

BROOKLYN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
FACULTY COUNCIL

Meeting of 04/14/2015

The Committee on Graduate Curriculum and Degree Requirements herewith submits its
recommendations in Curriculum Document 227

Respectfully submitted,

David Grubbs – Conservatory of Music
Wen-Song Hwu – Childhood, Bilingual and Special Education
Mariam Jakhashvili – Graduate Student Representative
Daniel Kurylo, Psychology
Howard Zeng – Kinesiology
Paula Whitlock – Computer and Information Science, Chairperson

Members of Faculty Council with any questions are urged to contact **Paula Whitlock** at
whitlock@brooklyn.cuny.edu prior to the meeting.

TABLE OF CONTENTS

	Pages
<u>SECTION A-I: SPECIAL ACTIONS</u>	<u>4</u>
Department of Computer and Information Science	
Advanced Certificate in Parallel and Distributed Computing	4
<u>SECTION A-III: CHANGES IN DEGREE PROGRAM</u>	<u>5</u>
Department of Early Childhood Education and Art Education	
Advanced Certificate in art education	5
Advanced Certificate in Early Intervention and Parenting	7
M.A., art teacher (all grades)	9
M.S. in early childhood education teacher (birth through grade 2)	13
Department of English	
M.A. in English	20
Department of Finance and Business Management	
M.S. degree program in business administration	22
Department of Health and Nutrition Sciences	
M.P.H. degree program in community health	25
Department of Kinesiology	
M.S. degree program in education: physical education teacher (all grades)	28
M.S. degree program in sport management	30
Department of School Psychology, Counseling and Leadership	
M.S. degree program in education: school counseling	32
M.S. degree program in education: school psychologist	34
Advanced certificate program: school psychologist	35
Advanced certificate program: school psychologist, bilingual extension	36
Department of Secondary Education	
M.A. degree program in education: social studies teacher (7-12)	38
Department of Theater	
M.F.A. degree program in Theater	41
<u>SECTION A-IV: NEW COURSE</u>	<u>43</u>
Department of English	
CMLT 7130X Comparative Literature of the Medieval Period	43
CMLT 7230X Comparative Literature 1500-1800	44
CMLT 7330X Comparative Literature 1800-1900	45
CMLT 7430X Comparative Literature 1900-present	46
Department of Film	
Film 7514G Production Sound	47
Department of Political Science	
POLS 7181X Politics and Religion	48
POLS 7182X Islam and Modernity	49
POLS 7960X Professional Development in International Affairs	50
Department of School Psychology, Counseling and Leadership	
SPCL 7902X Crisis Intervention and Prevention Research in Schools	51

Department of Secondary Education	
SEED 7584X Teaching Concepts of Geography in Middle and High School	52
Department of Theater	
THEA 7430x Stage Design Concepts	53
<u>SECTION A-V: CHANGE IN AN EXISTING COURSE</u>	54
Department of Childhood, Bilingual and Early Education	
CBSE 7208T The Teaching of English to Language Learning children in the Elementary School	54
CBSE 7209T The Teaching of English to Language Learning Students in Upper Elementary and Early Secondary Grades	55
CBSE 7117T Theories and Practices in the Study of the Young Child's Progress	56
CBSE 7210T Human Relations Problems and Practices in Childhood Education	57
CBSE 7352T Teaching English as a Second Language: The Arts of Expression	58
CBSE 7354T ESL Approaches Across Content Areas (1-6)	59
CBSE 7356T ESL Approaches Across Content Areas (7-12) Science and Technology	60
CBSE 7357T Practicum: Bilingual Teaching 1-6	61
Department of Health and Nutrition Sciences	
HNSC 7920X Supervised Fieldwork in Public Health	62
HNSC 7950X Capstone Project	63
Department of History	
HIST 7710X Colloquium in Medieval History	65
HIST 7220X Early Modern Europe	66
Department of Psychology	
PSYC 7109G Special Topics in Human Relations Training	67
PSYC 7209G Special Topics in Organizational Behavior	68
PSYC 7709G Special Topics in Experimental Psychology	69
PSYC 7795G Independent Psychological Research I	70
PSYC 7796G Independent Psychological Research II	71

SECTION A-I: SPECIAL ACTIONS

Department of Computer and Information Science

Discontinuation of a Program

Date of Departmental Approval: May 14, 2013

Effective date: Fall 2015

Advanced Certificate in Parallel and Distributed Computing
HEGIS code 0799.00; SED program code 32771

RESOLVED, that the program in leading to the Advanced Certificate degree in Parallel and Distributed computing at Brooklyn College be deregistered effective Fall 2015.

Rationale: The program attracted very few students and stopped accepting new students in the Fall, 2012 semester. The last student in the program received his advanced certificate in December, 2014. Therefore, the CIS Department is now formally withdrawing the program.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of Early Childhood Education and Art Education

Date of Department Approval: March 10, 2015

Effective date: Fall 2015

Advanced certificate in art education

HEGIS code 0831; SED program code 36856

The Advanced Certificate in Art Education (25-credits) is a non-degree path leading to a teaching certificate for students who already hold a Master's degree in art or an appropriate discipline, or an MFA. The curriculum consists of education courses, field experiences, to accommodate students who have family and/or professional responsibilities. Most students complete the program in two years; however, individuals are free to set their own pace for progressing through the program.

This program is open to both Masters and MFA students. By completing this Advanced Certificate program, students will learn about integrating multiple perspectives of teaching art by understanding human functioning and development across art education (K-12) domains, and culture.

Matriculation requirements:

Entrance requirements for acceptance include an earned graduate degree with a grade point average of at least 3.0. Applicants must have completed a graduate degree in art or related field. Additional courses may be required prior to admission to remedy any deficiency in a prospective student's ability to meet matriculation requirements.

Applicants must submit a digital portfolio of their art work.

Program Requirements:

The 25-credit Advanced Certificate is a masters or post-masters and requires nine sequential courses that currently exist in the ECAE department:

ECAE 7506X Projects in Creative Art for the Classroom, 3 credits

ECAE 7530T Diverse Classrooms in a Visual Culture, 3 credits

ECAE 7507T Critical Issues in Education--Social Values and Individual Needs, 3 credits

ECAE 7533T Advanced Seminar in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Art, 3 credits

ECAE 7538T Seminar I in Pedagogy and Curriculum: Art, 3 credits

ECAE 7542T Art Education Student Teaching Practicum 1, 2 credits

ECAE 7520T Teaching Seminar II in Pedagogy and Curriculum, 3 credits

ECAE 7543T Art Education Student Teaching Practicum II, 2 credits

CBSE 7671X or SEED 7671X Children and Youth with Special Needs, or ECAE 7104T Environment for Infants, Toddlers, and Young Children with Special Needs; 3 credits

Students must obtain fingerprinting clearance. Fieldwork or student-teaching in an early childhood setting requires students to be fingerprinted by New York City Department of Investigation or Department of Health. Fieldwork/student-teaching in a public school requires students to be fingerprinted by the New York City Department of Education (NYC DOE); See SOE website for more information.

Maintain matriculated status. Students must have taken and passed the following NYS exams at the specified transition points:

- 1) The Academic Literacy Skills Test (ALST) exam: after completing 12-credits of art education courses;
- 2) CST-Visual Art section: prior to student teaching;
- 3) The Educating All Students (EAS) exam: prior to completing the degree program;
- 4) Throughout student-teaching, students complete and submit their final NYS certification exam, Teacher Performance Assessment (EdTPA), which involves submitting video clips of teaching, lesson plans, and other assessment material (see SOE website for additional information).

A student must complete student teaching with a B or higher, students who receive a grade lower than a B must apply to the Graduate Art Education Coordinator for permission to reregister to repeat student teaching. Students will be allowed to repeat an ECAE course (including student-teaching) only once.

Rationale:

The revision to the Advanced Certificate matriculation requirements to include the submission of a digital portfolio of their artwork formalizes an already accepted practice within the program.

The revision to the Advanced Certificate program matriculation status reflects recent certification requirements exams mandated by New York State.

These revisions are in accord with the broader goal of Brooklyn College to “maintain and enhance academic excellence in its students,” and in keeping with the important civic responsibility of the College to “actively broaden its engagement with the community and the borough’s cultural and social organization,” including schools.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of Early Childhood Education and Art Education

Date of Department Approval: March 10, 2015

Effective date: Fall 2015

Advanced Certificate in Early Intervention and Parenting
HEGIS code 0823.00; SED program code 36844

The Advanced Certificate in Early Intervention and Parenting program (18-credits) is clinically rich, with an emphasis on relationship-based and evidence-based, family-centered practices, the parent-infant dyad and infant mental health, typical and atypical development, and a transdisciplinary approach to working in partnership with culturally diverse families with infants and toddlers with disabilities (or at-risk for developmental delays).

This program is open to both master's students and post-master's professionals including early childhood educators, early childhood special instructors, mental health professionals, speech and language pathologists, occupational therapists, and physical therapists currently working in Early Intervention (EI) and in other early childhood and family settings. For graduate students across disciplines, this unique program aims to support the next generation of EI professionals to develop expertise in early childhood development and effective family-centered, best practices. For early childhood professionals, already competent and working in the field, to integrate their professional knowledge and skills with family-centered, best practices that will enhance the parent-child relationship, support children's development, and help prevent long-term developmental delays.

By completing this Advance Certificate program, both students and skilled professionals will learn about integrating multiple perspectives by understanding children's functioning and development across domains as well as working with caregivers and their children within the context of the families' concerns, priorities, and culture.

Note: To qualify as a Special Instructor for the Early Intervention Program (EIP), a certification in students with disabilities (SWD; Birth – Grade 2) is required. To obtain additional certification in SWD, Birth – Grade 2, students are required to complete the following ECAE courses: ECAE 7101, 7102, 7104, 7113 and 7678 and pass the required CST-Students with disabilities exam. Completion of the EI Advanced Certificate prepares professionals to work with infants and toddlers with disabilities and their families in their homes. Students are advised to meet with EC Graduate program coordinator for guidance.

Matriculation requirements:

Entrance requirements for acceptance include an earned baccalaureate degree with a grade point average of at least 3.0 in the undergraduate major, and a minimum overall grade point average of 3.0. Applicants must have completed an undergraduate or graduate degree in early childhood special

education, occupational therapy or related field. Applicants must present coursework or equivalent work experience in knowledge of child development and foundations in special education. Additional courses may be required prior to admission to remedy any deficiency in a prospective student's ability to meet matriculation requirements.

Degree Requirements:

The 18-credit Advanced Certificate is a masters or post-masters and requires six sequential courses: ~~that currently exist in the ECAE department:~~

ECAE 7663T Communication Development and Assessment of Young Multilingual Children with and without Special Needs, 3 credits

ECAE 7675T Supporting Diverse Families and Parent-Child Relationships, 3 credits

ECAE 7678T Developmental and Educational Assessment of Infants and Young Children with Special Needs, 3 credits

ECAE 7683T Typical and Atypical Physical Development in Infants, Toddlers and Young Children: Prevention and Early Intervention, 3 credits

ECAE 7885T Advanced Human Development I: Psychosocial Development in Early Childhood, 3 credits

ECAE 7886T Advanced Human Development II: Parent-Child Interactions, 3 credits

This certificate requires 280 hours of supervised clinical fieldwork (and reflective supervision) in families' homes as well as center-based programs and hospitals. It is designed to be completed in one year (summer, fall, spring, summer).

Note: Students must obtain fingerprinting clearance. See SOE website for more information.

Rationale: This first note is needed to clarify additional requirements need for students who hold a certification in early childhood, but without a certification in Students with Disabilities (Birth to 2nd grade). The second note is needed to ensure students obtain finger printing clearance, which is required of all EI and CPSE providers.

These revisions are in accord with the broader goal of Brooklyn College to “maintain and enhance academic excellence in its students,” and in keeping with the important civic responsibility of the College to “actively broaden its engagement with the community and the borough’s cultural and social organization,” including schools.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of Early Childhood Education and Art Education

Date of Department Approval: March 10, 2015

Effective date: Fall 2015

M.A., art teacher (all grades)

HEGIS code 0831; SED program code 26751

Program Description

The art education program at Brooklyn College is committed to preparing quality art teachers (K-12) who are skilled makers of art, insightful observers of visual culture, and articulate advocates for art education in public and independent schools. For students who hold a bachelor's degree from an accredited institution in either art or art education, we offer two master of arts degrees in art education. For students who already hold a master's degree in art or related discipline, we offer a non-degree teaching certificate. The curriculum consists of education courses, field experiences, a sequence of art studios that are scheduled to accommodate students who have family and/or professional responsibilities. Most students complete the program in two years, however individuals are free to set their own pace for progressing through the program.

The courses required by the School of Education vary depending on the entry qualifications of students. 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 program coordinator of art education for current degree requirements.

Matriculation requirements:

Applicants must offer at least 30 credits in art history and studio or basic- design courses, both two-dimensional and three-dimensional, and drawing and painting, sculpture and crafts, and other advanced courses acceptable to the program in art education.

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

(a) New York State Initial Certification in teaching art for all grades;

(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 art in all grades; 100 hours of fieldwork; 40 days or 300 hours of student teaching of art in all grades, or one year of full-time teaching of art in all grades.

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

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

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 program coordinator of art education and the chairperson of the Early Childhood and Art Education Department.

Applicants are required to demonstrate written proficiency in English. Also, although not mandatory as a requirement for admission, applicants are encouraged to submit scores on the New York State teacher certification Academic Literacy Skills Test (ALST) as evidence to support the application.

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~~575 on the paper-based test or ~~213~~233 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Applicants must submit a digital portfolio of their art work.

Applicants must consult matriculation requirements for the program in art education in the School of Education section of the Bulletin, and should see the program coordinator for art education for counseling.

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

Degree requirements

~~30~~3-46 credits are required for the degree.

Students must complete Art 7310X, 7520X and 7610X. Students must complete 6 additional credits in studio art or art history courses.

Students must complete 18-31 credits in courses in the School of 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 art must complete 15 credits in Group II and 3 credits in Group III, below.

Students who do not possess Initial Certification in teaching art or equivalent course work and teaching experience or who are teaching but do not possess Initial Certification in teaching art must have the appropriate course work and credits in the subject area and must complete the appropriate courses in Group I in addition to courses in Groups II and III, below.

Students pursuing Initial Certification in teaching art must take Secondary Education 7503X, Teaching Writing Across the Curriculum; Childhood, Bilingual and Special Education 7671X, Children and Youth with Special Needs, or Secondary Education 7671X, Children and Youth with Special Needs, or Early Childhood Education and Art Education 7104T, Environments for Infants, Toddlers and Young Children with Special Developmental and Learning Needs, or Early Childhood Education and Art Education 7652T, Teaching Young Children with Special Needs through the Arts in Group III.

Students who already have a master's degree but wish Initial Certification in teaching art must take appropriate courses for the Advanced Certificate in Art Education in Group I, II and III below, as determined at the time of matriculation by the program coordinator of art education in the Department of Early Childhood and Art Education in the School of Education.

Group I:

Early Childhood and Art Education 7538T, 7542T, 7520T, 7543T.

Group II:

Early Childhood and Art Education 7530T, 7507T, 7533T, 7526T, 7506X

Group III:

One of the following: Childhood and Special Education 7671X, Secondary Education 7527T, 7503X, 7549X/Theater 7141X, Secondary Education 7671X, Early Childhood and Art Education 7100T, 7101T, 7102T, 7104T, 7105T, 7106T, 7652T, 6002T.

Students must obtain fingerprinting clearance. Fieldwork or student-teaching in an early childhood setting requires students to be fingerprinted by New York City Department of Investigation or Department of Health. Fieldwork/student-teaching in a public school requires students to be fingerprinted by the New York City Department of Education (NYC DOE); See SOE website for more information.

Maintain matriculated status. Students must have taken and passed the following NYS exams at the specified transition points:

1. The Academic Literacy Skills Test (ALST) exam: after completing 12-credits of art education courses;
2. CST-Visual Art section: prior to student teaching;
3. The Educating All Students (EAS) exam: prior to completing the degree program;
4. Throughout student-teaching, students complete and submit their final NYS certification exam, the Teacher Performance Assessment (EdTPA), which involves submitting video clips of teaching, and lesson plans along with commentaries on planning, instruction and assessment (see SOE website for additional information).

A student must complete student teaching with a B or higher, students who receive a grade lower than a B must apply to the ECAE chairperson for permission to reregister to repeat student teaching. Students will be allowed to repeat an ECAE course (including student-teaching) only once.

Note. Students not seeking certification must schedule a meeting with the Graduate Art Education Program Coordinator to set up an alternative transition point plan during their initial semester.

Rationale:

The revision to the M.A. matriculation requirements to include the submission of a digital portfolio of their artwork formalizes an already accepted practice within the program.

The revision to the M.A. degree requirements that expands the minimum credits from 30 to 33 corrects an arithmetic error in earlier curriculum documents.

The revision to the M.A. degree requirements that expands the course list of Group III education electives to include a one-credit course (ECAE 6002) is to give students the option to deepen their student teaching experience. ECAE 6002 is an existing course within the department. It is not creditable toward the degrees in education; however, it offers students an opportunity to extend their professional practice should they wish.

The revision to the M.A. degree matriculation status reflects recent certification requirements exams mandated by New York State. Due to the increased rigor in our program and the new NYS exams, we've also increased our cutoff scores on TOEFL.

These revisions are in accord with the broader goal of Brooklyn College to “maintain and enhance academic excellence in its students,” and in keeping with the important civic responsibility of the College to “actively broaden its engagement with the community and the borough’s cultural and social organization,” including schools.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of Early Childhood Education and Art Education

Date of Department Approval: March 10, 2015

Effective date: Fall 2015

M.S. in early childhood education teacher (birth through grade 2)
HEGIS code 0823; SED program code 26736

The program in early childhood education prepares reflective teachers of children from birth through grade 2. Within our degree program, additional extensions and certificates may be added to the base of an early childhood teaching certificate by meeting NYSED requirements. These include: extensions in Bilingual Education in EC, Gifted Education in EC as well as an additional certification in Students with Disabilities (birth to 2nd grade). See specific course requirements noted below.

Our Early Childhood Program ~~unique approach~~ considers child development (typical and atypical) within the contexts of families, communities, and early learning settings in urban environments. Our graduates are keen observers of children who deeply understand and can document and articulate how children grow and develop. They successfully teach and guide young children in partnership with families from culturally, linguistically and socially diverse backgrounds using developmentally effective and culturally sensitive practices based on a family-centered and relationship-based philosophy.

Fundamental to the program's philosophy is a commitment to providing and advocating for linguistic and cultural developmentally effective practices, the arts and children's play as central to quality education for all young children, and the inclusion of children with special needs and English language learners. Based on the continual expansion of knowledge, our curriculum is vibrant and addresses emerging issues in the field. This includes bridging students' fieldwork and clinical experiences with current theories and research in child development, infant mental health, and early childhood education. Our coursework integrates the latest research in infancy, neuropsychology, social and emotional development, parenting and families, curriculum design, authentic assessment, emergent bilingual language development, number development, science inquiry, and technology.

Students are encouraged to push the boundaries of what is known about child development and early childhood education, as witnessed in our partnership with Lincoln Center Education, in which Brooklyn College students explore the relationship between imaginative learning and early childhood educational practices. We also prepare our students to teach in high-need communities through strong relationships with neighborhood early childhood programs and schools and our partnership with JumpStart, a non-profit organization that recruits and trains college students' to provide a rich literacy-based curriculum to preschool children and their parents in low-income neighborhoods. Faculty and students are currently involved in international partnerships and research in Sweden and China.

Our Undergraduate and Graduate Early Childhood Education Programs are nationally recognized by the National Association for the Education of Young Children as part of the School of Education's national accreditation by the National Council for Accreditation of Teacher Education (NCATE).

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

Option (A): 30 credits

The following program applies to students who hold a New York State Initial Certificate in Early Childhood Education (birth through grade 2) or its equivalent. This program leads to a New York State Professional Certificate in Early Childhood Education (birth through grade 2).

Matriculation requirements

Applicants must hold a New York State Initial Certificate in Early Childhood Education (birth through grade 2) or its equivalent.

Applicants must have a minimum undergraduate grade point average of 3.00. A minimum grade point average of 3.00 in graduate education 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~~ 575 on the paper-based test or ~~243~~ 233 on the computer-based test or 79 on the internet-based test, to be considered for admission. Applicants are interviewed and may be required to demonstrate written proficiency in English.

Although not mandatory as a requirement for admission, applicants are encouraged to submit GRE scores as additional evidence to support the application.

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

Degree requirements

Students must complete 30 credits in the following courses.

Early Childhood and Art Education 7101T; 7102T or 7114T; 7107T; 7678T; 7103T; 7110T; and four courses from the following: Early Childhood and Art Education 7013T or 7100T or 7104T or 7113T or 7111T or 7115T or 7116T or 7108T or 7105T or 7106T or 7114T or 7109T or 7359T or 7360T or 7361T or 7382T or 7530T or 7551T or 7652T or 7663T or 7667T or 7668T or 7669T or 7670T or 7675T or 7682T or 7683T or 7695T or 7820T or 7885T or 7886T or 6002T or Puerto Rican and Latino Studies 7145X.

During the first semester, students must file a program of study approved by the Graduate Early Childhood Education program coordinator. All courses in the early childhood degree sequence require departmental permission for registration.

Early Childhood and Art Education 7103T and 7110T are taken consecutively the last two semesters of the student's program of study.

Students must obtain fingerprinting clearance. Fieldwork or student-teaching in an early childhood setting requires students to be fingerprinted by New York City Department of Investigation or Department of Health. Fieldwork/student-teaching in a public school requires students to be fingerprinted by the New York City Department of Education (NYC DOE); See SOE website for more information.

Option (B): 33 credits

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

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 Special Subjects (all grades) or its equivalent.

Applicants must have a minimum undergraduate grade point average of 3.00. A minimum grade point average of 3.00 in graduate education 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~~ 575 on the paper-based test or ~~213~~ 233 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Applicants are interviewed and may be required to demonstrate written proficiency in English.

Although not mandatory as a requirement for admission, applicants are encouraged to submit GRE scores as additional evidence to support the application.

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

Degree requirements

Students must complete 33 credits in the following courses.

Early Childhood and Art Education 7101T; 7102T; 7100T; 7104T; 7111T or 7115T or 7663T; 7116T or 7108T or 7105T or 7106T or 7107T or 7360T or 7652T; 7109T; 7120T; 7103T; 7110T.

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

Early Childhood and Art Education 7103T and 7110T are taken consecutively the last two semesters of the student's program of study.

Students must obtain fingerprinting clearance. Fieldwork or student-teaching in an early childhood setting requires students to be fingerprinted by New York City Department of Investigation or Department of Health. Fieldwork/student-teaching in a public school requires students to be fingerprinted by the New York City Department of Education (NYC DOE); See SOE website for more information.

Throughout student-teaching, students complete and submit their final NYS certification exam, Teacher Performance Assessment (EdTPA), which involves submitting video clips of teaching, lesson plans, and other assessment material (see SOE website for additional information).

Note: A student must complete student teaching with a B or higher, students who receive a grade lower than a B must apply to the ECAE chairperson for permission to reregister to repeat student teaching. Students will be allowed to repeat an ECAE course (including student-teaching) only once.

Option C: 45 credits

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

Matriculation requirements

Applicants must have a minimum undergraduate grade point average of 3.00. A minimum grade point average of 3.00 in graduate education 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~~ 575 on the paper-based test or ~~243~~ 233 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Applicants are interviewed and may be required to demonstrate written proficiency in English. Also, although not mandatory as a requirement for admission, applicants are encouraged to submit scores on the New York State teacher certification Academic Literacy Skills Test (ALST) as evidence to support the application.

Although not mandatory as a requirement for admission, applicants are encouraged to submit scores on the CST-multisubject-~~Early Childhood: Arts and Sciences~~ section scores (which is required to receive a NYS certificate in Early Childhood Education) as additional evidence to support the application.

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

Degree requirements

Students must complete 45 credits in the following courses.

Early Childhood and Art Education 7675T; 7101; 7102; 7103; 7104T; 7105T or 7106T or 7652T; 7107T; 7108T; 7109T; 7110T; 7111T; 7115T; 7116T; 7120T.

During the first semester, students must file a program of study approved by the Graduate Early Childhood Education program coordinator. All courses in the early childhood degree sequence require departmental permission for registration.

Early Childhood and Art Education 7103T and 7110T are taken consecutively the last two semesters of the student's program of study.

Students must obtain fingerprinting clearance. Fieldwork or student-teaching in an early childhood setting requires students to be fingerprinted by New York City Department of Investigation or Department of Health. Fieldwork/student-teaching in a public school requires students to be fingerprinted by the New York City Department of Education (NYC DOE); See SOE website for more information.

Maintain matriculated status. Students must have taken and passed the following NYS exams at the specified transition points:

- 1) The Academic Literacy Skills Test (ALST) exam: prior to completing 9-credits;
- 2) CST-EC Arts & Sciences section: prior to completing 18-credits;
- 3) The Educating All Students (EAS) exam: prior to completing 24-credits;
- 4) The CST-EC Literacy and Math sections: prior to student-teaching.
- 5) Throughout student-teaching, students complete and submit their final NYS certification exam, Teacher Performance Assessment (EdTPA), which involves submitting video clips of teaching, lesson plans, and other assessment material (see SOE website for

additional information).

~~**Note.** To be recommended to New York State for certification, students must pass the required NYS teacher certification exams: CST multisubject exam, the Academic Literacy Skills Test (ALST), the Educating All Students test (EAS) and the Teacher Performance Assessment (EdTPA), a teaching performance exam completed during student teaching.~~

A student must complete student teaching with a B or higher, students who receive a grade lower than a B must apply to the ECAE chairperson for permission to reregister to repeat student teaching. Students will be allowed to repeat an ECAE course (including student-teaching) only once.

Note. Students not working toward certification must schedule a meeting with the Graduate Early Childhood Program Coordinate to set up an alternative transition point plan during their initial semester.

Requirements for the Extension in Bilingual Early Childhood Education

The New York State Education Department Extension in Bilingual Education may be added to base of an early childhood teaching certificate by meeting New York State Education Department criteria for the Bilingual Extension. New York State requirements for the Early Childhood Bilingual Extension includes the following coursework: Early Childhood and Art Education 7100T, 7116T, 7359T, and 7361T; and 7360T or Puerto Rican and Latino Studies 7145X. Permission from the Graduate Early Childhood Education program coordinator is required.

Nonmatriculated students

Students with a New York State Initial Certificate in Early Childhood Education and/or a New York State Professional Certificate in Early Childhood Education or their equivalents who wish to complete an Extension in Bilingual without completing a master's degree in Early Childhood Education, may do so as a nonmatriculated student. The Bilingual Extension in Early Childhood Education consists of 15 credits. The required courses, which may be taken in any order include: ECAE 7100T, 7116T, 7359T, and 7361T; and 7360T or Puerto Rican and Latino Studies 7145X. Permission from the Graduate Early Childhood Education program coordinator is required.

Requirements for the Extension in Gifted Education Early Childhood Education

The New York State Education Department Extension in Gifted Education may be added to the base of an early childhood teaching certificate by meeting New York State Education Department criteria that includes the following 12 credits of coursework: Early Childhood and Art Education 7667T, 7668T,

7669T, and 7670T. Permission from the Graduate Early Childhood Education program coordinator is required.

Requirements for the Extension in Students with Disabilities (SWD) in Early Childhood Education

The New York State Education Department Extension in Students with Disabilities may be added to the base of an early childhood teaching certificate by meeting New York State Education Department requirements that include 15 credits of coursework:

Early Childhood and Art Education 7101T, 7102T, 7104T, 7113T, and 7678T.

Permission from the Graduate Early Childhood Education program coordinator is required.

During the first semester, students must file a program of study approved by the Early Childhood Education program coordinator. All courses in the early childhood degree sequence, the early childhood bilingual extension, the early childhood gifted extension, and the early childhood students with disabilities extension require departmental permission for registration.

Rational: We updated the NYS certification requirement exam from CST Multisubject to CST Multisubject-Early Childhood. Due to the increased rigor in our program and the new NYS exams, we've increased our cutoff scores on TOEFL and require students to take the NYS exams at transition points in our program rather than waiting until they are at the end of their program of study.

We have several ECAE courses that are currently on the books that we've included as options for our EC students in the 601 and 602 programs. This gives our EC certified students an opportunity to specialize in a specific EC content area, such as research in EC.

These revisions are in accord with the broader goal of Brooklyn College to “maintain and enhance academic excellence in its students,” and in keeping with the important civic responsibility of the College to “actively broaden its engagement with the community and the borough’s cultural and social organization,” including schools.

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of English

Effective date: Fall 2015

Date of departmental approval: February 10, 2015

M.A. in English

HEGIS code 1501; SED program code 02044

The master of arts in English program immerses students in literature dating from the Middle Ages through the present. Through the study and analysis of a variety of literary texts, critical and theoretical approaches (including, among others, new historicism, reader-response theory, deconstruction, feminist criticism, and post-colonial studies), and historical concepts, students are afforded the opportunity to develop individual interpretations of texts and to evaluate controversies surrounding the canon. Small-group tasks, oral presentations, short papers, and longer research papers complement lectures, discussions, and examinations. Travel and research grants are available to our students, several of whom have presented at graduate colloquia at Brooklyn College and at other universities throughout the country and abroad, or have had papers accepted for publication in journals. Our graduates have found new employment or enhanced their present careers in diverse fields including education, publishing, writing for both for-profit and non-profit organizations. Others have been accepted into doctoral programs.

Matriculation requirements

Applicants must offer at least 15 credits in advanced courses in English literature.

Applicants must have a minimum undergraduate grade point average of 3.00.

Applicants must submit a sample of critical writing of about ten pages, and a two-page statement of academic purpose.

Foreign 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 650 on the paper-based test or 280 on the computer-based test, or 114 on the Internet-based test before being considered for admission.

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

Degree requirements

Thirty-three credits are required for the degree.

Courses in English and comparative literature are grouped in the following areas of study:

1. Literature before 1500: English 7101X, 7102X, 7103X, 7120X, CMLT 7130X.

2. Literature from 1500 to 1800: English 7201X, 7202X, 7205X, 7206X, 7203X, 7204X, 7220X, CMLT 7230X.
3. Literature from 1800 to 1900: English 7301X, 7302X, 7303X, 7304X, 7305X, 7320X, CMLT 7330X.
4. Literature from 1900 to the present: English 7401X, 7402X, 7403X, 7404X, 7405X, 7406X, 7420X, CMLT 7430X.
5. Theory and criticism: English 7508X, 7501X, 7502X, 7503X, 7504X, 7505X, 7506X, 7507X, 7520X.
6. Language: English 7601X, 7602X, 7603X, 7604X, 7605X, 7620X.
7. ~~Comparative literature: Comparative literature 7701X, 7702X, 7703X; English 7720X.~~

The following courses are required: English 7501X; English 7800X; English 7810X; one course from five ~~six~~ of the six ~~seven~~ areas of study; two ~~one~~ electives.

Students must complete English 7501X in one of their first two semesters in the program. In addition, students must consult an adviser and choose three courses in one area. Early in the first term, students must have a program of study approved by the English Department.

Students must submit a thesis acceptable to the department on a subject related to their area of specialization.

Students must pass the English Department M.A. French or Spanish examination or a test administered by the Department of Modern Languages and Literatures or they must pass a foreign language course acceptable to the deputy chairperson. The foreign language requirement may be waived for a native speaker with permission of the English graduate deputy.

Courses in the English Department offered toward the degree must be 7000-level courses.

Rationale

This revision substitutes period-based Comparative Literature courses for a separate Comparative Literature area of the graduate curriculum. The change is responsive to two concerns about our distribution requirement: (1) Some students find it challenging to get the courses they need to complete the degree in a timely manner; the revised curriculum requires a course in five of six areas rather than six of seven. (2) Some students find the distribution requirement overly rigid and duplicative of an undergraduate degree; the revised curriculum doubles the number of electives, from one to two. Comparative Literature remains a vital component of the graduate offerings, now integrated into other areas of the curriculum. The department will continue to offer Comparative Literature courses under their new course numbers (ending -30) at the current rate, one per semester.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of Finance and Business Management

Date of departmental approval: March 10, 2015

Effective date: Fall 2015

Clearances: Economics Department

**M.S. degree program in business administration
HEGIS code 0517; SED program code 01895**

A business administration degree can provide students with a variety of career paths ranging from public policy to international finance to banking. The Accounting, Business Management, Finance, and Economics Departments offer a 33-credit master of science degree in business administration with ~~four~~ five options for specialization: economic analysis, global business, accounting, ~~or~~ general business, business intelligence and data analysis.

Option one is more flexible and allows students to explore different areas of economics including health economics, public finance and public policy, and international trade. Option two is more focused and is expressly for students with an interest in global business. It includes courses in global finance and management, international economics and finance, bargaining and conflict resolution, global business environment, and international human resource management.

Option three is for students with an interest in accounting. An undergraduate degree in accounting is not required. However, this option is only open to students who have taken Accounting 2001, 3001, 3011, 3021, and 3101(introductory accounting, managerial accounting, financial accounting, and income taxation) or the equivalent.

Option four is a more flexible major for those interested in general business. It is of interest to those who may have had previous undergraduate or graduate coursework in business and want to obtain a general business degree and also to those who never previously had such coursework and want to obtain a business degree. It can be customized by the student to the student's interest in a broad range of business topics.

Option five is for students interested in a career in applied statistical analysis or business analytics.

All applicants must have undergraduate courses in macroeconomics, microeconomics, statistics, and calculus.

Degree requirements

A minimum of thirty-three credits is required for the degree. Students must complete at least 24 credits in the Business Management, Accounting, Finance, and Economics Departments. The following courses are required: Economics 7000X, 7010X, 7020X, 7021X, 7025X. Students selecting Option 2 or Option 3 (below) may take either Economics 7000X or Business 7206X. They also take either Economics 7020X or Business 7276X; Economics 7021X or Business 7279X; Economics 7010X or

Economics 7215X ~~or Business 7215X~~ or Finance 7215X; and either Economics 7025X or Business 7278X. Option 3 students who have taken an undergraduate course in calculus may, with the permission of the graduate deputy, waive Economics 7025X and substitute a course from the Option 3 requirements listed below. With permission of the graduate deputy chairperson, up to nine credits may be taken in appropriate courses in other departments. With permission of the graduate deputy chairperson, up to 12 credits may be accepted for work done at other institutions. Option 4 students with permission of the graduate deputy may substitute any or all courses from the graduate core of Economics 7000X or Business 7206X, Economics 7010X or ~~Economics 7215X or Business 7215X~~ or Finance 7215X, Economics 7020X, Economics 7021X or Business 7279X, Economics 7025X or Business 7278X with any Business course. This will typically be allowed for those with previous undergraduate or graduate coursework in these course topics. Option 5 students take the courses described below.

Students select one of the following options to complete the remaining credits:

Option 1: Economic Analysis

A minimum of 18 credits (6 courses) from the following: Economics 7215X ~~or Business 7215X~~ or Finance 7215X, Economics 7027X, Economics 7028X, Economics 7030X, Economics 7040X, Economics 7045X, Economics 7050X, Economics 7055X, Economics 7060X or Health and Nutrition Sciences 7144X, Economics 7090X 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 1.

Option 2: Global Business

A minimum of 18 credits (6 courses) from the following: Business 7131X, 7200X, 7202X, 7204X, 7208X, 7210X, 7212X, ~~Business or~~ Finance 7216X, Business 7220X, ~~Business or~~ Finance 7240X, Business 7250X or Psychology 7246G, Business 7255X or Psychology 7247G, Business 7257X, 7260X, 7265X, 7278X, 7279X, 7290X, 7203X or Television and Radio 7727X, Economics or ~~Business or~~ Finance 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.

Option 3. Accounting

A minimum of 18 credits (6 courses) from the following: Accounting 7108X, Accounting 7109X, and at least two additional courses with an Accounting prefix; Business 7131X or Accounting 7131X; ~~Business 7215X or~~ Economics 7215X or Finance 7215X, ~~Business or~~ Finance 7216X, Business 7230X, ~~Business or~~ Finance 7240X, Business 7260X, and Business 7290X. 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 3.

Option 4. General Business.

A total of 33 credits with a minimum of 18 credits (6 courses) from any Business graduate course. As noted above, the 5 graduate program core classes may be substituted by additional Business courses with permission of the graduate deputy.

Option 5. Business Intelligence and Data Analysis

A total of 33 credits. The required courses for this option are: Economics 7000X or Business 7206X; Economics 7010X or Economics 7215X or Finance 7215X; Economics 7025X for students who have not taken at least one year of calculus; Business 7276X, Business 7278X, Business 7279X or Business 7290X, Business or Economics 7230X, Economics 7020X, and Economics 7021X.

With the permission of the graduate deputy chairperson, students will be advised which additional courses to take to complete the 33 credits.

Rationale: As per CD 223, effective Fall 2015, Business 7215X becomes Finance 7215X; Business 7216X becomes Finance 7216X; and Business 7240X becomes Finance 7240X. Demand for students with quantitative skills has increased greatly because of big data. Option 5 is a track for students interested in working in applied statistical analysis/business analytics.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of Health and Nutrition Sciences

Date of departmental approval: March 10, 2015

Effective date: Fall, 2015

M.P.H. degree program in community health HEGIS code 1214; SED program code 21578

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

Matriculation requirements

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

Degree requirements

Forty-five credits are required for the MPH degree. Students must complete Health and Nutrition Sciences 7110X, 7120X, 7130X, 7140X, 7150X, 7920X and 7930X. Students must receive a grade of at least B in each of these seven core courses; courses may be repeated if necessary.

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

General public health concentration:

Students in this concentration must take Health and Nutrition Sciences 7163X, 7164X and 7171X. Students must choose their remaining courses from courses numbered Health and Nutrition Sciences 7000X and above unless they receive permission from the deputy chairperson to substitute a specific course. In addition, students must submit either a thesis or a ~~master's paper~~ capstone project. Students electing to submit a thesis must complete Health and Nutrition Sciences 7935X and 7999X. Information about the thesis is in the section "Academic Regulations and Procedures." Students electing to complete a ~~master's paper~~ capstone project must complete Health and Nutrition Sciences ~~7940X and~~ 7950X with a grade of B or better.

Health care policy and administration concentration

Students must take the following courses: Health and Nutrition Sciences 7141X, 7142X, 7143X, 7144X. Students must choose their remaining courses from courses numbered Health and Nutrition Sciences 7000X and above unless they receive permission from the deputy chairperson to substitute a specific course. In addition, students must submit either a thesis or a ~~master's paper~~ capstone project. Students electing to submit a thesis must complete Health and Nutrition Sciences 7935X and 7999X. Information about the thesis is in the section "Academic Regulations and Procedures." Students electing to complete a ~~master's paper~~ capstone project must complete Health and Nutrition Sciences ~~7940X and~~ 7950X with a grade of B or better.

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

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

Rationale:

Elimination of HNSC 7940X Research Seminar III as a required course. The current non-thesis exit option for MPH students is a two-course "Master's Paper" sequence, HNSC 7940X and HNSC 7950X. In our attempts to harmonize curriculum requirements across the consortial colleges of the CUNY School of Public Health (i.e., Brooklyn College, Hunter College, Lehman College, and the CUNY Graduate Center), the cross-campus committees charged with evaluating exit options found that, by requiring 6 credits rather than 3 credits, Brooklyn College was out of

alignment with both other campuses in the School and also with national practice in MPH programs. In consultation with faculty who have taught the sequence, faculty decided to eliminate HNSC 7940X, changing the culminating experience from a “free-standing” two-semester sequence (HNSC 7940X and HNSC 7950X) to a 3-credit capstone project (HNSC 7950X) that is linked with the existing fieldwork requirement (HNSC 7920X). Changes to the title and description of the remaining course, HNSC 7950X, are proposed in the companion A-V document.

The remaining changes in this document reflect the change from the term “Master’s paper” to “capstone project” which was the agreed-upon language for the exit option across campuses.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of Kinesiology

Date of departmental approval: March 10, 2015

Effective date: Fall 2015

**M.S. degree program in education: physical education teacher (all grades)
HEGIS code 0835; SED program code 26745**

This Master of Science degree program is designed to train students to be more effective teachers and coaches in all grades (kindergarten through grade 12). The New York State Education Department licenses graduates of registered teacher education programs who meet the state requirements for teachers.

The M.S. degree programs in physical education leading to Initial Certification and/or Professional Certification for physical education teachers (all grades) are designed to train students to be effective teachers and coaches in all grades (kindergarten through grade 12). The programs offers experienced physical education teachers the opportunity to develop their practice and to expand their knowledge of physical education and the field of education as a whole. Our programs combines rigorous and rewarding study in physical education with a focus on developing leadership skills and expanded knowledge in the field.

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 Graduate Deputy.

Matriculation requirements

Applicants must hold an undergraduate degree in physical education prior to enrollment in this program. Applicants must have a minimum undergraduate grade point average of 2.75. 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 minimum score of 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Degree requirements

Thirty-six credits are required for the degree.

All newly admitted graduate students in any program should ensure that KINS 7000X Research Methods and Design is taken in their first semester of enrollment.

Students will complete the following:

KINS 7000X Research Methods and Design

KINS 7100X Technology in Kinesiology

KINS 7110X Group Dynamics in Sport and Physical Education

KINS 7149X Advanced Instructional Strategies for Physical Education

KINS 7151X Motor Development and Analysis

KINS 7154X Sport and Exercise Psychology

KINS 7156T Supervision in Physical Education

KINS 7157X Physical Education Curriculum in Secondary School

KINS 71598X Developing School-Based Leadership Skills

KINS 7999X Research Seminar in Physical Education

Students may select 6 credits from any 7000 level course offered by the Department of ~~Physical Education and Exercise Science~~ Kinesiology. Other elective courses may be selected with the approval of the Graduate Deputy or Department Chair.

Rationale:

The proposal corrects two typos. One of these corrections addresses a new course that was added but the course number listed under required courses was incorrect.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of Kinesiology

Date of departmental approval: March 10, 2015

Effective date: Fall 2015

M.S. degree program in sport management HEGIS code 0835; SED program code 83153

The Master of Science degree in Sport Management produces graduates with skills and knowledge for professional careers in the multi-billion dollar sports business industry. Students will receive advanced preparation in numerous areas such as management, marketing, financial, media, promotions, public relations, communications, sports information, retail and manufacturing, coaching, school/university-based programs and legal/risk management. Students may find employment following completion of the program in areas such as sports media, sports facilities and arenas, sports retail business, sport product manufacturing, sport club management, entrepreneurial enterprising, amateur and community sports enterprises, professional sports, sports travel and tourism, international sport management, college sports, and athlete representation and management.

Matriculation requirements

This program is designed for students with an undergraduate degree in sport management and experiences in the sport business industry. Students lacking such academic preparation and experiences will be required to take prerequisite courses. For students in this category, completion of any prerequisites required by the graduate deputy must be accomplished prior to beginning the third semester of enrollment in the program. These may include undergraduate business management, marketing and budgeting/finance/accounting/economic courses. Other courses may also be included as necessary.

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 minimum score of 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Degree requirements

Thirty-six credits are required for the degree. All newly admitted graduate students in any program should ensure that Kinesiology 7000X Research Methods and Design is taken in their first semester of enrollment.

Students must complete the following courses:

Kinesiology 7000X Research Methods and Design
Kinesiology 7044X Risk Management and Legal Issues in Sport
Kinesiology 7342X Business Management of Community/Club Sports and Recreation
Kinesiology 7455X Administration of Interscholastic and Intercollegiate Sport
Kinesiology 7460X Budgeting and Finance in Sports and Recreation
Kinesiology 7470X Sport Marketing
Kinesiology 7480X Global Sport: Olympic/Paralympic Movements and Sport Governance
~~BUSN 7208X Marketing Management~~
~~ECON 7010X Macroeconomics OR ACCT 7101X Financial and Managerial Accounting~~

Students may select 9-15 credits from any 7000 level course offered by the Department of Kinesiology. Other elective courses may be selected with the approval of the Graduate Deputy or Department Chair.

Rationale:

The department is eliminating two courses that are less important for students matriculating in the program.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of School Psychology, Counseling and Leadership

Date of departmental approval: February 20, 2015

Effective date: Fall 2015

M.S. degree program in education: school counseling
HEGIS code 0826.01; SED program code 01846

Degree Requirements (48 credits)

Forty-eight credits are required for the degree. ~~Sixty-Fifty-seven~~ credits are required for the degree with a specialization in bilingual school counseling.

Students must complete 48 credits in the following courses: SPCL 7801X, 7800X, 7806T, 7802T, 7804X, 7803T, 7810T, 7807T, 7808T, 7809T, 7922T, 7811T, 7813X, 7812T, 7814T, 7815T.

Students in the bilingual specialization take the following additional courses: SPCL 7823; SPCL 7914; CBSE 7350.

Students who have the school counseling M.S. degree from another university and wish to complete the bilingual specialization must take the following courses: SPCL 7922; SPCL 7823; SPCL 7914; CBSE 7350; SPCL 7815.

The sequence of the courses will be determined in consultation with the coordinator of the specialization in bilingual school counseling.

Additional requirements for students in the bilingual specialization:

- a. all internships in the program must be conducted in a bilingual setting under the supervision of a bilingual school counselor (who possesses the bilingual extension).
- b. passing score on the Bilingual Education Assessment (BEA), if language is available.

Full-time students take four courses each semester, and part-time students take two-to-three courses each semester.

After a student completes approximately 12 credits, the faculty members review the student's progress and potential and recommend continuation or withdrawal. This evaluation is based on criteria described in the "Program Statement of Expectations" made available to students when they enter the program. ~~SPCL 7813, Counseling Leadership in Urban Schools, a course offered for full and part time students in their final year, will be the capstone course in the program. Students will be expected to develop a professional portfolio. as a culminating project that will be part of the course requirement in SPCL 7813.~~

~~The bilingual specialization is a 15 credit sequence, consisting of the following courses: SPCL 7922, CBSE 7350T, SPCL 7823, SPCL 7817T and either CBSE 7671X/SEED 7671X or CBSE 7672T. The sequence of the courses will be determined in consultation with the coordinator of the specialization in bilingual school counseling.~~

~~Additional requirements for students in the bilingual specialization:~~

- ~~a. all internships in the program must be done in a bilingual setting under the supervision of a bilingual school counselor (who possesses the bilingual extension).~~
- ~~b. passing score on the Bilingual Education Assessment (BEA).~~

Students must maintain a cumulative grade point average of at least 3.0 (B). A student who earns 6 credits below B- will not be awarded an M.S. in Education in this program.

Rationale: This change makes the degree requirements clearer to prospective applicants and is in accordance with recommendations from the national accreditation body. SPCL 7815, a masters-level internship course, is a more appropriate internship level course than SPCL7817, which is part of the Advanced Certificate program. As a result of this change, the total credits for the degree with a bilingual specialization decreases because SPCL 7815 is already part of the master's coursework; the bilingual students will be placed in a bilingual section of the course. The professional portfolio is required but will no longer be attached to a specific course.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of School Psychology, Counseling and Leadership

Date of departmental approval: February 20, 2015

Effective date: Fall 2015

M.S. degree program in education: school psychologist
HEGIS code 0826.02; SED program code 01998

Degree requirements (33 credits)

The school psychologist graduate program consists of a rigorous 60-credit curriculum in theory, research, and evidence-based practice. ~~With a strong background in measurement, psychological theory, and data based decision making as well as knowledge of effective instructional techniques and psychological interventions, candidates in collaboration with families and school staff are prepared to provide a range of services that positively influence the educational achievement and mental health of all youth. The program strives to meet our urban community's need for highly competent, self-reflective, and compassionate school psychologists. The program is committed to improving the educational experiences of all children in our richly diverse schools and to addressing their mental health needs.~~ The school psychologist graduate program is registered with the New York State Department of Education, and has full approval from the National Association of School Psychologists (NASP). ~~Our s~~

~~Students often collaborate with faculty; and have opportunities to build a substantial research professional portfolios, that including include publications in nationally recognized journals in school psychology and presentations at state local and national conferences. Our graduates are employed as school psychologists around the country, working in schools, hospitals, academia, and in private practice. Some graduates go on to complete doctorates.~~

Applicants are admitted to this program only in the fall; see application deadlines posted on the program website ~~applications must be filed by February 1.~~

Thirty-three credits are required for the degree. Students must complete 33 credits selected from the following courses: SPCL 7931T, 7932T, 7903T, 7922T, 7911X, 7900X, 7923X, 7901X, 7910X, 7912X, 7913X, 7920X, 7921X, 7906X, 7907X, 7915X. The program of study must be approved by the program coordinator.

Students must ~~continuously maintain and graduate with~~ a cumulative grade point average of at least 3.0 (B). A student who ~~acquires~~ earns 6 credits below B- cannot be awarded an M.S. in Education in this program.

Rationale: Material was deleted to better align with the way material is presented in the Graduate Bulletin. Since certification criteria vary from state to state, we cannot guarantee that graduates can find employment in hospitals, academia, and private practice. The application deadline is omitted to provide greater flexibility in recruitment.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of School Psychology, Counseling and Leadership

Date of departmental approval: March 10, 2015

Effective date: Fall 2015

Advanced certificate program: school psychologist
HEGIS code 0826.02; SED program code 79597

Degree requirements (27 credits)

Matriculation requirements

Applicants must present an M.S. in Education degree for school psychologist (or the appropriate equivalent) as well as the requirements described above under the M.S. in Education degree for school psychologist. ~~The matriculation process for the bilingual school psychologist specialization will include an interview and demonstrated competence in the target language based on performance on the language proficiency tests administered by the NYS Education Department.~~

Advanced certificate requirements

Twenty-seven credits (beyond the master's degree) are required for the advanced certificate; ~~30 credits including 7914X are required for the advanced certificate with a specialization in bilingual school psychology.~~

Students must complete 27 credits selected from the following courses: SPCL 7904T, 7902X, 7905X, 7931T, 7932T, 7923X, 7907X, 7933X, 7934X, 7912X, 7913X, 7920X, and 7921X.

~~Students in the bilingual specialization must also complete SPCL 7914X.~~

During the first term, students must file a program of study approved by the program coordinator.

Students must continuously maintain ~~and graduate with~~ a cumulative grade point average of at least 3.0 (B). A student who ~~acquires~~ earns 6 credits below ~~C+ B-~~ can will not be awarded an advanced certificate ~~in this program.~~

Completion of the advanced certificate program in addition to the M.S. Ed in school psychology fulfills requirements for provisional certification as school psychologist by the New York State Education Department. ~~Completion of the bilingual specialization fulfills requirements for the bilingual extension to the certificate.~~

Rationale: References to the bilingual specialization are omitted here since that information is irrelevant to candidates for the Advanced Certificate program. Material in SPCL7904 has been expanded into SPCL 7902X to include the knowledge and skills for creating and evaluating systemic crisis prevention and intervention programs in schools.

The change from C+ to B- is required in order to have consistent grade policy in the school psychologist program (M.S. degree and Advanced Certificate); this change will match the grading policy already in place in the M.S. in Education school psychologist program.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of School Psychology, Counseling and Leadership

Date of departmental approval: February 20, 2015

Effective date: Fall 2015

Advanced certificate program: school psychologist, bilingual extension
HEGIS code 0826.02; SED program code 79597

Degree requirements (33 credits)

Applicants are admitted to this program only in the fall; ~~applications must be filed by March 1~~ see application deadlines posted on the program website .

Matriculation requirements

Applicants must present an M.S. in Education degree for school psychologist (or the appropriate equivalent) as well as meet the requirements ~~described above~~ under the M.S. in Education degree for school psychologist. The matriculation process for the bilingual school psychologist specialization will include ~~an interview in the language presented for competency~~ demonstrated competence in the target language based on performance on the language proficiency test administered by the NYS Education Department.

Advanced certificate requirements

~~Twenty-seven~~ Thirty-three credits (beyond the master's degree) are required for the advanced certificate; ~~30 credits are required for the advanced certificate~~ with a specialization in bilingual school psychology.

Students must complete 27 credits from the following courses: SPCL ~~7903T, 7930X, 7904T, 7905X, 7931T, 7932T, 7923X, 7907X, 7933X, 7934X, 7942X, 7912X, 7913X, and 7920X;~~ and 7921X, plus the bilingual specialization courses SPCL 7823T and 7914X.

Students who have not completed the school psychologist M.S. degree at Brooklyn College in the bilingual specialization must also complete SPCL ~~7922T and 7914X.~~

Students ~~They~~ must pass a the language proficiency test administered by the NYS Education Department in the language presented as their second language, if the language proficiency test is available.

During the first term, students must file a program of study approved by the program coordinator. Students must ~~continuously~~ maintain ~~and graduate with~~ a cumulative grade point average of at least 3.00 (B). A student who ~~acquires~~ earns more than 9 6 credits below ~~B B-~~ can will not be awarded an advanced certificate ~~in this program.~~

Completion of the advanced certificate program in addition to the M.S. Ed. In school psychology fulfills requirements for provisional certification as school psychologist by the New York State Education Department. Completion of the bilingual specialization fulfills course requirements for the bilingual extension to the certificate.

Rationale: These changes match written descriptions of the program found elsewhere and will make program requirements clearer to prospective applicants.

The change from C+ to B- is required in order to have consistent grade policy in the school psychologist program (M.S. degree and Advanced Certificate); this change will match the grading policy already in place in the M.S. in Education school psychologist program.

The addition of SPCL 7823T will provide the necessary instructional content recommended by the national approval body (National Association of School Psychologists).

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of Secondary Education

Date of departmental approval: March 10, 2015

Effective Date of the change: Fall 2015

Clearance: Departments of Economics, History, Political Science and Sociology

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

HEGIS code 2201.01; SED program code 26753

This program leads to New York State Initial or Professional Certification to teach social studies, grades 7-12. The length of the program depends on the individual's prior preparation: 30 credits for an individual entering with less than 21 credits in history and initial teaching certification; 30-45 credits for an individual who does not possess initial certification.

Graduates must hold more than 21 credits in history and/or geography to be recommended for NYS certification. Individuals entering without initial certification spend two terms student teaching -- one term in a middle/junior high school; one term in a senior high school. All students should consult with the School of 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 School of Education for the current requirements.

Matriculation requirements

Applicants must offer a distribution approved by the social studies program coordinator of at least 21 credits in upper division undergraduate or graduate courses in one or more of the following: economics, geography, history, sociology, and/or political science, including 15 credits in history.

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

(a) New York State Initial Certification in teaching social studies for grades 7–12; or 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 social studies in grades 7-12; 100 hours of fieldwork; 40 full days or 300 hours of student teaching of social studies in grades 7-12 or one year of full-time teaching of social studies in grades 7-12; and passage of edTPA.

(b) An undergraduate degree with an appropriate major or appropriate course work in the appropriate

subject areas.

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. 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 chairperson of the Department of Secondary Education in the School of Education and the program coordinator of social studies.

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 650 on the paper-based test or 280 on the computer-based test or 114 on the internet-based test, before being considered for admission.

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

Degree requirements

A minimum of 30-49 credits are required for the degree.

~~Eighteen~~ Fifteen credits must be chosen from the field(s) of the Social Studies: History, Political Science, Economics, Sociology. Students must take SEED 7584 and choose at least one course from each of the distribution areas listed below, with a minimum of nine credits in history (not all courses will run every semester):

- 1) Economics: Economics 7215X, 7055X and HIST 7120X, 7441X.
- 2) U.S. Constitution: History 7412X, 7448X and POLS 7200X, 7210X.
- 3) European History: History, 7210X, 7220X, 7120X, 7230X, 7310X, 7320X, 7370X, 7380X and Sociology 7322X.
- 4) Global: History 7110X, 7512X, 7515X, 7517X, 7540X, 7550X, 7552X, 7562X, 7580X, 7530X and Political Science 7610X, 7650X, 7720X, 7780X.
- 5) US History: History 7411X, 7412X, 7420X, 7425X, 7430X, 7440X, 7442X, 7446X, 7448X, 7441X, 7450X, 7460X; Political Science 7030X, 7320X, 7330X, 7470X, 7570X; Sociology 7341X, 7342X, 7352X.

Students must enroll in the appropriate education courses listed below (Option A or B) based upon teaching experience, previous course work, and the teaching certificates they hold.

Option (A): 30 Credits

Students who possess Initial Certification in teaching social studies, 7-12 or the equivalent must complete the following courses in Secondary Education: SEED 7502T, SEED 7671X, SEED 7509T and SEED 7522T.

Option (B) 30-46 credits

Students who do not possess Initial Certification in teaching social studies, 7-12 or the equivalent must, depending on previous coursework, complete some or all of the following courses in Secondary Education: SEED 7500X, SEED 7501X, SEED 7502T, SEED 7503X, SEED 7671X, SEED 7532T, SEED 7542T, SEED 7515T, SEED 7543T, SEED 7509T and SEED 7522T.

Rationale: The addition of the geography course is necessary for CAEP/NCSS (National Council for the Social Studies) accreditation.

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Theater

Date of departmental approval: March 10, 2015

Effective Date: Fall 2015

M.F.A. degree program in Theater
HEGIS code 1007; SED program code: 76211

Degree requirements
Sixty credits are required for the degree.

Students must also submit a thesis based on a thesis project and/or production acceptable to the department. Information about requirements for the thesis is in the section "Academic Regulations and Procedures."

Prior to the above, all students must undergo a pre-thesis evaluation (consisting of a work-in-progress shown to the faculty, an academic progress review by faculty, or both) by the time they complete 24 credits. If a student's progress is not deemed satisfactory by the head of the relevant concentration, the student will be denied the approval of a thesis production or project until the deficiencies noted in written form to the student have been corrected.

Students must complete requirements in one concentration as follows. No student may exceed a total of 12 credits in practicum and/or externship courses. The remaining credits required for the degree must be in courses chosen in consultation with the head of concentration.

Acting: Theater 7321X, 7322X, 7323X, 7324X, 7331X, 7332X, 7333X, 7334X, 7341X, 7342X, 7325X, 7343X, 7344X, 7351X, 7352X, 7353X, 7354X, and 7742X. Acting candidates are required to audition for all departmental productions and must accept roles as cast. Before taking Theater 778X, students must perform in a pre-thesis role approved by the head of concentration, and may serve as a production running crew supervisor.

Design and technical production: Theater 7212X, 7213X, 7415X, 7431X, 7433X, 7435X, 7421X, 7721X, 7722X, 7723X, 7742X; and a minimum of three additional courses in design and technical production. Before taking Theater 7742X, students must complete designs for actual productions at the experimental or thesis production level and must complete a design for a major production in fulfillment of the practicum course requirements.

Directing: Theater ~~7121X or 7122X, 7311X, 7212X or 7221X and 7213X or 7222X, 7431X or 7433X or 7435X, 7611X, 7511X, 7512X, 7513X, 7721X or 777.9X or 778.9X, 76722X or 7622X, 7723X or 7623X, 7516X, and 7514X, 7515X, and 7742X.~~ 7311X, 7212X or 7221X and 7213X or 7222X, 7431X or 7433X or 7435X, 7611X, 7511X, 7512X, 7513X, 7721X or 777.9X or 778.9X, 76722X or 7622X, 7723X or 7623X, 7516X, and 7514X, 7515X, and 7742X. Before taking Theater ~~7516X,~~ students must participate in such production capacities as actor, stage manager, technician, and/or assistant director in fulfillment of the practicum course requirements.

Performing arts management: Theater 7212X, 7213X, 7442X, 7617X, 7619X, 7611X, 7612X, 7613X, 7615X, 7616X, 7621X or 778.9X, 7622X, 7623X, and Accounting 7101X. With a few exceptions, students must also take Theater 7631X, which requires the satisfactory completion of a ten- to fifteen-week residency with a professional arts organization or agency approved by the chairperson and a thesis report based on the residency experience.

Courses in the Theater Department offered toward the degree must be 7000-level courses. The program of study must be approved in advance by the head of concentration.

Rationale

This revision of the degree requirements reflects current practice in the MFA concentration in Directing. In partial fulfillment of the 60 credits required for graduation, students (in consultation with the concentration head) will select electives from our graduate courses in history, theory and criticism, dramatic structure, dramaturgy, and PIMA, as well as practicums and externships allowing them to do supervised professional internships. In recent years, we have increasingly offered our students flexibility in their curriculum so that they can take courses that address their individual career goals and aspirations. This change in degree requirements will significantly reduce the number of petitions for substitutions that we submit to Course and Standing each year. This revision also corrects several typographical errors in the current bulletin.

SECTION A-IV: NEW COURSE

Department of English

Date of departmental approval: February 10, 2015

Effective date: Fall 2015

CMLT 7130X Comparative Literature of the Medieval Period

45 hours; 3 credits

Bulletin description:

Comparative analysis of materials of the Medieval period that were originally composed in languages other than English but are available in translation, or of materials of this period that were originally composed in English from different countries and literary traditions. Focus on developing students' critical reading and analytical writing skills.

Prerequisite: None

Frequency of offering: once every two years

Projected enrollment: 25 students

Clearance: None

Rationale:

This course has been developed as one of four period-based courses that will absorb the four current Comparative Literature courses: Studies in Literary Periods (CMLT 7701), Studies in Literary Genres (CMLT 7702), Studies in Special Authors (CMLT 7703), and ENGL 7720: Seminar in Textual Analysis in Area 7 (Comp Lit). Since the 7700-level titles are flexible frameworks, the exact content of which changes from one semester to another, the English department will continue to offer existing Comparative Literature courses under the new course codes. Creation of the new codes permits the elimination of a separate Area 7 of the graduate curriculum.

SECTION A-IV: NEW COURSE

Department of English

Date of departmental approval: February 10, 2015

Effective date: Fall 2015

CMLT 7230X Comparative Literature 1500-1800

45 hours; 3 credits

Bulletin description:

Comparative analysis of Renaissance, Early Modern, or Eighteenth Century materials originally composed in languages other than English but available in translation, or of materials of this period that were originally composed in English from different countries and literary traditions. Focus on developing students' critical reading and analytical writing skills.

Prerequisite: None

Frequency of offering: once every two years

Projected enrollment: 25 students

Clearance: None

Rationale:

This course has been developed as one of four period-based courses that will absorb the four current Comparative Literature courses: Studies in Literary Periods (CMLT 7701), Studies in Literary Genres (CMLT 7702), Studies in Special Authors (CMLT 7703), and ENGL 7720: Seminar in Textual Analysis in Area 7 (Comp Lit). Since the 7700-level titles are flexible frameworks, the exact content of which changes from one semester to another, the English department will continue to offer existing Comparative Literature courses under the new course codes. Creation of the new codes permits the elimination of a separate Area 7 of the graduate curriculum.

SECTION A-IV: NEW COURSE

Department of English

Date of departmental approval: February 10, 2015

Effective date: Fall 2015

CMLT 7330X Comparative Literature 1800-1900

45 hours; 3 credits

Bulletin description:

Comparative analysis of Nineteenth Century materials originally composed in languages other than English but available in translation, or of materials of this period that were originally composed in English from different countries and literary traditions. Focus on developing students' critical reading and analytical writing skills.

Prerequisite: None

Frequency of offering: once every two years

Projected enrollment: 25 students

Clearance: None

Rationale:

This course has been developed as one of four period-based courses that will absorb the four current Comparative Literature courses: Studies in Literary Periods (CMLT 7701), Studies in Literary Genres (CMLT 7702), Studies in Special Authors (CMLT 7703), and ENGL 7720: Seminar in Textual Analysis in Area 7 (Comp Lit). Since the 7700-level titles are flexible frameworks, the exact content of which changes from one semester to another, the English department will continue to offer existing Comparative Literature courses under the new course codes. Creation of the new codes permits the elimination of a separate Area 7 of the graduate curriculum.

SECTION A-IV: NEW COURSE

Department of English

Date of departmental approval: February 10, 2015

Effective date: Fall 2015

CMLT 7430X Comparative Literature 1900-present

45 hours; 3 credits

Bulletin description:

Comparative analysis of Twentieth- and Twenty-first Century materials originally composed in languages other than English but available in translation, or of materials of this period that were originally composed in English from different countries and literary traditions. Focus on developing students' critical reading and analytical writing skills.

Prerequisite: None

Frequency of offering: once every two years

Projected enrollment: 25 students

Clearance: None

Rationale:

This course has been developed as one of four period-based courses that will absorb the four current Comparative Literature courses: Studies in Literary Periods (CMLT 7701), Studies in Literary Genres (CMLT 7702), Studies in Special Authors (CMLT 7703), and ENGL 7720: Seminar in Textual Analysis in Area 7 (Comp Lit). Since the 7700-level titles are flexible frameworks, the exact content of which changes from one semester to another, the English department will continue to offer existing Comparative Literature courses under the new course codes. Creation of the new codes permits the elimination of a separate Area 7 of the graduate curriculum.

SECTION A-IV: NEW COURSE

Department of Film

Date of departmental approval: February 10, 2015

Effective date: Fall 2015

Film 7514G Production Sound

60 hours; 3 credits

Bulletin Description: The fundamentals of sound recording for film and media production. The course will cover acoustics, psychoacoustics, microphones, recorders and other audio equipment, studio and location recording of dialogue, music, and effects. Hands-on use of audio equipment. Students will learn the fundamentals of practical scene analysis from an audio perspective.

Prerequisite: None

Frequency of offering: One semester per year

Projected enrollment: 16 students

Clearances: TV Radio

Rationale: This course will introduce graduate students to the fundamentals of field audio production. We will discuss the important role that location audio and postproduction sound play in the filmmaking process. This will include the storytelling capacities of sound, sound design theory, as well as the technical fundamentals of location sound recording.

Students will be introduced to both the theoretical and practical elements of location sound recording. Theoretical elements will include the physics of sound, human auditory capabilities, acoustics and psychoacoustics, audio terminology, how sound functions and its role in motion pictures and the media.

SECTION A-IV: NEW COURSE

Department of Political Science

Date of departmental approval: February 10, 2015

Effective date: Fall 2015

POLS 7181X Politics and Religion

30 hours plus conference, 3 credits

Bulletin Description:

Critical examination of major issues in politics and religion including the relationship between religion and/or church and state, theories of modernity and secularization, law, morality, social justice, various conceptions of the public and the private. The role of religion in domestic and world politics. Study of methodological approaches to relationship of politics and religion, empirical and normative.

Prerequisite: None.

Frequency of offering: one section every two years

Projected enrollment: 18 students per section.

Clearances: History, Judaic Studies, Philosophy, and Sociology

Rationale:

This course will help students explain key concepts “that shape the political science fields of comparative politics and international relations and structures of power in applied settings” (Goal 1, Objective 1) by examining religion as one aspect of the cultural context in which political phenomenon and inquiry occurs. The course helps students to reflect on and write about how the meaning of politics and power is shaped when state and non-state actors (individuals and/or institutions) wish to make religious claims upon or to enforce religious practices on the conduct of politics and the state and consider religion is a factor in the distribution of power and resources, or in forms of governance.

SECTION A-IV: NEW COURSE

Department of Political Science

Date of departmental approval: February 10, 2015

Effective date: Fall 2015

POLS 7182X Islam and Modernity

30 hours plus conference, 3 credits

Bulletin Description:

Role of discourse and power in the constitution of identity and politics. Binary relationship between power/knowledge, local/universal, inclusion/exclusion, religion/secular, rational/irrational, Islam/modernity. Political and social theories that deal with modernity, postmodernity, language, gender, race, class, and ethnicity in the formation of identities and practices.

Prerequisite: None.

Frequency of offering: one section every other year

Projected enrollment: 18 students per section.

Clearances: History, Judaic Studies, Philosophy, and Sociology

Rationale:

This course will help students understand “the nature of political phenomena and political inquiry in varied historical, intellectual, and cultural contexts” (Departmental Goal 1) by examining the relationship between Islam and modernity as one cultural context in which political phenomenon and inquiry occurs. By exploring religion, Islam, and modernity as concepts, the course provides another theoretical lens for comprehending political phenomenon is possible, helping students “explain political phenomenon critically, logically, and through multiple theoretical lenses” (Goal 1, Objective 2). This course helps students see how debates about Islam and modernity shape the workings of political institutions, actors, movements and political events, and so helps students to “identify and explain the workings of key political institutions, actors, movements and political events across the discipline of political science” (Goal 1, Objective 3).

SECTION A-IV: NEW COURSE

Department of Political Science

Date of departmental approval: February 10, 2015

Effective date: Fall 2015

POLS 7960X Professional Development in International Affairs

30 hours plus conference, 3 credits

Bulletin Description:

Introduction to the Masters in International Affairs. Development of the research, analytical, and job skills necessary to succeed in the field. Discussion of the key political events of the last four decades and today that shape global politics, through the lenses of comparative politics and international relations, the two major fields of international affairs. Discussion of human rights around the world as well as human rights advocacy.

Prerequisite: None.

Frequency of offering: one section every Fall semester

Projected enrollment: 18 students per section.

Clearances: None.

Rationale:

By discussing the events and academic fields, this course will help students “recognize and explain key political concepts... that shape the political science fields of comparative politics and international relations and structures of power in applied settings” (Goal 1, Objective 1). Through discussion and assignments, students will also begin to “explain political phenomena critically, logically, and through multiple theoretical lenses” (Goal 1, Objective 2). Readings and assignments will build necessary skills, including the ability to “identify and summarize the main arguments of scholarly sources and assess the credibility of competing arguments” (Goal 2, Objective 1). Students will also develop their ability to “critically assess contemporary issues in international and comparative politics” (Goal 2, Objective 3). This course is to be the first course in a newly sequenced MA program.

SECTION A-IV: NEW COURSE

Department of School Psychology, Counseling, and Leadership

Date of departmental approval: March 10, 2015

Effective date: Fall 2015

**SPCL 7902X Crisis Intervention and Prevention Research in Schools
45 hours plus conference, 3 credits**

Bulletin Description

Review of approaches to foster healthy and safe school environments for all in diverse school communities. Mental health focused crisis prevention, preparedness, response, and recovery. Review and critique of research assumptions, methods, design, and ethics in crisis prevention and intervention. Qualitative and/or participatory action research proposal for implementation in SPCL 7905. The proposal will be implemented in SPCL 7905.

Prerequisite: matriculation in the Advanced Certificate in School Psychology and permission of Program Coordinator

Corequisite: SPCL 7933

Frequency of Offering: Every fall semester

Projected enrollment: 1 section of 25 students

Clearances: none

Rationale: Best practice in school psychology as outlined by our national approval organization (National Association of School Psychologists) requires curriculum that addresses the knowledge and skills necessary to create and engage in effective and empirically supported efforts that promote safe, healthy, and resilient school environments for all students. Further, considering the significant need for prevention programs in schools and the burgeoning research-base, faculty determined that the material in this area required additional coverage.

SECTION A-IV: NEW COURSE

Department of Secondary Education (SEED)

Date of departmental approval: March 10, 2015

Effective date: Fall 2015 semester

Frequency of Offering: fall semester

Projected enrollment: 1 section of 25 students

Clearances: Departments of Economics, History, Political Science and Sociology.

**SEED 7584X Teaching Concepts of Geography in Middle and High School
45 hours; 3 credits**

Concepts of contemporary geography, survey of key current global issues and examination of several of the world's major geographic realms; issues of globalization as well as particular details of critical regions: South America, East Asia, South Asia, Europe, North America, North and Southern Africa. Investigation and development of curriculum and instructional plans to support the teaching of geography to students in grades 7-12.

Prerequisite or Corequisite: SEED 7500X, 7501X

Rationale: This new geography course is necessary for CAEP/NCSS (National Council for the Social Studies) accreditation.

SECTION A-IV: NEW COURSE

Department of Theater

Date of departmental approval: March 10, 2015

Effective date: Fall 2015

THEA 7430x Stage Design Concepts

45 hours; 3 credits

Introduction to the principles of Stage Design; including Set, Costume and Lighting Design, and their application to design problems.

Prerequisites: Permission of the Chairperson or Concentration head

Frequency of offering: 1 per year in the fall semester

Projected enrollment: 10 students per year

Clearances: None

Rationale: Stage Design Concepts is a course intended to provide first year MFA design and first year MFA directing students with an overall introduction to stage design. This course, team taught by design faculty, will prime students for future specified courses by familiarizing them with basic design concepts and vocabulary. These terms and concepts (such as space, character, and light) will be explored through a series of mini-courses in set, costume and lighting design. Students admitted to the MFA Design Program come from varied backgrounds and differing levels of design experience. This course is critical because it establishes the essential base knowledge from which MFA design students can scaffold the rest of their education. Furthermore, this course gives entering students the opportunity to study and collaborate as a cohort.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Childhood, Bilingual and Special Education

Change in course prefix, bulletin description and prerequisite

Date of departmental approval: February 22, 2015

Effective date: Fall 2015

FROM:

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

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

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

TO:

CBSE 7208T The Teaching of English to Language Learning Children in the Elementary School
30 hours plus independent work and conference; 3 credits

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

Rationale: Activation of these ESL courses for upcoming program revision and curriculum change in CBSE.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Childhood, Bilingual and Special Education

Change in course prefix, bulletin description and prerequisite

Date of departmental approval: February 22, 2015

Effective date: Fall 2015

FROM:

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

30hours plus independent work and conference; 3 credits

Social, cultural, linguistic, and psychological problems of language-handicapped children. Integrating language learners into the regular classroom at various levels of linguistic development. Application of guiding principles and research to the teaching of English as a second language. Use of new media equipment. Appraisal procedures. ~~(Not open to students who are enrolled in or have completed Education 7471.T or the equivalent.)~~

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

TO:

CBSE 7209T The Teaching of English to Language Learning Students in Upper Elementary and Early Secondary Grades

30hours plus independent work and conference; 3 credits

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

Rationale: Activation of these ESL courses for upcoming program revision and curriculum change in CBSE.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Childhood, Bilingual and Special Education

Change in course prefix

Date of departmental approval: February 22, 2015

Effective date: Fall 2015

FROM:

~~EDUC~~ 7117T Theories and Practices in the Study of the Young Child's Progress

30 hours; 2 credits

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

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

TO:

CBSE 7117T Theories and Practices in the Study of the Young Child's Progress

30 hours; 2 credits

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

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

Rationale: Activation of these ESL courses for upcoming program revision and curriculum change in CBSE.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Childhood, Bilingual and Special Education

Change in course prefix

Date of departmental approval: February 22, 2015

Effective date: Fall 2015

FROM:

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

30 hours; 2 credits

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

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

TO:

CBSE 7210T Human Relations Problems and Practices in Childhood Education

30 hours; 2 credits

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

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

Rationale: Activation of these ESL courses for upcoming program revision and curriculum change in CBSE.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Childhood, Bilingual and Special Education

Change in course prefix and prerequisite

Date of departmental approval: February 22, 2015

Effective date: Fall 2015

FROM:

~~EDUC 759.48T~~ Teaching English as a Second Language: The Arts of Expression

45 hours; 3 credits

Introduction to the philosophical ideas underlying first-and second-language acquisition and their application to the arts in the classroom.

Prerequisite: ~~Education 757.48T and 758.48T~~

TO:

CBSE 7352T Teaching English as a Second Language: The Arts of Expression

45 hours; 3 credits

Introduction to the philosophical ideas underlying first-and second-language acquisition and their application to the arts in the classroom.

Rationale: Activation of these ESL courses for upcoming program revision and curriculum change in CBSE.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Childhood, Bilingual and Special Education

Change in course prefix and prerequisite

Date of departmental approval: February 22, 2015

Effective date: Fall 2015

FROM:

~~EDUC 760.49T~~ ESL Approaches Across Content Areas (K-6)

45 hours; 3 credits

Teaching of English as a second language through the communication arts (including listening, speaking, reading and writing) and through the disciplines of the social sciences.

Prerequisite: ~~English 702X and Education 759.48T.~~

TO:

CBSE 7354T ESL Approaches Across Content Areas (1-6)

45 hours; 3 credits

Teaching of English as a second language through the communication arts (including listening, speaking, reading and writing) and through the disciplines of the social sciences.

Rationale: Activation of these ESL courses for upcoming program revision and curriculum change in CBSE.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Childhood, Bilingual and Special Education

Change in course prefix, corequisite and prerequisite

Date of departmental approval: February 22, 2015

Effective date: Fall 2015

FROM:

~~**EDUC 761.49T**~~ **ESL Approaches Across Content Areas (7-12) Science and Technology**
45 hours; 3 credits

Integrated approaches and strategies for the teaching of mathematics, science, and technology to students learning English as a second language in elementary and secondary classrooms.

Prerequisites: ~~English 702X~~ and ~~Education 759.48T~~.

Corequisite: ~~Education 760.49T~~.

TO:

CBSE 7356T **ESL Approaches Across Content Areas (7-12) Science and Technology**
45 hours; 3 credits

Integrated approaches and strategies for the teaching of mathematics, science, and technology to students learning English as a second language in elementary and secondary classrooms.

Rationale: Activation of these ESL courses for upcoming program revision and curriculum change in CBSE.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Childhood Bilingual and Special Education

Change in course prefix, bulletin description and prerequisite

Date of departmental approval: February 22, 2015

Effective date: Fall 2015

FROM:

~~EDUC 762.47T~~ Practicum: Bilingual Teaching PreK-6

30 hours lecture, 30 hours laboratory; 3 credits

Pedagogical approaches and application of instructional methods used in transitional, developmental, and dual language models in bilingual teaching. Seminar and college-supervised field experience, grades ~~PreK-3~~ and grades 4-6.

~~Prerequisite: English 760.47T and 761.47T, and approval of program adviser.~~

TO:

CBSE 7357T Practicum: Bilingual Teaching 1-6

30 hours lecture, 30 hours laboratory; 3 credits

Pedagogical approaches and application of instructional methods used in transitional, developmental, and dual language models in bilingual teaching. Seminar and college-supervised field experience, grades 1-3 and grades 4-6.

Rationale: Activation of these ESL courses for upcoming program revision and curriculum change in CBSE.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Health and Nutrition Sciences

Change in title, bulletin description, and prerequisites

Date of departmental approval: March 10, 2015

Effective date: Fall, 2015

FROM:

HNSC 7920X ~~Internship in Public Health~~

180 hours of fieldwork plus weekly seminars; 3 credits

~~Supervised individual projects in public health practice.~~

Prerequisite: ~~Must have completed at least 21 credits of graduate coursework in Health and Nutrition Sciences.~~

TO:

HNSC 7920X Supervised Fieldwork in Public Health

180 hours of fieldwork plus weekly seminars; 3 credits

Students carry out 180 hours of supervised fieldwork that is intended to bridge academic preparation and public health practice. Knowledge and skills from the core MPH and specialization courses are applied in a public health agency, community organization or other setting relevant to the student's academic background, specialization and career expectations. This is accomplished under the supervision and guidance of an experienced preceptor. Field-based hours are implemented with classroom and individual meetings along with online communication. Aside from deliverables required by the preceptor, the student develops a reflection paper, a self-evaluation and a capstone proposal.

Prerequisites: completion of at least 18 MPH credits that include Health and Nutrition Sciences 7120X, Health and Nutrition Sciences 7150X, and two courses in the student's area of specialization.

Rationale: To achieve consistency across the consortial colleges of the CUNY School of Public Health (i.e., Brooklyn College, Hunter College, Lehman College, and the CUNY Graduate Center), cross-campus committees were formed to harmonize course descriptions and titles of each of the core Master's-level public health courses in order to facilitate registering and advising for students and faculty.

In addition, uniform pre-requisite requirements for fieldwork were agreed upon by the SPH campuses. The new pre-requisites allow students to complete their fieldwork earlier (must have completed 18 credits rather than 21 credits), but also ensures that students have the necessary skills (HNSC 7120X *Fundamentals of Epidemiology* and HNSC 7150X *Fundamentals of Biostatistics*) and specialized coursework to facilitate an effective and focused fieldwork experience that will lead to their capstone project.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Health and Nutrition Sciences

Change in title, bulletin description, and prerequisites

Date of departmental approval: March 10, 2015

Effective date: Fall, 2015

FROM:

HNSC 7950X ~~Master's Paper: Selected Topics in Public Health~~

30 hours plus conference; 3 credits

~~Critical analysis of the recent research on a public health topic chosen in consultation with instructor. Examination of theoretical models and empirical research on this topic. Instructor may limit paper topics to general overarching themes pertinent to public health (e.g., health behavior, health care financing, medical ethics, etc). Students will be required to complete a master's paper by the end of this course. Discussions of each student's master's paper in progress. Not open to students who have completed Health and Nutrition Sciences 7935X [791.2X].~~

~~**Prerequisite:** Health and Nutrition Sciences ~~or~~ 7930X [791.1X], and 7940X [791.3X] with a grade of B or higher, and a GPA of 3.00 (B) or better in graduate courses completed to date~~

TO:

HNSC 7950X Capstone Project

30 hours plus conference; 3 credits

This course consists of a structured seminar aimed at allowing students to apply experiences gained during their graduate program and synthesize that knowledge and experience in the form of a major writing project. It is expected that students use a combination of synthesized evidence, theoretical models, and empirical research to answer a public health research question or practice problem using interdisciplinary perspectives. Not open to students who have completed Health and Nutrition Sciences 7935X [791.2X].

Prerequisite: Health and Nutrition Sciences 7930X [791.1X] with a grade of B or higher, Health and Nutrition Sciences 7920X, and a GPA of 3.00 (B) or better in graduate courses completed to date

Rationale: To achieve consistency across the consortial colleges of the CUNY School of Public Health (i.e., Brooklyn College, Hunter College, Lehman College, and the CUNY Graduate Center), cross-campus committees were formed to harmonize course descriptions and titles of each of the core Master's-level public health courses in order to facilitate registering and advising for students and faculty. Students in our MPH program have had the exit option of completing what we have titled a

“Masters Paper.” At our sister campuses of the School of Public Health (SPH), similar projects were titled "Capstone Project." By changing the title, we are now in alignment with MPH degree programs across the SPH.

We have also modified the course description to better reflect the intention of this culminating experience; the revised description now reflects the synthesis of this project with the fieldwork component of the MPH curriculum (HNSC 7920X *Supervised Fieldwork in Public Health*) and which also aligns us with curricular expectations across the SPH.

In keeping with this synthesis between fieldwork and capstone experiences, HNSC 7920X *Supervised Fieldwork in Public Health* has been added as a pre-requisite to the capstone course.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of History

Change in bulletin description

Date of departmental approval: February 10, 2015

Effective date: Fall 2015

From:

HIST 7710X Colloquium in Medieval History

30 hours plus conference; 3 credits

Critical readings, discussions, and analytical papers on significant works and/or research papers in European history from the ~~fifteenth through the eighteenth century.~~

To:

HIST 7710X Colloquium in Medieval History

30 hours plus conference; 3 credits

Critical readings, discussions, and analytical papers on significant works and/or research papers in European history from the fifth through the fifteenth century.

Rationale

This change in description reflects the proper dates for a course in medieval history; it corrects a typographical error.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of History

Change in title and bulletin description

Date of departmental approval: February 10, 2015

Effective date: Fall 2015

From:

HIST 7220X ~~The Renaissance~~

30 hours plus conference; 3 credits

~~Development of the Italian Renaissance. Its effects on and importance for European countries beyond the Alps. Source materials, including examples from literature and art, are used to illustrate the significance of the Renaissance.~~

To:

HIST 7220X Early Modern Europe

30 hours plus conference; 3 credits.

Europe from 1350 to 1650. Topics include the emergence of the 'Renaissance' in Italy and in Northern Europe; courtly and civic culture; humanism, the arts, and education; the printing revolution; guilds and confraternities; capitalism and mercantilism; European exploration and 'discovery'; the religious Reformations; the development of absolute monarchy; the Scientific Revolution; and the overall character of Europe's transition to modernity.

Rationale:

These changes best reflect the most recent interpretations of the topics in current scholarship.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Psychology

Change in bulletin description

Date of departmental approval: March 10, 2015

Effective date: Fall 2015

From:

PSYC 7109G Special Topics in Human Relations Training

45 hours; 3 credits

Topics vary from term to term.

To:

PSYC 7109G Special Topics in Human Relations Training

45 hours; 3 credits

Topics vary from term to term. This course may be taken up to four times, so long as each involves a different Special Topic.

Rationale: This course has been offered several times in the past few years, offering different Special Topics, as a testing ground for the development of New Courses. We want students to be able to 'repeat' the course and take each of these new offerings, so long as it involves a different Special Topic.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Psychology

Change in bulletin description

Date of departmental approval: March 10, 2015

Effective date: Fall 2015

From:

PSYC 7209G Special Topics in Organizational Behavior

15-45 hours; 1-3 credits

Topics vary from term to term.

To:

PSYC 7209G Special Topics in Organizational Behavior

15-45 hours; 1-3 credits

Topics vary from term to term. This course may be taken up to four times, so long as each involves a different Special Topic.

Rationale: This course has been offered several times in the past few years, offering different Special Topics, as a testing ground for the development of New Courses. We want students to be able to 'repeat' the course and take each of these new offerings, so long as it involves a different Special Topic.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Psychology

Change in bulletin description

Date of departmental approval: March 10, 2015

Effective date: Fall 2015

From:

PSYC 7709G Special Topics in Experimental Psychology

15-45 hours; 1-3 credits

Topics vary from term to term.

To:

PSYC 7709G Special Topics in Experimental Psychology

15-45 hours; 1-3 credits

Topics vary from term to term. This course may be taken up to four times, so long as each involves a different Special Topic.

Rationale: This course has been offered several times in the past few years, offering different Special Topics, as a testing ground for the development of New Courses. We want students to be able to ‘repeat’ the course and take each of these new offerings, so long as it involves a different Special Topic.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Psychology

Change in bulletin description

Date of departmental approval: March 10, 2015

Effective date: Fall 2015

From:

PSYC 7795G Independent Psychological Research I

Minimum of 135 hours; 3 credits

Research project approved by a faculty member, in an area of psychology. One or more written reports or a final examination. (Psychology 7795G [799.1G] is not open to students who have completed Psychology 799G).

To:

PSYC 7795G Independent Psychological Research I

Minimum of 135 hours; 3 credits

Research project approved by a faculty member, in an area of psychology. One or more written reports or a final examination. (Psychology 7795G [799.1G] is not open to students who have completed Psychology 799G). This course may be taken up to two times, so long as each involves a different Research project.

Rationale: We want students to be able to ‘repeat’ the course, if they have a different Research project that they wish to undertake.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Psychology

Change in bulletin description

Date of departmental approval: March 10, 2015

Effective date: Fall 2015

From:

PSYC 7796G Independent Psychological Research II

Minimum of 135 hours; 3 credits

Research project approved by a faculty member, in an area of psychology. One or more written reports or a final examination. (Psychology 7795G [799.1G] is not open to students who have completed Psychology 799G).

To:

PSYC 7796G Independent Psychological Research II

Minimum of 135 hours; 3 credits

Research project approved by a faculty member, in an area of psychology. One or more written reports or a final examination. (Psychology 7795G [799.1G] is not open to students who have completed Psychology 799G). This course may be taken up to two times, so long as each involves a different Research project.

Rationale: We want students to be able to ‘repeat’ the course, if they have a different Research project that they wish to undertake.