolescence education and special subjects in the Department of Secondary Education section of the Bulletin, and should see the chairperson of the Department of Secondary Education for counseling.~~

~~The department also participates in a master of science degree program for middle childhood education specialists in math (grades 5-9), with extensions for gifted education at initial and professional certification levels.~~

Matriculation requirements

Applicants must ~~offer~~ have an undergraduate degree in mathematics, mathematics education grades 7-12, or 18 credits in advanced mathematics including the following: multivariable calculus, linear algebra, abstract algebra, geometry, analysis/advanced calculus, probability and statistics, as approved by the chairperson of the mathematics department and the advisor of the mathematics education (7-12) program. Prospective students who do not hold Initial Certification are recommended to begin the program in the spring semester.

~~Applicants must also offer (a) or (b) or (c):~~

~~(a) New York State Initial Certification in Adolescence Education for grades 7-12 in teaching mathematics for grades 7-12;~~

~~(b) courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching mathematics in grades 7-12; 100 hours of~~

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

~~fieldwork; 40 days or 300 hours of student teaching of mathematics in grades 7-12, or one year of full-time teaching of mathematics in grades 7-12;~~

~~(c) an undergraduate degree with an appropriate major or appropriate course work in mathematics;~~

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of at least ~~650~~ 500 on the paper-based test, or ~~280~~ 173 on the computer-based test, or ~~44~~ 61 on the internet-based test before being considered for admission.

Applicants who do not meet all of the specific requirements will be given individual consideration and may be admitted with conditions, with the approval of the chairperson of the Secondary Education Department and the chairperson of the Mathematics Department.

Applicants must consult matriculation requirements for adolescence education and special subjects in the School of Education section of the Bulletin, and should see the Department of Secondary Education for advisement. General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission" ~~of the Graduate bulletin.~~

Degree requirements

~~Applicants will enter and complete the program, according to one of three options, depending on her or his 7-12 mathematics teaching certificate at the time of application.~~

For students who hold New York State certification in mathematics (7-12), thirty credits are required for the degree. For students without New York State certification in mathematics (7-12), forty-three credits are required for the degree. Students must complete the following education courses in the stated sequence: SEED 7462X, SEED 7463X, SEED 7544T, SEED 7464T. All required education courses and some education electives require permission for registration as indicated in the Schedule of Courses.

Option A: 30 credits

This option leads to New York State Professional Certification in Adolescence Education in teaching mathematics for grades 7-12.

Matriculation requirements

Applicants must hold a New York State Initial Certification in Adolescence Education in teaching mathematics for grades 7-12.

Degree requirements

Thirty credits are required for the degree.

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

The following mathematics education courses, or mathematics education courses approved by the program adviser, are required:

SEED 7461T, SEED 7462T, SEED 7463T, SEED 7544T, and SEED 7464T.

The following mathematics courses, or mathematics courses approved by the mathematics department chair or designee, are required:

MATH 7305T, MATH 7307T, MATH 7309T or MATH 7311T.

One of the following elective education courses, or an education course approved by the program adviser, is required: SEED 7465X, SEED 7472X, SEED 7502T, SEED 7503X, or SEED 7671X.

Option B: 43 credits

This option, for students without certification to teach, leads to both New York State Initial and Professional Certification in Adolescence Education in teaching mathematics for grades 7-12.

It is recommended that applicants to this Option begin their program in a Spring semester.

Degree requirements

Forty-three credits are required for the degree.

This option leads to both New York State Initial and Professional Certification in in Adolescence Education in teaching mathematics for grades 7-12.

The following four education courses are required. Foundations: SEED 7500X, SEED 7501X; Special Education: SEED 7671X, and Literacy: SEED 7503X.

The following two student teaching courses are required: SEED 7542T, and SEED 7543T. (SEED 7500X and SEED 7501X must be completed before student teaching).

The following mathematics education courses, or mathematics education courses approved by the program adviser, are required: SEED 7461T, SEED 7462T, SEED 7463T, SEED 7544T, and SEED 7464T.

The following mathematics courses, or mathematics courses approved by the mathematics department chair or designee, are required: MATH 7305T, MATH 7307T, MATH 7309T or MATH 7311T.

Option + C: 39 credits

This option leads to both New York State Initial and Professional Certification in in Adolescence Education in teaching mathematics for grades 7-12.

Matriculation Requirements:

~~For candidates of Transitional B Certification in 7-12 mathematics~~

Applicants must hold a New York State Transitional B Certificate in Adolescence Education in teaching mathematics for grades 7-12.

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

~~A minimum of 36~~ 39 credits is are required for the master's degree.

Degree requirements:

~~Students must complete 36 credits in the following courses: All of the following: MATH 7305T, MATH 7307T, MATH 7309T or MATH 7311T, and Secondary Education (SEED) 7461T, SEED 7462T, SEED 7463T, SEED 7544T, SEED 7464T, and SEED 7671X.~~

~~In addition students must complete SEED 7500X and SEED 7501X.~~

The following courses in education are required: SEED 7500X, SEED 7501X, SEED7503X, and SEED7671X.

The following mathematics education courses, or mathematics education courses approved by the program adviser, are required: SEED 7461T, SEED 7462T, SEED 7463T, SEED 7544T, and SEED 7464T.

The following mathematics courses, or mathematics courses approved by the mathematics department chair or designee, are required: MATH 7305T, MATH 7307T, MATH 7309T or MATH 7311T.

~~Option 2: For holders of NYS Initial Certification in mathematics~~

~~Students must complete 33 credits in the following courses: All of the following: MATH 7305T, MATH 7307T, MATH 7309T or MATH 7311T, and Secondary Education 7461T, 7462T, 7463T, 7544T, 7464T, and 7671X. In addition, students will choose one elective from among Secondary Education (SEED) 7672T, 7502T, 7684T, 7472X, 7465, or 7503X.~~

~~Option 3: For students without NYS Certification in mathematics~~

~~Students must complete 43 credits in the following courses: All of the following: MATH 7305T, MATH 7307T, MATH 7309T or MATH 7311T, and Secondary Education 7461T, 7462T, 7463T, 7500X, 7544T, 7464T. In addition, they will complete Secondary Education (SEED) 7501X, 7503X, 7542T, 7543T, and 7671X.~~

Rationale: The majority of the changes are to clarify requirements and make language consistent across our graduate programs.

We are also bringing our TOEFL score requirements in line with the Graduate School standards.

Changes reflect the New York State requirement for a stand alone Special Education course for candidates seeking Initial Certification.

The most significant change is the addition of the condition “(SEED 7500X and SEED 7501X must be completed before student teaching)” that allows consistency with our Middle School program.

Clearances: Department of Mathematics, Dec 3, 2012

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

M.A. degree program in education: physics teacher (7-12)

HEGIS code 1902.01

NYS SED program code 26762

Date of departmental approval: October 16, 2012

Effective date of the change: Fall 2013

The M.A., physics teacher program prepares students for a career in teaching at the high school level. It includes courses in education, as well as physics, which are designed to help graduate students become more effective high school physics teachers. The courses required by the Department of Secondary Education vary depending on the entry qualifications of students. ~~All students should consult with the Head of the program in adolescence science education for the current requirements.~~

The profession of teacher education is licensed by the New York State Education Department. Therefore, program requirements are subject to change. All students should consult with the Head of the program in adolescence science education for the current requirements.

Matriculation requirements

Applicants must offer at least 12 credits in physics beyond general physics.

Applicants must also offer (a) or (b) or (c):

(a) New York State Initial Certification in physics for grades 7-12;

(b) courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching physics in grades 7-12; 100 hours of fieldwork; 40 days or 300 hours of student teaching of physics in grades 7-12, or one year of full-time teaching of physics in grades 7-12;

(c) an undergraduate degree with a major in physics or appropriate course work in physics.

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

International applicants for whom English is a second language are required to pass the Test of

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English as a Foreign Language (TOEFL) ~~with a score of at least 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test~~, before being considered for admission. For more updated and complete information on minimum passing scores see the section on additional admission requirements for students with international credentials in the Graduate Bulletin or the program web page. At the discretion of the program, additional English courses may be required as a condition for admission.

Applicants who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the Head of the program in adolescence science education in the School of Education and the chairperson of the Physics Department.

Applicants must consult matriculation requirements for adolescence education and special subjects in the School of Education section of the Bulletin, and should see the Head of the program in adolescence science education for counseling.

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

Degree requirements

A minimum of thirty credits is required for the degree.

Students must complete 12 credits in courses in the Physics Department including 6 credits in courses on the 7000 level.

Students must complete 12 credits in courses in the ~~School of Education~~ Department of Secondary Education (SEED) as described below. The remaining credits required for the degree may be in courses taken in any department.

Students take different education courses and sequences of courses depending on their previous course work, teaching experience, and the certificates they hold. Students who possess Initial Certification in teaching physics must complete 9 credits in Group II and 3 credits in Group III, below.

Students who do not possess Initial Certification in teaching physics or equivalent course work and teaching experience or who are teaching but do not possess Initial Certification in teaching physics must have the appropriate course work and credits in the subject area and must complete ~~the appropriate~~ courses in Group I, Group II, and 7503X in Group III before taking courses in Groups II and III, below. The student teaching methods course (SEED 7380T) must precede the student teaching seminars (SEED 7381T and SEED 7383T) and field experience (SEED 7542T and SEED 7543T).

~~Students pursuing Initial Certification in teaching physics must take Secondary Education 7503X, Teaching Writing Across the Curriculum, and Secondary Education 7671X in Group III.~~

Students who already have a master's degree but wish Initial Certification in teaching physics

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must take appropriate courses in Group I and Group III, below as determined at the time of matriculation by the Head of the program in adolescence science education.

Group I:

Secondary Education ~~7500X, 7302X,~~ 7501X or 7314X, ~~7312T,~~ 7542T, ~~7326T,~~ 7380T, 7381T, 7383T, 7671X, 7543T.

Group II:

Secondary Education 7502T, 7327T or 7326X, 7340T.

Group III:

Secondary Education ~~7005X,~~ 7547T, ~~7671X,~~ 7527T, ~~7684T,~~ 7545X, 7503X, 7548X/ENGL 7507X, ~~Secondary Education 7913X/~~ THEA 7141, ~~SEED 7671X,~~ 7315, 7038X.

Students must pass a comprehensive examination or submit a thesis acceptable to the Department of Physics, the choice to be made in consultation with the deputy chairperson of the Physics Department. Information about requirements for the comprehensive examination and the thesis is in the section "Academic Regulations and Procedures."

The program of study must be approved early in the first semester by the chairperson or deputy chairperson of the Physics Department and the Head of the program in adolescence science education in the School of Education.

Rationale: The education requirements for science teacher certification are going through changes in New York State. The new student teaching sequence is meant to better address the needs of our students in meeting these new requirements. The two student teaching methods courses (SEED 7312 and 7326) are being replaced with a methods course (SEED 7380), and two student teaching seminars (SEED 7381T, and 7383T). This does not change the number of required credits.

Students will take SEED 7380 prior to commencing their student teaching practicum so that they are better prepared for their practicum experience. The seminars will provide for space and time for the student teachers to "debrief" and reflect on their student teaching experiences, review of State certification requirements, placements, and career questions.

The remaining changes correct prior errors, give additional course options, and clarify degree requirements.

The changes in TOEFL bring the program in alignment with stated online program requirements, with Brooklyn College requirements, and with other graduate programs.

Clearances: Department of Physics, October 2, 2012

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

M.A.T. degree program in adolescence science education (grades 7-12)
HEGIS code 0834.00
NYS SED program code 32663 (Concentration A); 32662 (Concentration B)

Date of departmental approval: October 16, 2012
Effective Date of the change: Fall 2013

This program leads to the Master of Arts in Teaching (M.A.T.) degree, Adolescence Science Education (7-12), with specializations for biology teacher, chemistry teacher, earth science teacher, and physics teacher.

There are two concentrations: concentration A (SED program code 32663) leads to Professional Teacher Certification only; concentration B (SED program code 32662) leads to Initial and Professional Teacher Certification.

Matriculation requirements

Applicants must submit two appropriate letters of recommendation and are interviewed. Applicants to concentration A must submit scores on the Content Specialty Test (CST) in the discipline of specialization and a copy of their NYS teacher certification. Applicants must have a minimum undergraduate grade point average of 3.00. A minimum grade point average of 3.00 in graduate courses is required to maintain matriculation.

Concentration A requires a New York State Initial Certificate in Adolescence Science Education in a content area or its equivalent for admission. Concentration B (pre-service) requires student teaching and is for applicants without ~~NYS state~~ certification but possessing 30 or more credits in the discipline of certification.

Each student is evaluated individually based upon prior experiences. Based upon this evaluation and the current certification requirements of the New York State Education Department, courses in education or another department may be substituted for required courses with permission of the program coordinator. For transfer credits see the section, "Rules about transfer courses and credits," in the Graduate Bulletin for more updated and complete information.

International applicants whose native first language is not English or who were educated in a country where English is not the official language and who did not receive the equivalent of a four-year U.S. undergraduate education from an institution where English is the official language of instruction, must take the Test of English as a Foreign Language (TOEFL) and arrange to have official score reports sent to the Office of Admissions. ~~The minimum acceptable TOEFL score is 600 (or 280 in the computer-based version, or 114 in the Internet-based version).~~ See the section, "Additional admission requirements for students with international credentials," in the Graduate Bulletin or the program web page for more updated and complete information on minimum passing score requirements. At the discretion of the program, additional English courses may be required as a condition for admission.

Degree requirements

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

Thirty-three to 37 credits are required for the degree depending on the applicant's previous coursework, teaching experience, and the certificate(s) the applicant holds. Each candidate will be evaluated individually and a program of study will be prescribed. In addition, students must complete a research project under advisement of a faculty member in Secondary Education (SEED) 7321T.

Concentration (A): 33 credits (for in-service teachers)

HEGIS code: 0834.00; SED program code 32663

This concentration leads to a New York State Professional Teaching Certificate in Adolescence Science Education (7-12), with specializations for in either biology teacher, chemistry teacher, earth science teacher, ~~and or~~ physics teacher. Applicants must hold a New York State Initial Teaching Certificate in Adolescence Science Education in a content area or its equivalent.

Students electing this concentration must complete the following requirements:

Secondary Education 7325X, 7671X, 7314X, 7320T, 7315X, 7324X, 7321T, and six (6) credits in science content and six (6) elective credits in Education or science, including general science, to be determined in consultation with and approval of the Head of the program in adolescence science education.

Concentration (B): 37 credits (for pre-service teachers)

HEGIS code: 0834.00; SED program code 32662

This concentration leads to both New York State Initial and Professional Teaching Certification in Adolescence Science Education (7-12), with specializations for in either biology teacher, chemistry teacher, earth science teacher, ~~and or~~ physics teacher, and is designed for candidates who do not have Initial New York State Teaching Certification in Science.

Students electing this concentration must complete the following requirements:

Secondary Education 7325X, 7671X, 7314X, 7320T, 7315X, 7324X, 7321T, ~~7312T, 7326T, 7380T, 7381T, 7383T, 7542T, 7543T~~ and six (6) ~~elective~~ credits in science content, including general science, to be determined in consultation with and approval of the Head of the program in adolescence science education.

Rationale:

The education requirements for science teacher certification are going through changes in New York State. The new student teaching sequence is meant to better address the needs of our students in meeting these new requirements. The two student teaching methods courses (SEED 7312 and 7326) are being replaced with a methods course (SEED 7380), and two student teaching seminars (SEED 7381T, and 7383T). This does not change the number of required credits in either option A or B of the MAT.

Students will take SEED 7380 prior to commencing their student teaching practicum so that they are better prepared for their practicum experience. The seminars will provide for space and time for the student teachers to “debrief” and reflect on their student teaching experiences, review of State certification requirements, placements, and career questions.

The changes in TOEFL bring the program in alignment with stated online program requirements, with Brooklyn College requirements, and with other graduate programs.

Clearances: None

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SECTION A-IV: NEW COURSES

Department of Biology

Date of departmental approval: December 11, 2012

Effective date: Fall 2013

BIOL 7150G: Cell and Molecular Biology Techniques

60 hours lab, 15 hours recitation, 3 credits

Bulletin Description: Experiments designed for cell and molecular biology with a strong emphasis on modern lab techniques including molecular cloning and DNA recombination.

Prerequisites or co-requisites: BIO7100G

Projected enrollment: 15 students per semester

Clearance: None

Rationale: The Cell and Molecular Biology Techniques is a **hands-on course** designed to give graduate level students the technical skills they need to compete in an aggressive biotechnology job market. Students will learn and understand conventional laboratory procedures which are extensively used in biotechnology, cell and molecular biology, immunology and genetics laboratories. Each student will design and perform their own experiments involving construct and vector creation, cloning and plasmid purification and yeast genetic manipulation while learning appropriate laboratory etiquette, proper notebook organization, data analysis and effective presentation of results. This is a unique course required for research/thesis based MA students and necessary to give Brooklyn College students a seamless transition into the workforce.

Objectives of Course:

- 1) Students will gain skills on how to prepare, sterilize and utilize media and solutions necessary for experimental molecular biology.
- 2) Students will learn how to design experiments such as developing protocols for molecular cloning, including primer design, PCR, and *E. coli* transformations.
- 3) Students will utilize information from publications and databases to become intimate with their gene of interest and to determine experimental design.
- 4) Students will learn how to integrate a tag on their favorite yeast gene and confirm their tagging using genetic methods
- 5) Students will learn how to organize their lab notebook and analyze their data.
- 6) Students will learn how to interpret results, summarize data, present outcomes and write reports in a manner appropriate for scientific publication.

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

7) Students will learn how to solve experimental problems and to change experimental conditions to improve their results.

Outcomes Anticipated by Course:

- 1) Students will be accomplished in their basic lab skills and be able to use these skills for more advanced molecular biology techniques.
- 2) Students will be able to design and perform molecular cloning experiments independently.
- 3) Students will know how to maintain a lab notebook and to analyze data.
- 4) Students will be able to identify and solve problems when their experiments do not work properly.
- 5) Students will learn to present data effectively in formal scientific writing.
- 6) Students will understand how to use the web and publications as a research tool.
- 7) Students will have intimate knowledge about the gene in their project.

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Department of Film

Date of Department Approval: February 19, 2013

Effective Date: Fall 2013

Film 7001G: Film Analysis and Research

60 hours; 3 credits

Bulletin Description: Formal analysis of the aesthetic implications of narrative film techniques and styles. Application of various critical perspectives. Bibliographical sources and research methods.

Prerequisite: Matriculation for the M.A. in Cinema Studies, the M.F.A. in Cinema Arts, or the M.S. in Entertainment Industry Management, or permission of the program director.

Frequency of offering: Every fall semester.

Projected enrollment: 12-20 students.

Clearances: None

Rationale: This course will be required of all students entering the M.A., M.S. and M.F.A. degree programs of the newly created Barry R. Feirstein Graduate School of Cinema, regardless of individual concentration or degree. Given the emphasis of this graduate school on synergy among the various concentrations of film study and filmmaking, it will encourage production, studies, and management students to engage in dialogue from their various perspectives. The assignments will accommodate the disparate nature of the participants by requiring studies and management students to apply research methodologies and production students to do formal analysis in the context of canonical aesthetic theories. This is the sole studies course required for all concentrations. (M.A. students in Cinema Studies are required to take two other Foundation Courses in the first year: Film Theory (7002G), and Film History/Historiography (7003G). The other two cinema studies courses required of M.F.A. students are history surveys (American Film and International Film). The last forty years of film history have shown that the most respected filmmakers and producers are usually those who have had the most thorough grounding in aesthetics and who are widely familiar with world cinema, past and present. This pedagogical approach is shared by the leading national film schools in Europe and Asia.

Although entering students will have already taken an undergraduate level course on the basics of film language, this course will provide a more sophisticated consideration of the implications of techniques such as mobile framing and address aesthetic choices within the context of various theoretical perspectives. Production filmmakers will perhaps challenge the theoretical assumptions of Cinema Studies students with pragmatic examples. Studies students will

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challenge production students to articulate and defend their preferences and judgments and to rethink their own personal styles and options.

The first half of the course will focus on formal analysis, with screenings of many excerpts to analyze disparate approaches to camera movement editing, sound, cinematography, and mise-en-scène. Given the very pragmatic approach distinctive of the program, the focus will be on narrative feature films. However, questions of critical methodology will also underlie the course. The second half of the course will apply critical perspectives such as genre, psychoanalytic, and feminist theories and will consider issues of ontological and social realism. Students will be introduced to and use the wealth of primary and secondary resources available for film research in the New York metropolitan area as well as online resources.

Objectives of Course:

1. To recognize the implications of disparate stylistic choices in terms of effect on the audience.
2. To place those choices in the context of canonical approaches to film criticism.
3. To recognize how film style encodes ideological stances, whether visible or implicit.
4. To learn how to appropriately use the basic resources available for study in terms of the New York museums and archives, as well as bibliographical sources
5. To foster dialogue among production, management and studies students.

Outcomes Anticipated for Course:

At the conclusion of this course students should be able to:

1. articulate the implications of the tools of film language
2. discuss these implications in the context of various critical approaches
3. know the bibliographical and material resources available for research in the New York metropolitan area.
4. correctly apply primary and secondary research materials within a coherent written argument.

Film 7002G: Film Theory

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Survey of major texts in classical and contemporary film theory influenced by aesthetics, phenomenology, linguistics, narratology, psychoanalysis, and theories of subjectivity and difference.

Prerequisite: Matriculation for the M.A. in Cinema Studies or permission of the program director.

Frequency of offering: Every other semester

Projected enrollment: 10-15 students

Clearances: None

Rationale: Film Theory is a required, foundational course for the M.A. in Cinema Studies, along with Film Analysis and Research and Film History/Historiography. (Students also take four Cinema Studies electives and a capstone course.) It addresses theoretical and critical approaches to the study of film texts and provides necessary preparation for graduate level independent research. Focusing on a range of film theories, approaches and methods that have been influential in the development of film as a field of academic study, this course will lay the groundwork for critical engagement with the production, exhibition, and reception of film and visual media. This is a survey course, unlike Special Topics in Film Theory, which will focus in depth on one approach, such as cognitive theory or queer theory, or issue (e.g., the perception of sound or the portrayal of the queer body).

Objectives of Course:

1. To read and discuss a wide variety of theoretical texts related to film and visual media.
2. To gain an understanding of the development of film theory over time and consider possible directions it may take in the future.
3. To analyze a wide range of texts, through both assigned texts and independent research.
4. To apply those readings to film and engage with them as film scholars.

Outcomes Anticipated for Course:

At the conclusion of this course students should be able to:

1. analyze theoretical and philosophical texts relating to film and visual media.
2. understand both the original context for theoretical texts as well as current applications.
3. challenge and defend particular theories, philosophies, and ideologies as they relate to film.
4. express sophisticated ideas about film and visual media.

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FILM 7003G Film History/Historiography
60 credits; 3 hours

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Comparison of historical movements and overview of major theories and issues in historiography, especially those particular to film. Preparation for scholarly publication of well-researched film studies manuscripts.

Prerequisite: Matriculation for the M.A. in Cinema Studies or permission of the program director.

Frequency of offering: Every other semester

Projected enrollment: 10-15 students

Clearances: History, Clearance requested

Rationale: This is a required foundational course for the M.A. in Film Studies (along with Film Analysis and Research and Film Theory). Graduate work in film studies requires not only knowledge of film history, but also the ability to critically analyze the sources, methodology, and theories underlying any given history. The course will additionally train graduate students to write potentially publishable film histories. Unlike the two film history surveys required for the M.F.A. (American Film and International Film), this course will presume that students have taken film history courses as undergraduates.

Objectives of Course:

1. To explore major theories and issues in historiography in general, as well as those particular to film.
2. To demonstrate how to conduct graduate-level archival and secondary source research.
3. To prepare for scholarly publication of well researched film studies manuscripts.

Outcomes Anticipated for Course:

At the conclusion of this course students should be able to:

1. analyze historical accounts of film production, exhibition, and reception.
2. understand major theories and issues in historical material related to film.

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

Film 7011G: Film Directors
60 hours; 3 credits

Date of departmental approval: February 19, 2013
Effective date: Fall 2013

Bulletin Description: Intensive study of the cinematic work of one film director and the complex historical and cultural dynamics that shaped this director's oeuvre.

Prerequisite: Matriculation for the M.A. in Cinema Studies, the M.F.A. in Cinema Arts, or the M.S. in Entertainment Industry Management, or permission of the program director.

Frequency of offering: Every 3-4 semesters

Projected enrollment: 10-15 students

Clearances: None

Rationale: This course is one of the electives for the M.A. in Cinema Studies in the Barry R. Feirstein Graduate School of Cinema. Graduate-level courses are the ideal place to probe the transformations of form and ideas that characterize the life-time work of the major film directors. Research into literary and cultural sources, changing film technologies over the course of their lifetimes, and shifting personal ideas and obsessions are appropriate graduate level subjects which require the research skill, cultural sophistication, and knowledge of film history acquired on the graduate level. Individual research projects on specific directors may lead to the possibility of publishing articles on that director's oeuvre in contemporary film journals.

Directors as diverse as Alfred Hitchcock, Ingmar Bergman, Spike Lee, and Robert Bresson, individually or in pairs, may be the focus of these intensive semester courses on directorial style, working methods, formal development, and cultural impact.

A study of Robert Bresson is provided here as an example. One of the greatest contemporary filmmakers of post-World War II Europe, Bresson made films that are models of narrative and stylistic minimalism. Based on sources as diverse as Dostoevsky and Bernanos, Bresson's films reduced film narrative to a minimum of expressive means where implication and a spiritual emptiness reign. Each sound, space, glance, gesture, hesitation and action is measured out to ensure the tight surface tension of his cinematic minimalism. In this reserved narrative and cinematic form, he observed the fruition and flux of the most profound and intense moments of human insight, experience, and action. Relative to conventional dramatic film narratives, the importance of sound, objects, and glances is increased. Seldom do sound and image duplicate each other. There is little exposition of situation, explanation of motive, or clarification of action. The radical simplicity and purity of his films influenced generations of European and global filmmakers as diverse as Straub, Wenders, Fassbinder, and Handke in Europe and Edward Yang, Ming-Liang Tsai, and Zhangke Jia in Asia.

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This most difficult of film directors is an appropriate subject for intense graduate study. Comparison of the literary works and films provides not only an exposure to the great literary works on which the films are based, but also a subtle understanding of the transformations of space, time, and narrative that the filmmaker's reduction of sources to a cinematic minimum of means exacts. Existential and religious theories will be examined as keys to the mysterious play of motives and mindset that his characters gradually, though haltingly, reveal. Bresson's own writings on his work NOTES ON CINEMATOGRAPHY and the critical responses of his contemporaries in the CAHIERS DU CINEMA and later writers will be closely examined. The relatively small number of films will allow the examination of this director's complete oeuvre as well as the sources of his inspiration in literary works.

Objectives of Course:

1. To analyze film texts and literary texts on which they are based.
2. To analyze all film techniques and their interactive minimalism and complexity.
3. To read theoretical and literary sources, director's writings, and critiques in order to be able to decipher influences on and developments of his theory and practice.
4. To compare and contrast films from different periods.
5. To increase the student's knowledge of cultural currents at work in cinematic texts.

Outcomes Anticipated for Course:

At the conclusion of this course students should be able to:

1. identify and discuss cultural, theoretical, literary, and cinematic texts and subtexts in a variety of complex films.
2. read and relate cultural, biographical, literary, and theoretical texts to specific film works and the collected works of an individual director.
3. understand the intellectual, creative, and personal dynamics of contemporary cinema.
4. analyze the interaction of idea and form in abstruse film texts and their literary sources.
5. speak and write clearly about the intersection of theoretical and formal aspects of film texts.
6. understand and identify the weave of values and ideas which form an individual director's theory and practice.
7. understand the diversity and complexity of influences of a unique director's work on works of global cinema.

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Film 7012G: Film Genres

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Analysis of the formal, aesthetic, ideological paradigms of a particular genre. Consideration of various critical perspectives. Emphasis on the interaction between audience and text.

Prerequisite: Matriculation for the M.A. in Cinema Studies, the M.F.A. in Cinema Arts, or the M.S. in Entertainment Industry Management, or permission of the program director.

Frequency of offering: Every other semester

Projected enrollment: 12-15 students

Clearances: None

Rationale: M. A. students in Cinema Studies are required to take three Foundation Courses in the first year: Film Analysis and Research, Film Theory, and Film History/Historiography. They will also choose four courses from the six elective offerings: Film Directors, Film Genres, National Cinemas, Global Cinemas, Special Topics in Film Theory and Special Topics in Film History. Finally they will then either write a thesis or pass a comprehensive exam.

Although entering studies students may have already taken an undergraduate level course on genre studies, this course will pursue a more rigorous consideration of the constituent elements of genericity, as seen through the close examination of films from a particular genre. The course will provide grounding in the principles of genre from the perspective of both filmmakers and audience. “Hollywood Melodrama” is included here as an example of the many types of genre and subgenre that can be explored.

Objectives of Course:

1. To identify the appeal of a particular genre
2. To trace the history of a genre’s rise and fall, its popularity and decline
3. To recognize the ideological implications of a particular genre
4. To compare the articulation of the genre in its varying historical periods
5. To identify connections between film style and film context; further, to explore ways in which style is content.
6. To articulate the basic coordinates of contemporary reception theory.

Outcomes Anticipated for Course:

At the conclusion of this course students should be able to:

1. articulate the narrative patterns, character types, thematic intentions, and visual composition of a particular genre

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2. know the canonical titles of a particular genre throughout its history
3. know the primary bibliography in the field
4. write coherently about the historical significance of a particular genre

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Film 7013G: American Film

60 hours; 3 credits

Date of department approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Overview of the major films, directors, writers, performers, cycles and movements in the history of American film. Application of various critical/historical/theoretical methods. Bibliographical sources and research methods.

Prerequisite: Matriculation for the M.F.A. in Cinema Production, or for the M.S. in Entertainment Industry Management, or permission of the program director.

Frequency of offering: Every other semester

Projected enrollment: 12-20 students.

Clearances: None

Rationale: This course will be required of all M.F.A. students in production and M.S. students in Entertainment Industry Management of the newly created Barry R. Feirstein Graduate School of Cinema, regardless of individual concentration. Together with a second required film history course (International Film) and Film Analysis and Research, it is one of three studies courses foundational for production and management students. (This course is distinguished from Film History/Historiography, a more advanced course required of M.A. students, who are required to have taken film history surveys before matriculation.)

Although some entering students will already have taken courses in film history on the undergraduate level, this course will be addressed to advanced students. There will be an emphasis on production choices and values in the films studied and an attempt to draw connections between film technology/practice and film aesthetics. The course will confront the synergy between technology and meaning, between modes of production and methods of analysis and interpretation.

Objectives of Course:

1. To familiarize students with the canonical texts of American film history.
2. To train students in major approaches to the study of film history.
3. To foster in production and management students an appreciation of the connections between making and meaning, between the problems and challenges of producing and interpreting films.
4. To train students in writing analytical/historical essays in the field.

Outcomes Anticipated for Course:

At the conclusion of the course students should be able to:

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1. discuss and write coherently about the history of American film, from 1895 to the present day
2. articulate connections between filmic texts and American social/political/cultural history of the historical periods covered in the class.

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Film 7021G: National Cinemas

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Study of the complex cultural, artistic, intellectual, social, economic, political, historical, and aesthetic dynamics of a national cinema.

Prerequisite: Matriculation for the M.A. in Cinema Studies, the M.F.A. in Cinema Arts, or the M.S. in Entertainment Industry Management, or permission of the program director.

Frequency of offering: Every 3-4 semesters

Projected enrollment: 10-15 students

Clearances: None

Rationale: This course is one of the four electives for the M.A. in Cinema Studies in the Barry R. Feirstein Graduate School of Cinema to be taken with and after the three foundational M.A. courses. National cinemas reflect the changing personal, social, political, economic, and cultural maps of their territories and express to the world, in an internationally understood language--the language of cinema--the changing currents and counter-currents of ideas, beliefs, and values which traffic in those nations. In nations and cultures worldwide, the influence of European and American cinematic forms and models can be traced, as well as the rise of distinctly national issues and the cinematic techniques to express them. Individual national cinemas as diverse as those of France and Iran will become the focus of close formal and cultural analyses on a rotating basis. Student research projects will focus on the complex historical issues and conflicts that define the national traditions and their representation in unique forms of cinematic discourse.

This course increases the student's exposure to and understanding of diverse cultures and the films that express the inner and outer dynamics of those cultures. Students are required to delve into the history, politics, culture, economics, social forms, and means of communication that characterize the nation in question and the cinema it produces. This course, therefore, forwards the multicultural goals of the department and college. Each national tradition has developed a distinct handling of the technical and artistic apparatus of filmmaking, which is studied and analyzed in each course. The translation of cinematic language into a cultural means of communications is a central focus of these courses.

The skills of cinematic analysis are developed throughout. Comparisons with literary sources and other artworks and cultural artifacts are encouraged. Theories of film culture, expression, and symbolism are necessarily invoked and studied and applied as well. Analysis of film structure and meaning and its cultural context is a central focus of the oral and written work of the students, working individually and in groups. Clear writing and oral presentations are a

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central goal and practice of the course. Cultural exchange among the students is encouraged in class discussions and interpretive work.

Objectives of Course:

1. analyse film texts in which a complex intersection of overt and covert ideas circulate.
2. analyse film techniques and their interactive complexity.
3. read historical sources, director's writings, and critiques in order to be able to decipher coded political and cultural meanings.
4. compare and contrast films from different national groups and locations.
5. integrate cinematic and social, political, ideological, and historical analyses of film texts.
6. increase students' knowledge of complex cultural currents at work in cinematic texts.

Outcomes Anticipated for Course:

At the conclusion of this course students should be able to:

- 1 identify and discuss cultural, political, and cinematic texts and subtexts in a variety of complex films.
2. read and relate historical, cultural, biographical, economic, and political texts to specific film works and the collected works of individual directors.
3. understand the complex social, intellectual, creative, and political dynamics of contemporary cinema.
4. analyze the interaction of idea and form in complex film texts.
5. speak and write clearly about the intersection of cultural and formal aspects of film texts.
6. identify and discuss the complex weave of values and ideas which form a national cultural tradition and its development.

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Film 7022G: Global Cinemas

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Survey of a major cinema tradition that transcends national borders. Themes selected according to political, aesthetic, or cultural traditions shared by people across the globe. Topics may include postcolonial cinema, transnational cinema, genres, and/or the cultural or aesthetic exchange between different national cinemas and Hollywood.

Prerequisite: Matriculation for the M.A. in Cinema Studies or the M.F.A. in Cinema Arts, or permission of the program director.

Frequency of offering: Every other semester

Projected enrollment: 12-15 students

Clearances: None

Rationale: This course will satisfy one of the four electives required for the M.A. in Cinema Studies. Whereas the National Cinemas course focuses on one particular nation state and its unique cultural traditions, Global Cinemas addresses how film has been used to transcend traditional national borders, economically (through co-productions, for example), aesthetically (through the use and adaptation of visual and narrative conventions), culturally (by enabling discourse among people from different global regions who may or may not share cultural connections), and/or politically (through shared histories of colonialism or migration, for instance).

Although entering studies students may have already taken an undergraduate level course on global cinema, this course will pursue a more rigorous and focused consideration of the constituent elements of filmmaking on a global scale, as seen through the close examination of films and filmmakers grouped according to selected topics, such as international movement and migration (of people, of capital, of film styles), the globalization of media, and/or transnational connections. The course will provide grounding in the history and aesthetics of film movements outside of Hollywood (though American cinema may be included in a specific special topic, if applicable). “Global Gangsters” is included here as an example of the way in which such a vast topic as “Global Cinemas” can be explored through a particular popular trope: the gangster.

Objectives of Course:

1. To identify the transnational connections among a group of films or filmmakers
2. To trace the history and influence of particular themes or tropes across films from different national and international contexts
3. To recognize the ideological implications of style and story on films from a variety of industrial situations

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4. To identify the influences, if applicable, of Hollywood film style outside of Hollywood

Outcomes Anticipated for Course:

At the conclusion of this course students should be able to:

1. articulate the aesthetic, thematic, and/or industrial connections among a group of international cinemas
2. write coherently about the aesthetic, historical, and or political significance of a particular group of films
3. know the primary bibliography in the field

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Film 7023G: International Film

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective Date: Fall 2013

Bulletin Description: Survey of the major films, cycles and movements in the history of world cinema. Application of various critical/historical/theoretical methods. Bibliographical sources and research methods.

Prerequisite: Matriculation for the M.F.A. in Cinema Arts or the M.S. in Entertainment Industry Management, or permission of the program director.

Frequency of offering: Every 2 semesters

Projected enrollment: 12-20 students.

Clearances: None

Rationale: This course will be required in the third semester for all M.F.A. students in the newly created Barry R. Feirstein Graduate School of Cinema, after taking two other foundational studies courses, a first semester aesthetics course (7001G) and a second-semester American film history survey (American Film [7013G]). Although some entering students may already have taken a course (or courses) in international cinema on an undergraduate level, this course will be addressed to more students whose understanding of history and culture is more sophisticated. For production students more familiar with American film, this course will provide a necessary balance and enhancement as it surveys significant texts in the history of world cinema and the flow of influences from movement to movement. Individual films will be placed within the historical/cultural context of their national origins. This is a historical survey course and thus to be distinguished from Global Cinemas (7022G), a Film Studies elective that either addresses a theme or trope across national cultures or the extent to which cinemas have transcended national boundaries economically, aesthetically, culturally, or politically.

Objectives of Course:

1. to familiarize students with the canonical texts of international cinema.
2. to train students in the major historical approaches.
3. to train students to draw connections between films and the societies that produced and consumed them.
4. to train students in writing analytical/historical essays in the field.

Outcomes Anticipated for Course

At the conclusion of the course students should be able to:

1. discuss and write coherently about masterpieces of international cinema
2. articulate connections between filmic texts and the social/political/cultural history of the national cinemas covered in the course
3. be conversant with the biographical backgrounds of the major directors whose work is covered in the course

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Film 7031G: Special Topics in Film Theory

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: An in-depth consideration of one issue in film theory. Topics vary from term to term. Students may take this course two times, but may not repeat topics.

Prerequisite: Matriculation for the M.A. in Cinema Studies, the M.F.A. in Cinema Arts, or the M.S. in Entertainment Industry Management, or permission of the program director.

Frequency of offering: Every 3-4 semesters

Projected enrollment: 10-15 students

Clearances: None

Rationale: This course will fulfill an elective for the M.A. in Cinema Studies, the M.F.A. in Cinema Arts, and the M.S. in Entertainment Industry Management. Unlike Film Theory (7002G), a required foundational survey for M.A. students, this course will focus in depth on one theoretical approach, such as semiotics, psychoanalysis, or queer theory, or on one issue (e.g., the perception of sound or the portrayal of women in film).

Objectives of Course:

1. to read and discuss a wide variety of theoretical texts related to the selected special topic.
2. to gain an understanding of the development of the selected special topic over time and study possible directions it may take in the future.
3. to read a wide range of texts, both through assigned texts and independent research.
4. to apply those readings to film and engage with them as film scholars.

Outcomes Anticipated for Course:

At the conclusion of the course students should be able to:

1. analyze theoretical and philosophical texts relating to the selected special topic.
2. understand both the original context for theoretical texts as well as current applications.
3. challenge and defend particular theories, philosophies, and ideologies as they relate to film, and through this express sophisticated ideas about film and—when relevant—digital media.

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Film 7032G: Special Topics in Film History

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Examination of one topic in film in relation to its historical, cultural, technological and theoretical contexts. Topics vary from term to term. Students may take this course two times, but may not repeat topics.

Prerequisite: Film 7003G or permission of the program director.

Frequency of offering: Every 3-4 semesters

Projected enrollment: 10-15 students

Clearances: None

Rationale: This course is one of six M.A. electives, of which students in Cinema Studies will choose four along with three required foundational courses and a capstone course. Unlike its prerequisite, Film History/Historiography (7003G), which is a required foundational survey and methodology course for M.A. students, or the two surveys of American and International students required of M.F.A. students, this course will concentrate on the history of one subject or period, such as animation (our example), sound aesthetics and technology, Italian Neorealism, or British Social Realism.

Objectives of Course:

1. to read and discuss a wide variety of historical texts related to the selected special topic.
2. to gain an understanding of the development of the selected special topic over time and study possible directions it may take in the future.
3. to read a wide range of historical texts, both through assigned readings and independent research.
4. to apply readings to film and engage with them as film scholars.

Outcomes Anticipated for Course:

At the conclusion of the course students should be able to:

1. analyze historical and philosophical texts relating to the selected special topic.
2. understand both the original context for historical analyses as well as current applications.
3. challenge and defend particular theories, philosophies, and ideologies as they relate to film, and through this express sophisticated ideas about the history of film.

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FILM 7101G Directing Workshop

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Film analysis of the work by master filmmakers from a directorial perspective to investigate different directorial styles and to study the tools of the craft of directing.

Prerequisite: Matriculation for the M.F.A. in Cinema Production and permission of the program director.

Frequency of offering: Every 2 semesters

Projected enrollment: 12 students

Clearances: Television and Radio, Clearance requested

Rationale: The best way to learn film directing is hands-on, by making films. The second best – by studying the work by master directors. This is the first in the sequence of required courses for M.F.A. students concentrating in directing.

In this course we will review a number of films directed by most prominent film directors, current and past, and analyze in depth all aspects of the craft of directing, including scene blocking and blocking patterns, camera work and frame composition, visual styles, working with actors and character development, scene and story structure, and story spine and text analysis. The screenings and analysis will help identify the various tools of the directorial craft developed and used by the most successful film directors.

This course will also include master-director sessions with prominent current filmmakers as guest speakers. Master filmmakers will be invited to screen their films and engage with students in detailed analysis of their respective directing crafts.

Objectives of Course:

To review and study the work of masters

To identify and study the tools of the film directing craft

To study various directorial styles and approaches to the job of film director

To engage students in a creative exchange with prominent current film directors

To help students identify, assemble, and develop their own set of directorial tools

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Outcomes Anticipated for Course:

At the conclusion of this course students should be able to:

1. identify and reproduce various directorial and visual styles
2. understand the diversity of approaches to working behind the camera
3. identify and understand the various tools of the craft of directing
4. develop the set of directorial tools
5. understand various techniques of directing actors and the camera

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FILM 7111G Directing the Camera

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Exploration of the ways directors design shots, sequences and scenes in the service of effective visual storytelling. Workshop format.

Prerequisite: Matriculation for the M.F.A. in Cinema Arts (Specialization in Directing) and permission of the program director.

Frequency of Offering: Every 2 semesters

Projected Enrollment: 8 - 12 Students

Clearances: Television and Radio, clearance requested

Rationale: This is part of the required sequence for all M.F.A. students specializing in direction. Directors are cinematic storytellers. In the simplest terms, directors create and use images and sounds to tell compelling stories for the screen. This course will focus on the fundamentals of the visual storytelling craft -- the art of directing camera. The course will explore different strategies film directors use to design and create shots, sequences and scenes for specific dramatic purposes.

Topics to be explored include: Advanced cinematic grammar and language; scene analysis, composition and shot variety; cinematography and aesthetic choices; the pre-visualization process; shooting coverage; shooting dialogue scenes; shooting montages and action scenes; camera movement, special rigs, the director-cinematographer collaboration and the development of individual visual style. Students will work to develop fluency in the language of cinematic storytelling, and each student will direct camera for individual and group film projects produced in the class.

Objectives of the Course:

- To expand students' understanding of the cinematic storytelling craft
- To demonstrate how directors design shots, sequences and scene coverage
- To identify conventions and methodologies routinely used in the directing profession
- To promote fluency in the language of cinematic storytelling
- To help students develop their personal visual storytelling style

Outcomes:

At the conclusion of the course, students should be able to:

1. Better understand how to direct camera effectively
2. Be conversant in the language of cinematic storytelling
3. Be knowledgeable of the standard camera coverage techniques employed in the film industry
4. Design shots, sequences and scenes with confidence, skill and style

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FILM 7112G Acting in Film

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: The art and craft of the film actor. Acting techniques and working methods.

Prerequisite: Matriculation for the M.A. in Cinema Studies, for the M.F.A. in Cinema Production, for the M.S. in Entertainment Industry Management, or permission of the program director.

Frequency of offering: Every 2 semesters

Projected enrollment: 12 - 20 students

Clearances: Theater, clearance requested

Rationale: Directing actors is arguably the film director's most important job. The more a director understands the acting process, the better equipped he or she will be at directing actors. To this end, this course is designed to provide directing students with a foundation in the actor's craft by giving them an intensive hands-on experience of acting themselves.

Students will learn various working methods and techniques actors use to create authentic, multidimensional characters on screen. Students will act in both scripted and improvisational scenes and exercises. Techniques explored in the class include those developed by: Stanislavski, Sanford Meisner, Uta Hagen, Stella Adler, Lee Strasberg, Del Close and selected contemporary film actors. The course will culminate in staged scenes to be presented and filmed in class.

Objectives of the Course:

To expand students' understanding of the craft of acting by immersing them in the experience of being an actor.

To demonstrate how engagement in various acting techniques can lead to more effective depictions of characters in film.

To identify the major traditions and methodologies of the professional acting craft.

To promote fluency in the language and vocabulary of actors.

To encourage the development of critical thinking in evaluating actors' performances.

Outcomes Anticipated for Course:

At the conclusion of the course, students should be able to:

1. understand the processes involved with an actor's preparation for a role
2. be conversant in the language of the Actor
3. critically evaluate acting performances
4. be knowledgeable about the major schools of acting technique and methodology
5. act with confidence in front of the camera, and effectively portray characters in film

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FILM 7121G Directing the Actor

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Hands-on intensive directing workshop in which directing students work with actors to develop and produce character-driven scenes.

Prerequisite: Matriculation for the M.F.A. in Cinema Production and permission of the program director.

Frequency of offering: Every 2 semesters

Projected enrollment: 12 students

Clearances: Television and Radio; Theater, clearances requested

Rationale: The development and production of character-driven scenes using a variety of approaches, including top-down and bottom-up. Students will study different directorial techniques (Kazan, Leigh, Bergman, Hitchcock) as well as acting techniques (inside-out and outside-in), and learn how to translate character psychology into behavior. They will work with actors on character development and scene development through a series of improvisation exercises. Each student will be responsible for developing and directing an individual scene. The focus will be on text analysis, casting and audition techniques, character development, blocking, and director-actor communication.

Objectives of Course:

To identify various techniques of directing the actor and develop director-actor communication skills.

To demonstrate how to work with actors on development of multidimensional characters.

To explore methods of creating character back-story, character flaw, and character dramatic arc.

To examine ways of translating character psychology into behavior.

To demonstrate various casting techniques and audition exercises.

To establish skills in improv exercises

Outcomes Anticipated for Course:

At the conclusion of this course students should be able to:

1. utilize the skills of director-actor communication
2. understand various techniques of directing the actor
3. work with actors on development of complex multidimensional characters
4. do text analysis of a complex character-driven scene
5. understand and utilize various casting techniques and audition exercises
6. direct a character-driven scene

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FILM 7131G Advanced Directing Workshop

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Focus on the pre-production process and preparation of each director's thesis project to be filmed in the following semester.

Prerequisite: Matriculation for M.F.A. in Cinema Production, and permission of the program director. Open only to 2nd Year Directing Students preparing to shoot their thesis film.

Frequency of offering: Every 2 semesters

Projected enrollment: 10-15 students

Clearances: Theater; Television and Radio, clearances requested

Rationale: For the director, preparation is everything. This intensive workshop is designed to support and facilitate the meticulous preparation of each directing student's thesis film, to be shot in the following semester. Through hands-on workshops and master classes with industry professionals, this class will explore the director's pre-production preparations, including those involving:

- the auditioning, casting and rehearsing of the film's actors;
- the re-writing, polishing and breaking down of the script;
- the story boarding, shot designing and development of a directorial "vision"
- the preparation of the production schedule with the Assistant Director;
- working with the Director of Photography to develop a look for the photography of the film;
- working with the Production Designer to develop a look for the world of the film;
- working with the producer collaboratively on money, time and personnel matters.

The class will focus on best practices and professional procedures in the film industry, and on how to apply these practices to the prepping of the thesis projects.

The semester will culminate in a full pre-production meeting headed by the director, where full prep documents, budgets, cast photos, location photos, script breakdowns, schedules, shot lists, storyboards, shooting plans and a detailed director's statement are all presented to the class.

Objectives of the Course:

1. To demonstrate how the director's choices in pre-production shape the film's character and impact.

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2. To demonstrate the necessity of collaboration between the director and other key creative personnel on the set.
3. To identify best practices and methodologies used professionally during the pre-production process.
4. To promote fluency in the language and vocabulary of pre-production to inspire efficiency and preparation in the pre-production of students' thesis films

Outcomes Anticipated for Course:

At the conclusion of the course, students should be able to:

1. Clearly articulate their directorial vision of the film to all of their key collaborators
2. Understand the industry-standard procedures involved in the pre-production process
3. Be conversant in the language of the Producer, Cinematographer, Assistant Director and Production Designer, and be able to communicate with them with precision
4. Prepare professional storyboards and shot lists, demonstrating their clear intentions.

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FILM 7201G Cinematography I

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Examination and use of professional motion picture cameras, lenses, electric and grip equipment in both film and digital formats.

Prerequisite: Matriculation for the M.F.A. in Cinema Production or permission of the program director.

Frequency of offering: Once each year, every fall semester

Projected enrollment: 8 - 12 students

Clearances: Television and Radio, clearances requested

Rationale: This is the first of four consecutive workshop courses designed specifically for graduate students concentrating in cinematography. Regardless of previous student experience, this hands-on course will involve extensive examination and use of motion picture cameras and lenses in both digital and 16mm film formats. Lighting equipment and techniques for both formats will be explored at length through practical exercises.

Intended for aspiring directors of photography, the focus of this course is a thorough grounding in all aspects of professional cinematography, both theoretical and practical, from the study of chiaroscuro lighting in Renaissance painting and the influence of the Impressionists on the Technicolor laboratory process of the fifties to the cinematographic styles of Sven Nykvist and Jack Cardiff. The recreation of scenes from these and other legendary cinematographers is a cornerstone of the workshop.

Objectives of Course:

To develop an understanding and appreciation of the art and craft of digital cinematography.

To enhance the effectiveness of visual storytelling through lighting design and camera movements.

To develop the student's abilities to solve specific cinematographic problems.

To equip students with the technical and leadership knowledge necessary to practice as a Director of Photography.

To demonstrate creative and technical competencies using specialized motion picture equipment.

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

Outcomes Anticipated for Course: At the conclusion of this first semester course, students concentrating in cinematography should be able to

1. create a specific mood on screen through the manipulation of light and shadow using state of the art equipment.
2. understand basic 16mm and digital cinematographic technique.
3. use various styles of lighting in both black and white and color, including control of exposure, lighting ratios and depth of field through the use of lenses, filters, reflectors and other photographic tools.

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FILM 7202G Cinema Aesthetics

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Overview and historical review of the creative and technical decisions made within the collaboration between the director and the cinematographer. Formal elements and choices in the filmmaking process, including visual storytelling, storyboarding, composition, blocking, mise-in-scene, rhythm, coverage choices, use of location, sets, and art direction.

Prerequisite: Matriculation for the M.F.A. in film or permission of the program director.

Frequency of offering: Every 2 semesters

Projected enrollment: 12 students

Clearances: Television and Radio, clearances requested

Rationale: This is a first year foundation course required for all students in the Cinematography concentration.

The creative and technical decisions made within the collaboration between the director and the cinematographer determine the outcome of the film. Storytelling, visual storytelling, storyboarding, composition, blocking, mise-in-scene, rhythm, coverage choices, visual effects planning and preparation, use of location, sets, and art direction, and more, all determine what the finished film is and what it expresses. This course will present these creative, technical, and formal choices that filmmakers (directors and cinematographer) must make. Films will be viewed, analyzed, broken down to their formal elements, discussed, and written about, so that the student will begin to master the creative choices that must be made during the planning and production of films. Each student will develop an in-depth pre-production book for a short film, including storyboards. A deep knowledge of how to provide the required and desirable options for the post-production of films will also be covered.

Objectives of Course:

To present a practical and theoretical knowledge of the creative and technical formal choices that filmmakers (directors and cinematographers) make during the preparation and production of films; To expose students to the history of the creative and technical formal choices made in films

Outcomes Anticipated for Course:

At the conclusion of this course students should be able to think, speak, and write effectively about the formal decisions made by filmmakers, including issues related to storytelling, visual storytelling, composition, blocking, mise-in-scene, rhythm, coverage choices, visual effects planning and preparation, use of location, sets, and art direction.

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Film 7211G Cinematography II

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Lighting and visual storytelling. Current motion picture cameras. Principles of lighting, composition, lenses, camera movement, and postproduction workflow.

Prerequisite: Cinematography I

Frequency of offering: Once each year, every spring semester.

Projected enrollment: 10-12 students

Clearances: Television and Radio, clearances requested

Rationale: This is the second of four consecutive workshop courses designed specifically for graduate students concentrating in cinematography. Regardless of previous student experience, this hands-on course will involve extensive examination and use of advanced digital motion picture cameras and lenses. Also, intermediate lighting techniques for digital format will be explored at length through practical exercises.

Objectives of Course:

To further the student's understanding and appreciation of the art and craft of digital cinematography.

To enhance the effectiveness of advanced visual storytelling through lighting design and camera movements.

To develop the student's abilities to solve specific cinematographic problems.

To equip students with the technical and leadership knowledge necessary to practice as a Director of Photography.

To demonstrate creative and technical competencies using specialized motion picture equipment.

Outcomes Anticipated for Course:

At the conclusion of this second semester course, students concentrating in cinematography should have gained confidence in their ability to operate state of the art digital cinema cameras and be able to design more complex lighting scenes through the manipulation of color and contrast using the state of the art lighting and grip equipment that will be at their disposal.

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FILM 7212G Digital Aesthetics

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Analysis and practice of the aesthetics of digital cinema. Benefits and challenges of digital cinema acquisition, post-production, and distribution.

Prerequisite: Cinema Aesthetics (Film 7202G)

Frequency of offering: Every Spring semester

Projected enrollment: 10-12 students

Clearances: Television and Radio, clearances requested

Rationale: This is the second cinema aesthetics course required for all students in the cinematography concentration.

In this class, cinematography students will explore the new aesthetics that have emerged in current cinema as traditional photochemical filmmaking technology is replaced by the tools of digital cinema. The students will evaluate mise-en scene, composition, coverage, lens choices, rhythm, narrative structure, and a variety of other topics of digital cinema to broaden their understanding of digital acquisition, control, and manipulation.

Objectives of Course:

To further the student's understanding and appreciation of the art and craft of digital cinematography

To enhance the effectiveness of visual and virtual storytelling

To enhance the student's skills of digital acquisition, control, and manipulation

Outcomes Anticipated for Course:

At the conclusion of this course students should be able to operate current digital cinema cameras and lenses; design complex lighting scenes for digital sensors; practice new aesthetics of digital cinema; control and manipulate digitally acquired raw files.

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FILM 7221G Cinematography III

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective Date: Fall 2013

Bulletin Description: Advanced camera technology. Specialized and advanced cinematography tools and techniques. Lectures, demonstrations and specific assignments on a variety of specialized motion picture equipment (including 3D and high-speed cameras).

Prerequisite: Cinematography II

Frequency of offering: Once each year, every fall semester

Projected enrollment: 10-12 students

Clearances: Television and Radio, clearances requested

Rationale: This is the third of four consecutive workshop courses designed specifically for graduate students concentrating in cinematography. Class topics will include Steadicam, car shots, aerial/underwater cinematography tools, motion control, special optics, high-speed cinematography, and 3D stereography. Guest cinematographers and specialists participate in the workshop on a regular basis to conduct specialized seminars and demonstrations as well as to provide feedback on students' work.

Objectives of Course:

To deepen the students' understanding and appreciation of current professional cinematography practice

To equip students with the technical and leadership knowledge necessary to practice

To demonstrate creative and technical competencies using specialized motion picture equipment

Outcomes Anticipated for Course: At the conclusion of this course, students concentrating in cinematography should have gained confidence in their ability to operate specialized motion picture equipment and be able to design more complex camera coverage using advanced motion picture equipment used in the field.

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FILM 7231G Cinematography IV

60 hours; 3 credits

Date of departmental approval: Fall 2013

Effective date: Fall 2013

Bulletin Description: Advanced lighting techniques for feature filmmaking. Planning, producing, shooting and analyzing scenes that demonstrate creative and technical competencies.

Prerequisite: Cinematography III

Frequency of offering: Once each year, every spring semester

Projected enrollment: 10-12 students

Clearances: Television and Radio, clearance requested

Rationale: This is the last of four consecutive workshop courses designed specifically for graduate students concentrating in cinematography. Students will be exposed to several different scenarios and techniques to help them tell their stories visually. Each student will practice personal “envisioning” and then production of the key aesthetic elements under her/his command, including the designing of the color, contrast, shot selection and camera movement and placement in these scenes to-be-shot on a weekly basis.

Objectives of Course:

To explore creative lighting techniques for feature filmmaking.

To create a look and execute a vision by using the advanced tools that are available to the director of photography.

To tackle challenging lighting situations with a goal of achieving a specific visual aesthetic.

Outcomes Anticipated for Course: At the conclusion of this course, students concentrating in cinematography should have gained confidence in their ability to work as a feature film director of photography.

FILM 7411G Pre-production

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Principles and practices of the line producer, production manager and assistant director during pre-production.

Prerequisite: Matriculation for the M.F.A. in Cinema Arts and permission of the program director.

Frequency of offering: Every Spring semester

Projected enrollment: 12 students

Clearances: Television and Radio and Theater, clearances requested

Rationale:

It is essential that anyone studying the craft and art of producing have a practical understanding of the roles and responsibilities of a producer during the pre-production stage of a motion picture. The goal is to promote an understanding of how to balance financial considerations with the creative vision during the pre-production of a feature film. Careful and creative pre-production is essential to the success of any film production. Staying focused, organized, on schedule and budget, and in constant communication with the crew will ensure a smooth run into production.

Topics covered will include: the script breakdown, scheduling, budgeting, casting, finding and securing locations and permits, working with unions and insurance companies, hiring crew, and negotiating cast and crew contracts. There will be guest visits from professionals working in the industry throughout the semester as well as visits to pre-production offices.

Objectives of Course:

To demonstrate the ability to reconcile the creative needs of a film within its budgetary parameters.

To demonstrate the ability to breakdown budget and schedule a shooting script.

To explore the ability to collaborate with the director, casting director, agents and managers to secure cast and negotiate contracts.

To identify and hire appropriate crew for the project.

To negotiate contracts with crew, cast, locations, and equipment vendors.

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Outcomes Anticipated for Course:

At the conclusion of this course students should be able to:

1. create a workable schedule and budget for a film
2. critically discuss the intersection between creative considerations and budgetary constraints
3. know the major union rules and be able to negotiate deals with cast and crew
4. supervise the day to day operations of a production office
5. communicate and negotiate effectively with crew, cast and vendors.

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FILM 7421G Production and Set Management

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Theory and practice of the real-world functions of the line producer. Emphasis on the craft, logistics and technical aspects of filmmaking.

Prerequisite: Matriculation for the M.F.A. in Cinema Arts and permission of the program director.

Frequency of offering: Every Fall semester

Projected enrollment: 12 students

Clearances: Theater; Television and Radio, clearances requested

Rationale: This course belongs in the second year of the M.F.A. producing concentration, as it is essential that anyone studying the craft and art of producing understand the inner workings of a film set. Topics covered will include: staying on budget while also preserving the vision of the film, creating cost reports, interfacing with key crew members, managing expectations and preparing for post-production. Students will visit several sets and have guest visits from professionals working in the industry throughout the semester.

Objectives of Course:

To demonstrate the ability to manage and supervise day-to-day operations on a film set.

To be able to engage with the creative personnel on a film set and help them successfully realize their vision.

To communicate effectively with departments to ensure that they are staying on budget and schedule.

Outcomes Anticipated for Course:

At the conclusion of this course students should be able to:

1. manage and maintain the schedule and budget for a film
2. critically discuss the intersection between creative considerations and technical constraints
3. liaise with financiers and bond company representatives
4. supervise the day-to-day operations of a film set

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FILM 7501G Film Editing

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: The art and craft of visual narrative editing in theory and practice. Principles of continuity, dramatic emphasis and clarity, aesthetics and visual style. Hands-on workshop where students edit a variety of scenes. Emphasis on peer critique, collaboration and professional practices.

Prerequisite: Matriculation for the M.F.A. in film or permission of the chairperson.

Frequency of offering: Every semester

Projected enrollment: 12 students

Clearances: None

Rationale: This is a first year foundation course required for all students in the editing concentration. The course is also required for directors, cinematographers, and producers in their second year.

Often called the “invisible art”, film editing is both a highly technical craft and an intuitive process where sound, image, performance and story are woven into a fully realized film. In this hands on workshop, students will develop theoretical, creative and technical skills in the craft of editing. Students will be provided raw footage from existing independent films, and each will edit four projects of increasing complexity: a montage sequence, an action sequence, a comedic dialogue scene and a dramatic dialogue scene. Through regular screenings, students will investigate differing editorial approaches and analyze their impact on visual storytelling.

Objectives of Course:

To gain a foundational knowledge of history, aesthetics and techniques of film editing;

To edit a number of scenes in a variety of narrative and visual styles and genres;

To be exposed to current industry standards and practices;

To encourage collaboration and emphasize the interconnection of script, direction, production design, cinematography, sound and visual effects;

To enrich each student’s process as a visual storyteller, regardless of craft concentration.

Outcomes Anticipated for Course:

At the conclusion of this course students should be able to:

1. Be proficient in editorial approaches to dialogue (comedy, drama), montage, and action
2. Critically discuss scenes by working editors and peers
3. Collaborate effectively with peers
4. Understand professional standards

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FILM 7521G Advanced Editing

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Advanced workshop in editing tools and techniques. Emphasis on creative storytelling and technical mastery, including sound design, the use of titles and effects, color correction, media management and deliverables.

Prerequisite: Matriculation for the M.F.A. in Film and permission of the chairperson.

Frequency of offering: Every 2 semesters

Projected enrollment: 12 students

Clearances: Television and Radio, clearance requested

Rationale: This is a second year foundation course required for all students in the editing concentration.

This advanced workshop combines technical instruction, screening and critique, and master classes with visiting professional editors. Students collaborate with directors and cinematographers to edit the short film projects produced in Production Workshop III and Cinematography III.

Objectives of Course:

To gain an advanced working knowledge of aesthetics and techniques of film editing;

To complete post-production on two short films, one fiction and one documentary;

To gain proficiency in current industry standards and practices;

To encourage positive collaboration and emphasize the interconnection of script, direction, production design, cinematography, sound and visual effects.

Outcomes Anticipated for Course:

At the conclusion of this course students should be able to:

1. Be proficient in advanced editorial techniques, workflows, and principles of storytelling
2. Critically discuss scenes by working editors and peers
3. Collaborate effectively with peers
4. Understand professional standards

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FILM 7522G Digital Media Integration

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description:

The theory and practice of digital media integration, including digital cinema workflow, capture, formats, compression, and mastering. Best practices for the use of linear media within interactive and new media applications. Recent industry technical developments.

Prerequisite: Matriculation for the M.F.A. in film or permission of the chairperson.

Frequency of offering: Every 2 semesters

Projected enrollment: 12 students

Clearances: Television and Radio, clearance requested

Rationale: This is a second-year course required for all students in the post-production and cinematography concentrations.

This course provides expertise both for working within the present day industries of digital media and for the technical practices of digital image capture, post, delivery, and mastering work.

Objectives of Course:

To gain a practical working knowledge of digital media manipulation and workflow;

To gain proficiency in current industry standards and practices;

To gain an overall approach and insight into how digital media is evolving and changing, so as to provide a foundation for technical problem-solving and trouble-shooting on digital media projects.

Outcomes Anticipated for Course:

At the conclusion of this course students should be able to:

1. Be proficient in digital image capture, transcoding, compression, and preparation for post.
2. Deliver and provide linear videos in multiple formats for multiple platforms and applications.
3. Collaborate with digital cinematographers, editors, visual effects professionals, producers, programmers, and interaction designers on the creation, post, and delivery of digital media projects.
4. Perform the role of a Digital Imaging Technician on-set for short digital films.

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FILM 7531G Post-Production Supervision

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Creative and strategic approaches to the post-production process, including scheduling and budgeting, overseeing cuts and test screenings, finishing and deliverables. An emphasis on collaboration through effective management of all post-production personnel and elements including sound design, musical score, titles, and visual effects.

Prerequisite: Matriculation for the M.F.A. in film and permission of the program director.

Frequency of offering: Every 2 semesters

Projected enrollment: 12 students

Clearances: Television and Radio, clearance requested

Rationale: This is a second year foundation course required for all students in the editing and producing concentrations.

The successful completion of a film can only be achieved with the support of an efficient and organized post-production process. The role of the Post-Production Supervisor bridges many crafts and perspectives, from the creative, to the technical, to those of a producer. Students will learn effective strategies by examining case studies of independent films. All students will be responsible for supervising the post-production process on a third year thesis film.

Objectives of Course:

To gain knowledge of effective post-production workflow and management;

To oversee the successful execution of post-production on a thesis film, on schedule and within budget;

To be exposed to contemporary industry standards and practices;

To facilitate creative collaboration between the director, editor, producer, sound designer, composer, visual effects artists, and other members of post-production team.

Outcomes Anticipated for Course:

At the conclusion of this course students should be able to:

1. Be proficient in budgeting, scheduling, hiring and management of personnel, efficient and secure management of media.
2. Give and facilitate feedback during work-in-progress screenings, maintain creative and qualitative standards on film throughout post-production process, and prepare completed film for distribution.
3. Collaborate effectively with peers
4. Understand professional standards

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FILM 7801G Production Workshop I

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Creation of short, non-sync (non-dialogue) films by crews made up of a director, cinematographer, producer, set designer, picture editor and sound editor/designer collaborating on pre-production, production, and post-production.

Prerequisite: Matriculation for the M.F.A. in Cinema Production and permission of the program director.

Frequency of offering: Every 2 semesters

Projected enrollment: 12 students

Clearances: Television and Radio, clearance requested

Rationale: This is the first in a series of four production workshops, in which students from various specializations come together to work collaboratively on short film projects. The stages of the process: pre-production, production (principal photography), and post-production, as well as the different creative functions involved--director, cinematographer, producer, set designer, sound designer, picture editor and sound editor/designer--will reflect the complexity and the collaborative nature of the filmmaking process. Each student will be responsible for a different aspect of the production.

The emphasis will be on the ability to tell a short story using visual and aural images only, which is the fundamental skill of a visual storyteller.

Production Workshop I will bring together for the first time a cohort of new students coming from different educational backgrounds, representing different levels of film knowledge and film experience, and—potentially—speaking different cinematic language or using different cinematic jargon. It is very important to turn this ragtag group into a uniform unit of film students using the same film terminology and having the same knowledge and understanding of the grammar of the film language. This class is set to accomplish that.

Objectives of Course:

To explore ways to tell a story using visual and aural imagery only, no dialogue.

To recap grammar of the film language.

To bring students coming from different educational backgrounds and environments to the same level of understanding of cinematic concepts, grammar of the film language, and film terminology.

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To experience and practice the collaborative nature of the filmmaking process.

Outcomes Anticipated for Course:

At the conclusion of this course students should be able to:

1. tell a story using visual and aural images only
2. master the collaborative nature of the filmmaking process
3. learn new cinematic skills in their respective fields of film production
4. have the same understanding and knowledge of the grammar of the film language as everybody else in the program
4. develop a common cinematic vocabulary and cinematic language

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FILM 7811G Production Workshop II

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Creation of dramatic and comedic character-driven scenes. Students will be working in crews made up of director, cinematographer, producer, set designer, picture editor and sound editor/designer on pre-production, production, and post-production.

Prerequisite: Production Workshop I

Frequency of offering: Every 2 semesters

Projected enrollment: 12 students

Clearances: Television and Radio, clearance requested

Rationale: This is the second in a series of four production workshops, in which students from various specializations come together to work collaboratively on film projects.

The stages of the process: pre-production, production (principal photography), and post-production, as well as the different creative functions involved: director, cinematographer, producer, set designer, sound designer, and picture editor and sound editor/designer, will reflect the complexity and the collaborative nature of the filmmaking process. Each student will be responsible for a different aspect of the production.

The emphasis will be on the distinction between the dramatic and comedic narratives, the ability to work with actors on comedic and dramatic character development, and the development and production of a dramatic and comedic scene.

Objectives of Course:

To study the distinction between comedy and drama

To develop and produce two different scenes: one dramatic, one comedic

To practice working with actors on character development

To develop different visual styles suitable for comedy and drama

To experience the collaborative nature of the filmmaking process.

Outcomes Anticipated for Course:

At the conclusion of this course students should be able to:

1. understand the distinction between comedy and drama

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2. be fluent in both narratives: dramatic and comedic
3. be able to develop cinematic language suitable for each narrative
4. be able to work with actors on comedic and dramatic character development
5. master the collaborative nature of the filmmaking process
6. learn new cinematic skills in their respective fields of film production

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FILM 7821G Production Workshop III

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Intensive hands-on production workshop. Students of varied specializations work together in teams to produce short documentary film projects.

Prerequisite: Production Workshop II

Frequency of offering: Every 2 semesters

Projected enrollment: 12 students

Clearances: Television and Radio, clearance requested

Rationale: Film is a highly collaborative discipline where artists of varied specializations work together as a team in the pursuit of a common goal. The four production workshops are built on this premise, and serve as the program's primary teaching tool for cross-discipline collaboration.

This specific class is a documentary workshop where students work together to produce compelling, non-fiction films. Each student team will make two documentary film projects in the class -- one that is purely observational, and one that uses a combination of various documentary techniques.

Objectives of the Course:

To expand understanding of the documentary filmmaking process.

To demonstrate how collaboration works between the producer, director, cinematographer and sound recordist in documentary film production.

To explore field research and investigative skills.

To identify the major traditions and methodologies in documentary filmmaking.

To explore the "discovery" of compelling stories contained in real life situations.

Outcomes Anticipated for Course:

At the conclusion of the course, students should be able to:

1. Understand the processes involved in conducting documentary research

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2. Be comfortable with producing documentary films and working with non-actors
3. Be knowledgeable about the landmark works in the history of documentaries
4. Be conversant in the language of documentary filmmaking

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FILM 7831G Production Workshop IV

60 hours; 3 credits

Date of departmental approval: February 19, 2013

Effective date: Fall 2013

Bulletin Description: Intensive hands-on production workshop. Students of varied specializations work together as a team to produce one studio-based narrative film.

Prerequisite: Production Workshop III

Frequency of offering: Every 2 semesters

Projected enrollment: 12 students

Clearances: Television and Radio, clearance requested

Rationale: Film is a highly collaborative discipline where artists of varied specializations work together as a team in the pursuit of a common goal. The sequential four production workshops are built on this premise and serve as the program's primary teaching tool for cross-discipline collaboration.

This class is a studio-based narrative workshop where students work together to produce one medium-length narrative film -- where different student teams produce different parts of the film, in coordination with one another.

The use of animation and studio-based special effects in the film is encouraged.

Objectives of the Course:

To expand students' understanding of the craft of studio/soundstage production

To demonstrate how the collaboration works between the producer, director, cinematographer, production designer, screenwriter and sound recordist on a studio-based narrative shoot

To identify the major technologies and methodologies practiced on professional studio-based film sets

To promote collaboration and clear communication on larger, more complex film sets

Outcomes Anticipated for Course:

At the conclusion of the course, students should be able to:

1. Prepare and produce a studio-based film with skill and with confidence

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2. Collaborate effectively and communicate clearly on a large, complex film set
3. Be knowledgeable of best practices and procedures at work on a studio-based shoot
4. Identify the equipment and technologies commonly used on professional studio shoots

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Department of Secondary Education (SEED)

Date of departmental approval: October 16, 2012

Effective date: Fall 2013

**SEED 7380T Methods of Instruction in Adolescence Science Teaching
45 hours seminar plus conference; 3 credits**

Methods of instruction and lesson planning, curriculum development and assessment, classroom management, and developing school-community relationships; analysis of New York State science curriculum, and local and national standards in science. Focus on developing self-reflective teaching styles and assessment procedures and research based instruction to address the learning needs of a diverse student population, students with special needs, English language learners; developing, implementing, and evaluating the science curriculum in urban classrooms; backwards design. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching science at grade levels appropriate for state certification requirements. Observing, studying, and developing curriculum in light of classroom observations. Field experience of a minimum of 25 hours is required.

Prerequisite or corequisite: None

Frequency of Offering: Spring semester

Projected Enrollment: 15-20 students per semester

Clearances: None

Rationale: this methods course will precede student teaching in schools so that it will prepare student teacher candidates for their content specific field practicum.

Department Goals addressed: The goals of the course are to further develop overall student skills in:

- Methods of instruction and lesson planning, curriculum development and assessment, classroom management, and developing school-community relationships
- Developing self-reflective teaching styles and assessment procedures and research based instruction to address the learning needs of a diverse student population, students with special needs, English language learners
- Developing, implementing, and evaluating science curriculum in urban classrooms
- Learning, and analyzing of New York State science curriculum, and local and national standards in science
- Employing multiple approaches to assess and evaluate student understanding.
- Analyzing classroom interactions and reflect on learning and teaching practices
- Employ strategies to effectively engage diverse learners using a variety of appropriate instructional methods and materials, including the use of appropriate technology, to further or enhance student understanding.

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- Designing and implementing effective short and long-range science lessons that are clear, coherent and achieve explicit or implicit goals, aims and/or objectives.
- Modeling appropriate professional dispositions, and ethical and moral standards

Outcomes Anticipated for Course:

Students will develop skills and gain experience that will prepare them for student teaching field work. Outcomes will be assessed during the semester in presentations and papers.

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SEED 7381T Science Student Teaching Seminar I

22.5 hours seminar plus conference; 1.5 credits

Date of departmental approval: October 16, 2012

Effective date: Fall 2013

Seminar for administration, guidance, and instruction for the student teaching field experience in science education. Each class meeting will be used to “debrief” and reflect on student teaching experiences, review of State certification requirements, discuss teaching and learning of science in light of student teaching experiences and observations. Students enroll in appropriate NYS certification exams and required workshops. Curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate. Formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching. Distribution and collection of student teaching evaluations and timesheets. Development of portfolios. Students will be engaged in the completion of appropriate NYS certification, workshops and examination requirements.

Prerequisite: SEED 7380

Corequisite: SEED 7542

Frequency of offering: once per year

Projected enrollment: one section of 15-20 students

Clearances: None.

Rationale: This first of two course sequence is intended to provide a forum for guided reflection on teaching practices and student learning while science teacher candidates are doing their student teaching practicum as well as prepare them for teacher certification and teaching as a profession.

Department Goals Addressed By the Course: The goals of the course are to further reflect and improve student teacher overall skills in:

- Methods of instruction and lesson planning, curriculum development and assessment, classroom management, and developing school-community relationships
- Developing self-reflective teaching styles and assessment procedures and research based instruction to address the learning needs of a diverse student population, students with special needs, English language learners
- Developing, implementing, and evaluating science curriculum in urban classrooms
- Learning, and analyzing of New York State science curriculum, and local and national standards in science

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

- Employing multiple approaches to assess and evaluate student understanding.
- Analyzing classroom interactions and reflect on learning and teaching practices
- Employ strategies to effectively engage diverse learners using a variety of appropriate instructional methods and materials, including the use of appropriate technology, to further or enhance student understanding.
- Modeling appropriate professional dispositions, and ethical and moral standards
- Prepare for New York State and New York City teaching certifications and career needs.

Outcomes Anticipated for Course:

Through reflections on their student teaching experience teacher candidates will develop skills and gain experience that will prepare them for science teaching. Outcomes will be assessed during the semester in presentations discussions and student teaching logs.

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

SEED 7383T Science Student Teaching Seminar II

22.5 hours seminar plus conference; 1.5 credits

Date of departmental approval: October 16, 2012

Effective date: Fall 2013

Advanced seminar for administration, guidance, and instruction for the student teaching field experience in science education. Each class meeting will be used to “debrief” and reflect on student teaching experiences, review of State certification requirements, discuss teaching and learning of science in light of student teaching experiences and observations. Students enroll in appropriate NYS certification exams and required workshops. Curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate. Formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching. Distribution and collection of student teaching evaluations and timesheets. Students will complete all appropriate NYS certification and examination requirements. Completion of e-portfolios.

Prerequisite: SEED 7380

Corequisite: SEED 7543

Frequency of offering: once per year

Projected enrollment: one section of 15-20 students

Clearances: None.

Rationale: This second of two course sequence is intended to provide a forum for guided reflection on teaching practices and student learning while science teacher candidates are doing their student teaching practicum as well as prepare them for teacher certification and teaching as a profession.

Department Goals Addressed By the Course: The goals of the course are to further reflect and improve student teacher overall skills in:

- Methods of instruction and lesson planning, curriculum development and assessment, classroom management, and developing school-community relationships
- Developing self-reflective teaching styles and assessment procedures and research based instruction to address the learning needs of a diverse student population, students with special needs, English language learners
- Developing, implementing, and evaluating science curriculum in urban classrooms

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

- Learning, and analyzing of New York State science curriculum, and local and national standards in science
- Employing multiple approaches to assess and evaluate student understanding.
- Analyzing classroom interactions and reflect on learning and teaching practices
- Employ strategies to effectively engage diverse learners using a variety of appropriate instructional methods and materials, including the use of appropriate technology, to further or enhance student understanding.
- Modeling appropriate professional dispositions, and ethical and moral standards
- Prepare for New York State and New York City teaching certifications and career needs.

Outcomes Anticipated for Course:

Through reflections on their student teaching experience teacher candidates will develop skills and gain experience that will prepare them for science teaching. Outcomes will be assessed during the semester in presentations discussions and student teaching logs.

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