

BROOKLYN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
FACULTY COUNCIL

Meeting of 11/08/2016

The Committee on Graduate Curriculum and Degree Requirements herewith submits its
recommendations in Curriculum Document 236

Respectfully submitted,

Beth Evans – Library, Chairperson
Min Hee Go – Political Science
Wen-Song Hwu – Child, Bilingual and Special Educations
Daniel Kurylo - Psychology
Paula Massood - Film

Members of Faculty Council with any questions are urged to contact **Beth Evans** at
bevans@brooklyn.cuny.edu prior to the meeting.

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SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of Art

Date of departmental or program committee approval: October 13, 2015

Effective Date of the Change or addition of a program: Fall 2017

Advanced Certificate in Museum Education
HEGIS code: 0899; SED program code: 36517

Degree program requirements: (12 credits)

Bulletin language and precise degree requirements

Matriculation Requirements

Completion of or Mmatriculation in the a Masters in Art History program, or the Brooklyn College M.F.A. degree program in studio art, or the Brooklyn College M.F.A. degree program in Performance and Interactive Media Arts (PIMA). ~~The latter two categories of applicants must have completed 12 credits in graduate art history courses in order to be accepted into the advanced certificate program.~~ (30 credits)

Degree Requirements

Twelve credits in graduate art history courses are required for the certificate, ~~in addition to~~ as well as an M.A. in art history or the Brooklyn College M.F.A. degree in studio art or the Brooklyn College M.F.A. degree in performance and interactive media arts (PIMA).

Students must complete Art 7184G and 7185G.

Brooklyn College M.F.A. and PIMA students may count Art 7184G and 7185G toward the twelve required art history credits.

Students must also complete two 60-hour internships, Art 7193G and 7194G.

Students will begin the program with art history courses. They must complete Art 7184G before the internships. The internships can either be completed during the summer or during the fall or spring semesters along with their regular coursework in art history. Students should complete Art 7185G in the second year. The master's thesis may consist of a strictly art historical subject or may include some research into museum education.

Rationale:

We have found that many MFA students and PIMA students wish to enter the field of

Museum Education. Their familiarity and experience with the contemporary art world is directly relevant to this discipline, and we feel that additional art history courses are not necessary, given their experience. The extra courses are burdensome to students and discourage otherwise qualified candidates from pursuing the certificate.

The opening of the program to a wider variety of students serves the goals of Brooklyn College “to extend its educational mission to graduate students through advanced programs offered by the Division of Graduate Studies,” and by offering “studies in specialized areas to serve the growing number of adults who seek to continue their intellectual pursuits and broaden their professional goals.”

This program is designed to familiarize students with the field of Museum Education, thereby giving them an advantage on the job market. One of our goals is to place students in museum education positions after graduation. We will assess our effectiveness in this goal by tracking the progress of our students after completion of the certificate. We will establish an alumni network and tally the percentage of our students who find jobs in the field. If our placement rate is unsatisfactory, we will make use of our relationships with local museums to determine what skills our students will need to improve, and incorporate that information into our Museum Education curriculum.

SECTION IV: NEW COURSE

Conservatory of Music

Date of Departmental Approval: May 3, 2016

Effective date: Fall 2017

MUSC 7190X Jazz Pedagogy

45 hours, 3 credits

Course Description:

Survey various methods and techniques for teaching jazz performance to students at the secondary school and college levels and in private lessons. Organizing and rehearsing large and small bands; choosing appropriate repertoire; teaching jazz-related harmonies, rhythms, and improvisational techniques; approaches to the one-on-one lesson; methods of learning assessment.

Prerequisite: ~~Matriculation to Jazz M.M. Program~~ or Permission of Director

Expected enrollment: 12

Clearances: Education

Rationale:

Many jazz performers become jazz teachers out of economic necessity and their desire to pass on their craft to younger players. Too often they do this on the fly, with little formal training on how to teach technique, theory, and improvisation to individuals (via the one-on-one lesson) or in a group setting (via leading large and small jazz ensembles). This course will prepare our jazz students to become jazz teachers by exposing them to the latest methods and techniques of jazz pedagogy, and offering practical experience in leading ensembles.

The course is being resubmitted because only “Permission of the Director” is required.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Biology

Adding a prerequisite

Date of departmental approval: October 13, 2016

Effective date of change: September, 2017

From:

BIOL 7007G: Molecular and Macroevolution

45 hours, 3 Credits

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

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

To:

BIOL 7007G: Molecular and Macroevolution

45 hours, 3 Credits

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

Prerequisites: BIOL 7100

Rationale: Because students need the background from our first course, BIOL 7100, we want this course to be the prerequisite for all of the required courses in the program.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Biology

Adding a prerequisite

Date of departmental approval: October 13, 2016

Effective date of change: September, 2017

From:

BIOL 7503X Developmental Biology

60 hours, 4 Credits

Bulletin Description:

Embryonic development of both invertebrates and vertebrates. Topics include transformation of a fertilized egg to a young animal, cell differentiation, formation of different organs/tissues, signal transduction during development, molecular bases of behavior and human neural disease models.

Prerequisites: none

To:

BIOL 7503X Developmental Biology

60 hours, 4 Credits

Bulletin Description:

Embryonic development of both invertebrates and vertebrates. Topics include transformation of a fertilized egg to a young animal, cell differentiation, formation of different organs/tissues, signal transduction during development, molecular bases of behavior and human neural disease models.

Prerequisite: **BIOL 7100**

Rationale: Because students need the background from our first course, BIOL 7100, we want this course to be the prerequisite for all of the required courses in the program.

SECTION A-V: CHANGE IN EXISTING COURSE

Department of Childhood Bilingual and Special Education

Changes in title, hours and description

Date of departmental approval: October 13, 2016

Effective date: Spring 2017

From:

CBSE 7885T ~~Advanced Human Development I~~

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

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

To:

CBSE 7885T Human Development Birth to Young Adulthood

45 hours lecture; 20 hours field experience; 3 credits

Theories of emotional and intellectual development from birth through young adulthood. Introduction to the major theories of development including anthropological, developmental, cognitive, and social psychological perspectives. Emphasis on children and adolescents in urban, diverse and multicultural schools, including students with special needs and English language learners.

Rationale:

The course description has been amended to reflect recent research in the fields of cognitive and intellectual development. Changes are necessary to meet the mandated New York State accreditation requirements and the stipulations of the Council for the Accreditation of Educator Preparation (CAEP) which accredits the School of Education.

APPENDIX - SPECIAL TOPICS

Department of Psychology
M.A. degree program in experimental psychology

Date of departmental approval: October 13, 2016

Psychology 7709G: Special Topics in Experimental Psychology
45 hours; 3 credits

Bulletin Description as currently listed: Topics vary from term-to-term

Title of the Special Topic: Psychology of the Arts

Semester Offered: Spring 2017

Course Description: This course is a survey of psychological research on topics relevant to aesthetics, creativity, and the arts. It emphasizes methodological issues and psychological theories in the visual arts, music, literature, etc.

Prerequisites: None

Contact Hours: 3

Projected Enrollment: one section of 25 students per year

Clearances: Art

Rationale: Art is a universal activity that confronts us with many puzzling questions. Psychology of the Arts will serve as an elective course for students in the Experimental Psychology Master's program. The goal of this course is to introduce graduate students to the psychological study of the arts (visual arts, music, literature, etc.). The course will introduce students to theoretical issues as well as empirical approaches. Students will learn how psychological research informs complex, real-world issues in the arts. The course will be divided into the following sections: 1) what is art?; 2) responses to art; and 3) production of art.