

BROOKLYN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
FACULTY COUNCIL

Meeting of December 6, 2016

The Committee on Undergraduate Curriculum and Degree Requirements herewith submits its recommendations in Curriculum Document 384.

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Members of Faculty Council with any questions are urged to contact Douglas Cohen at dcohen@brooklyn.cuny.edu or (718) 951-5945 prior to the meeting.

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SECTION A-I: SPECIAL ACTIONS

Faculty Council Committee on General Education

New discipline rubric of Special Topics in General Education

RESOLVED, create the new discipline rubric of Special Topics in General Education (STGE) to be added to Brooklyn College's existing discipline repertoire in the relevant City University of New York databases.

Rationale: The Brooklyn College general education framework approved by Faculty Council in May 2015 calls for the creation of a group of Special Topics in General Education courses, and provides the abbreviation STGE. This is not a new discipline but a very specific slate of courses.

Date of Committee Approval: November 14, 2016

Effective date: Fall 2017

SECTION A-I: SPECIAL ACTIONS
Faculty Council Committee on General Education
Languages other than English placement guidelines

WHEREAS, the Brooklyn College general education curriculum (effective Fall 2017) includes 6 credits of Languages Other Than English (LOTE) courses as part of the Departures level, but does not specify which courses fulfill the requirement or how to determine placement; and

WHEREAS, the Brooklyn College general education curriculum refers to the possibility of students being “exempted from the six-credit language requirement due to demonstrated competency or previous college coursework,” stating that they must instead take either three credits of a language other than English (at an appropriate level) or an International Cultural Competency course, but does not explain what the basis for that exemption would be, nor what is meant by “appropriate level;”

RESOLVED, that the attached LOTE Placement/Exemption Guidelines be used to determine which classes students may take in fulfillment of the LOTE requirement, based on their prior language study in college and/or high school, and their current level of proficiency.

Guidelines for LOTE exemption/placement

Under the new General Education curriculum, effective Fall 2017, the Departures Level (Pathways: “College Option”) includes 6 *credits* of Languages Other Than English (LOTE), but nothing specific is said about which courses students take to complete the requirement. They can be *exempted* from these 6 credits based on either previous college coursework or demonstrated proficiency, in which case they still must take *either* one LOTE course *or* an approved course in International Cultural Competency.

The following guidelines for placement and/or exemption explain how students will fulfill this requirement based on either (1) previous college coursework, (2) language study in high school, and/or (3) prior knowledge. As a rule, students completing the basic 6-credit requirement who have previously studied a language will be expected to continue with that language, in order to reach the highest possible proficiency. However, students who have not taken a language course in three years or more have the option of starting at level 1 with a new language. (For example, students registering for a LOTE course for Fall 2017 are eligible to start at level 1 if they *last* took a LOTE course during academic year 2013-2014 or earlier.)

Notwithstanding the following guidelines, students completing only 3-6 college option credits at Brooklyn College will not be required to take more than *one* course toward the LOTE requirement. They will take that course at an appropriate level as determined by the placement guidelines below, unless at least three years have passed since they took a language class, in which case they may take an introductory level course in a language they have not previously studied.

The terms Level 1, Level 2, Level 3, and Advanced are explained by the table at the end of these guidelines.

1. Students with college credit in LOTE.

A. Students with at least 6 college credits of LOTE are *exempt* from the basic six-credit requirement. Instead they take either one advanced LOTE course or an approved course in International Cultural Competency.

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

B. Students with 3-5 credits of LOTE need to take *one* LOTE course. If the language they studied before is offered at Brooklyn College, they should continue at the next level after the highest level they had reached. If it has been at least three years since they took any foreign language, however, or if the language they studies previously is not offered at Brooklyn College, they may start at the most basic level in a new language.

C. Students with fewer than 3 credits of LOTE need to take *two* LOTE courses in the same language.

2. Students with or without high school LOTE coursework but no college credit.

Note: With departmental permission, students may be allowed to take course above or below what is stipulated in these guidelines.

A. Students with no previous LOTE study will take two three-credit courses: Level 1 and Level 2.

B. Students with one year of high school study in a given language may continue with that language and take Levels 2 and 3, or take Levels 1 and 2 of another language.

C. Students with two years of high school study in a given language may continue with that language and take Level 3 and an Advanced course, or take Levels 1 and 2 of another language.

D. Students with three years of high school study in a given language.

These students will either complete two LOTE courses, at Level 3 and an Advanced level, or they may choose to go directly into an Advanced course, in which case they will have completed the LOTE requirement with that course. They may also take Levels 1 and 2 of another language.

If they believe their proficiency is sufficient to justify exemption, they may choose to take an exam to demonstrate this. If they pass the exam, they will be exempted from the basic six-credit requirement, and therefore will either take one Advanced LOTE *or* an approved course in International Cultural Competency.

E. Students with four years of high school study of a single language, or who have passed the locally developed Comprehensive Examination aligned to the NYS Checkpoint B Learning Standards for languages other than English.

These students are exempt from the basic six-credit requirement, and must either take one LOTE course at an Advanced level or an approved course in International Cultural Competency.

F. Heritage and bilingual speakers.

These students will either complete two LOTE courses, at Level 3 and an Advanced level, or they may choose to go directly into an Advanced course, in which case they will have completed the LOTE requirement with that course.

If they believe their proficiency is sufficient to justify exemption, they may choose to take an exam to demonstrate this. If they pass the exam, they will be exempted from the basic six-credit requirement, and therefore will either take one Advanced LOTE *or* an approved course in International Cultural Competency.

3. Students *entirely* exempted from the LOTE requirement based on prior knowledge.

These students do not need to take an advanced LOTE or International Cultural Competency course.

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A. ESL students, meaning students enrolled in ESL classes at Brooklyn College, not simply bilingual students who may have been classified as ESL at some time during their elementary or high school careers.

B. Students who can show documentation indicating one year or more of study at the high school or college level, in which the language of instruction was a language other than English.

Table of Level 1, Level 2, Level 3, and Advanced courses across departments

Department	Language	Level 1	Level 2	Level 3	Advanced
Modern Languages and Literatures	Arabic	ARAB 1010	ARAB 1020	ARAB 1030 or 1038	ARAB 2010 and above
	Chinese	CHIN 1010	CHIN 1020	CHIN 1030 or 1038	CHIN 2018 and above
	French	FREN 1010	FREN 1020	FREN 1030 or 1038	FREN 2018 and above
	German	GERM 1010	GERM 1020	GERM 1030	GERM 2024 and above
	Greek (mod)	--	--	GRKM 1038	GRKM 2048
	Haitian Creole	--	--	CREO 1038	CREO 1048
	Italian	ITAL 1010	ITAL 1020	ITAL 1030 or 1038	ITAL 2018 and above
	Japanese	JAPN 1010	JAPN 1020	JAPN 1030	JAPN 2010
	Portuguese	PORT 1010	PORT 1020	PORT 1030	PORT 2010
	Russian	RUSS 1010	RUSS 1020	RUSS 1030 or 1038	RUSS 2018 and above
	Spanish	SPAN 1010	SPAN 1020	SPAN 1030 or 1038	SPAN 2018 and above
Classics	Greek	GRKC 2001	GRKC 2002	GRKC 3011	GRKC 3012 and above
		GRKC 2019			
	Latin	LATN 2101	LATN 2102	LATN 3111	LATN 3112 and above
		LATN 2119			
Judaic Studies	Hebrew	HEBR 1001	HEBR 1002	HEBR 1003	HEBR 1004 and above
	Yiddish	YIDM 1001	YIDM 1002	YIDM 1003	YIDM 1004 and above
PRLS	Spanish	--	--	--	PRLS 4415 or 4430

Date of Committee Approval: November 14, 2016

Effective date: Fall 2017

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SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Biology

B.A. degree program in biology

HEGIS code 0401; SED program code 01985

Department requirements (42-56.5 credits)

To enroll in any of the following courses--Biology 1002, 2002 or 2002W and Biology 3004-- students must have completed the appropriate pre- or co-requisite courses with a grade of C- or better. A student with a grade of D+ or lower in any course applied toward fulfillment of department requirements must repeat the course until the grade of C- or higher is earned, or offer another course of equal or higher rank. Any substitution of courses must be approved by the chairperson or deputy chair for advising. At least one course taken must be a writing intensive (W) course offered by the Department of Biology. Students who completed Biology 1080 and 1081 before fall 2010 may substitute them for Biology 1001 and 1002 in all degree requirements.

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

At least 8 credits of the following: Biology 2001, 2002 or 2002W, 2010, 2020 or Psychology 2610, Biology 3020 or Psychology 3610, Biology 3030W, 3083, 4001, 4010W or Computer and Information Science 2810, Biology 4011, 4012, 4013, 4022, Biology 4024W, Biology 4025, Biology 4026, Biology 4027, 5000W or 5001 or 5003W or 5010 or 5014W, Biology 5020, Chemistry 4581.

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

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

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

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

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

Mathematics 1201 or Psych 3400.

Department recommendations

Chemistry 3510 (or both 3511 and 3512) and 3520 or (both 3521 and 3522) and Physics 1100 and 2100 are required for some professional programs and are strongly recommended for prospective graduate students in biology.

Students who anticipate majoring in biology must see a departmental adviser before the end of the sophomore year in order to plan their programs.

Additional requirements for a B.A. degree

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

Rationale:

1. Biology 4022 was accidentally removed from the BA degree requirements and is being reinstated.
2. A new course, Biology 4027, is added to the elective choices.

Date of departmental approval: September 6 and November 8, 2016

Effective date: Fall 2017

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Biology

B.S. degree program in biology

HEGIS code 0401; SED program code 01984

Department requirements (56-58.5 credits)

To enroll in any of the following courses--Biology 1002, 2002 or 2002W and 3004--students must have completed the appropriate pre- or co-requisite courses with a grade of C- or better. A student with a grade of D+ or lower in any course applied toward fulfillment of department requirements must repeat the course until the grade of C- or higher is earned, or offer another course of equal or higher rank. Any substitution of courses must be approved by the chairperson or deputy chair for advising. At least one course taken must be a writing intensive (W) course offered by the Department of Biology. Students who completed Biology 1080 and 1081 before fall 2010 may substitute them for Biology 1001 and 1002 in all degree requirements.

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

At least 12 credits of the following: Biology 2001, 2002 or 2002W, 2010, 2020 or Psychology 2610, Biology 3020 or Psychology 3610, Biology 3030W, 3083, 4001, 4010W or Computer and Information Science 2810, Biology 4011, 4012, 4013, 4022, Biology 4024W, Biology 4025, Biology 4026, Biology 4027, Biology 5000W or 5001 or 5003W or 5010 or 5014W, Biology 5020, Chemistry 4581.

All of the following: Chemistry 1100 or both 1050 and 2050, 2100, 3510 or both 3511 and 3512, 3520 or both 3521 and 3522.

Mathematics 1201 or Psych 3400.

Department recommendation

Students who anticipate majoring in biology must see a departmental adviser before the end of the sophomore year in order to plan their programs.

Additional requirements for a B.S. degree

Candidates for a B.S. degree with a major in biology must complete at least 60 credits in science and mathematics; 24 of these 60 credits must be completed in advanced courses in the Biology Department or required courses and allowed electives in other departments as described above (not including Biology 1001). These 24 credits must be completed at Brooklyn College with a grade of C- or higher in each course. Specific course requirements for a B.S. degree are described above.

The following courses may be applied toward the 60 credits in science and mathematics:

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A) All courses in the departments of biology, chemistry, computer and information science, earth and environmental sciences, mathematics, physics and psychology.

B) Courses marked with a (#) symbol in the Department of Health and Nutrition Sciences.

C) ---Anthropology and Archaeology 2201, 3230, 3240, 3250, 3260, 3199,3440 4665.
---Core Studies 5, 5.1, 5.2, 7.1, 7.2, 8.1, 8.2.
---Core Curriculum [1300 through 1399.]
--- Biology 1010, Chemistry 1007, Physics 1331, Earth and Environmental Sciences 1010.
---Core Curriculum 3301 through 3399.
---Economics 3400, 4410, 3410, 4422.
---Philosophy 3203, 3204, 3601.
---Kinesiology 3271, 3275, 3023, 4229, 4251.
---Sociology 2701
---MCHC 2001.

Rationale: A new course, Biology 4027, is added to the elective choices.

Date of departmental approval: November 8, 2016

Effective date: Fall 2017

SECTION A-III: CHANGES IN DEGREE PROGRAMS
Department of Computer and Information Science

B.S. degree program in computational mathematics
HEGIS code 1701; SED program code 02067

An interdepartmental major offered by the Department of Computer and Information Science and the Department of Mathematics.

The computational option of this program enables students to apply mathematical and computational skills to the physical, biological, social, and behavioral sciences. The theoretical option is designed for students interested in the more abstract parts of computer science and for those interested in college teaching and research.

All mathematics courses offered to satisfy the requirements for a major in computational mathematics must be completed with a grade of C- or higher. Unless otherwise specified in this bulletin, any mathematics courses used to satisfy a prerequisite for an advanced mathematics elective must be completed with a grade of C- or higher. All computer and information science prerequisites to computer and information science courses must be completed with a grade of C or higher.

Program requirements (49-58 54-60 credits)

Students should select option I or option II.

Option I: Computational.

MATH 1201 [~~3.3~~] and MATH 1206 [~~3.4~~]. Transfer students may also need to take MATH 1211 - see math department chair.

All of the following: Mathematics 2001, 2101, 2201, 2206, 3501, 4201 and 4701.

All of the following: Computer and Information Science ~~4440 or 4180, 3140, 3120, 1115 or 1170, 3115, 3130, 3220.~~

Three ~~Two~~ courses chosen from among: Computer and Information Science 3240 or Mathematics 3107, Computer and Information Science 3142, 3160, ~~3150~~, 3310, 3230, 3350, 3330, 3820, 4335. Students choosing Option I are also encouraged to minor in Distributed and Parallel Computing.

Option II: Theoretical.

MATH 1201 [~~3.3~~] and MATH 1206 [~~3.4~~]. Transfer students may also need to take MATH 1211 - see math department chair.

All of the following: Mathematics 2001, 2101, 2201, 3101, 4101 and 4201.

All of the following: Computer and Information Science ~~4440 or 4180, 3140, 3120, 1115 or 1170, 3115, 3130, 3220, 3230, 4900 or 5001.~~

Three ~~Two~~ of the following: Computer and Information Science 3240 or Mathematics 3107, Computer and Information Science 3142, 3160, ~~3150~~, 3350, 3330, 3820, 4335.

Program recommendations

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Mathematics 4501 is recommended. It is recommended that students choose electives in departments that prepare them to apply computer science to a particular field of interest. Majors in computational mathematics may substitute Mathematics 2001 for Computer and Information Science 2210 as a prerequisite for Computer and Information Science courses.

Additional requirements for a B.S. degree

Candidates for a B.S. degree with a major in computer science (including computational mathematics and multimedia computing) must complete at least 60 credits in science and mathematics; 24 of these 60 credits must be completed in advanced courses numbered 2000 and above in the Department of Computer and Information Science. For the B.S. degree in computational mathematics, these 24 credits must be in the Department of Computer and Information Science and/or the Department of Mathematics. These 24 credits must be completed at Brooklyn College with a grade of C or higher in each course. Specific course requirements for B.S. degrees in the department are described above. The following courses may be applied toward the 60 credits in science and mathematics:

A) All courses in the departments of biology, chemistry, computer and information science, earth and environmental sciences, mathematics, physics, and psychology.

B) Courses marked with a number sign (#) in the Department of Health and Nutrition Sciences.

C) Anthropology and Archaeology 2200, 3199, 3230, 3240, 3250, 3260, 3265, 3266, 3425, 3440, 3470 and 4665.

Core Studies [5, 5.1, 5.2, 7.1, 7.2, 8.1 and 8.2], Core Curriculum 1300 through 1399, Core Curriculum 3301 through 3399. Economics 3400, 3410, 4410, 4422.

Philosophy 3203, 3204, 3231, 3232, 3422, 3423, 3601, 3605, and 3610.

Physical Education and Exercise Science 3023, 3271, 3275, 3281, 3285, 4229, 4251.

Sociology 2701.

Rationale:

The existing credit count (49-58) is incorrect! The true existing credit count is (54-60). The changes proposed in this program do not change that credit count at all— it remains (54-60).

The essence of the change is: replace CISC 1110, CISC 1180, and CISC 3110 with CISC 1115, CISC 1170, and CISC 3115; eliminate CISC 3120 and CISC 3150, while adding CISC 3142; have students take an additional advanced course numbered from CISC 3240, CISC 3160, CISC 3310, CISC 3230, CISC 3350, CISC 3330, CISC 3820, CISC 4335. The additional course maintains the number of credits devoted to advanced programming practice, given the replacement of the two courses, 3120 and 3150, by the single course 3142.

1. The objective of the Computational Math degree program is to give students a strong foundation in the both the principles of computer science and the practice of computational science. It contributes to the stated objectives of the 2011-2016 Strategic Plan for Brooklyn College, that we “[o]ffer outstanding academic majors in the arts, humanities, social sciences, natural & behavioral sciences, business, and education, with effective pathways to graduate education, professional education, and career opportunities.” The new course, CISC 3142, brings students to a level of sophistication in C++ that, along with the new strong foundation in Java enhances these pathways. The new courses, CISC 1115, CISC 1170, and CISC 3115, that replace CISC 1110, CISC 1180, and CISC 3110, involve critical thinking and are consistent

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with the College's mission statement and the programmatic mission of the departments offering the degree program to teach students to think critically. This is realized by a carefully sequenced exploration of a succession of programming paradigms, starting with the imperative, and moving through the procedural, the object-oriented and the functional in the context of both traditional computing milieus (local file system access and use) and modern computing milieus such as network programming and graphical user interface programming. The requisite introduction of concurrency concepts, including deadlock, race conditions, and synchronization through the treatment of the thread-based programming that supports these modern contexts, along with framework schema such as Model-View-Controller and its variations, advance critical thinking to heights that are without parallel. Further, these new courses, CISC 1115, CISC 1170, and CISC 3115 realize the College's vision that "Outstanding faculty and highly qualified staff bring direction, definition, and distinction that enhance our institution and the student experience."

2. The program has not revised its goals but rather has modernized the avenues through which they are attained.
3. The course objectives of CISC 1115, CISC 1170, and CISC 3115 more closely reflect the contemporary spectrum of programming languages. CISC 3142 preserves and enhances the program's commitment to C++ programming as an important avenue for computational science.
4. CISC 1115, CISC 1170, CISC 3115, and CISC 3142 reflect contemporary practice in computational science and meet the needs of students preparing for graduate study in the computational sciences.
5. Two programmatic goals: 1) assess programming readiness and 2) assess retention.
6. Our programmatic three-year cycle goals are:
 - a) Year 1: Count the number of students who pass the new courses with a C or better and apply the department's general assessment methodology to these courses. The instructors teaching the courses each term will design a question that assesses mastery of the relevant departmental objective being assessed that term and a grading rubric for it. (It can be a homework question or an exam question.) It will be uniform across all sections of the course.
 - b) Year 2: Same as year 1.
 - c) Year 3: Same as years 1 and 2.
 - d) Close the loop process. Faculty will review the obtained data to decide if they are satisfied with the performance on each of these three goals. If all is well, we will continue with the current curriculum approach. If it is determined that it is not going well, faculty will meet to discuss revising the curriculum.

Clearance: Department of Mathematics

Date of departmental approval: April 12, 2016

Effective date: Fall 2017

SECTION A-III: CHANGES IN DEGREE PROGRAMS
Department of Computer and Information Science

B.S. degree program in computer science
HEGIS code 0701; SED program code 01991

An interdepartmental major offered by the Department of Computer and Information Science and the Department of Mathematics.

Department requirements (~~54-57~~ 54-60 credits)

A student excused, without credit, from a course may not take the course for credit later, except with permission of the chairperson.

The department chair, with the approval of the chair of the department's undergraduate curriculum committee, may allow substitutions for one or more of these requirements consistent with the educational goals of the program.

Computer and Information Science ~~4110 or 4180~~ 1115 or 1170.

All of the following: Computer and Information Science 2210, ~~3110, 3120, 3140, 3130,~~ 3115, ~~3130, 3140,~~ 3320, ~~3150,~~ 3305 or 3310, 3142, 3220 or 3230; 4900 or 5001.

Computer and Information Science 2820W or Philosophy 3318W.

~~Three~~ Two additional courses in Computer and Information Science chosen from courses numbered between 3000 and 4899

Mathematics 1201 and 1206, or 3.20 and 4.20 and 1211.

Mathematics 2501 or 3501.

Transfer students who receive credit for Mathematics 3.20 and 4.20 are required to take Mathematics 1211 and either 2501 or 3501 to satisfy the mathematics requirement for the B.S. degree in Computer Science.

Additional requirements for a B.S. degree

Candidates for a B.S. degree with a major in computer science (including computational mathematics and multimedia computing) must complete at least 60 credits in science and mathematics; 24 of these 60 credits must be completed in advanced courses numbered 2000 and above in the Department of Computer and Information Science. For the B.S. degree in computational mathematics, these 24 credits must be in the Department of Computer and Information Science and/or the Department of Mathematics. These 24 credits must be completed at Brooklyn College with a grade of C or higher in each course. Specific course requirements for B.S. degrees in the department are described above. The following courses may be applied toward the 60 credits in science and mathematics:

A) All courses in the departments of biology, chemistry, computer and information science, earth and environmental sciences, mathematics, physics, and psychology.

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

B) Courses marked with a number sign (#) in the Department of Health and Nutrition Sciences.

C) Anthropology and Archaeology 2200, 3199, 3230, 3240, 3250, 3260, 3265, 3266, 3425, 3440, 3470 and 4665.

Core Studies [5, 5.1, 5.2, 7.1, 7.2, 8.1 and 8.2].

Core Curriculum [1300 through 1399.]

Math 1311, Biology 1010, Chemistry 1007, Physics 1331, Earth and Environmental Sciences 1010. Core Curriculum 3301 through 3399.

Economics 3400, 3410, 4410, 4422.

Philosophy 3203, 3204, 3231, 3232, 3422, 3423, 3601, 3605, and 3610.

Kinesiology 3023, 3271, 3275, 3281, 3285, 4229, 4251.

Sociology 2701.

Rationale:

The existing credit count (54-57) is incorrect! The true existing credit count is (54-59). The changes proposed in this program change only the upper bound credit count by one credit—(54-60).

The initial course sequence in CISC is changing base language from C++ to Java and these changes reflect the change. 1115, 1170, 3115 are the Java replacements for 1110, 1180, 3110 respectively. 3120, which in the old curriculum introduced Java, is no longer needed; 3142 has been introduced to reintroduce C++ at a more advanced point in the curriculum which is more appropriate for an exploration of its capabilities. The need for 3150 (Object Oriented Programming) is much less compelling given the 3-course sequence in Java followed by the high-level treatment of C++ in 3142. In summary: Replace CISC 1110, CISC 1180, and CISC 3110 with CISC 1115, CISC 1170, and CISC 3115; eliminate CISC 3120 and CISC 3150, while adding CISC 3142; have students take an additional advanced course numbered between 3000 and 4899. The additional course maintains the number of courses devoted to advanced programming practice, given the replacement of the two courses, 3120 and 3150, by the single course 3142.

1. The objective of the Computer Science degree program is to give students a strong foundation in the principles of computer science and the art of computer programming. It contributes to the stated objectives of the 2011-2016 Strategic Plan for Brooklyn College, that we “[o]ffer outstanding academic majors in the arts, humanities, social sciences, natural & behavioral sciences, business, and education, with effective pathways to graduate education, professional education, and career opportunities.” The new course, CISC 3142, brings students to a level of sophistication in C++ that, along with the new strong foundation in Java enhances these pathways. The new courses, CISC 1115, CISC 1170, and CISC 3115, that replace CISC 1110, CISC 1180, and CISC 3110, involve critical thinking and are consistent with the College's mission statement and the programmatic mission of the departments offering the degree program to teach students to think critically. This is realized by a carefully sequenced exploration of a succession of programming paradigms, starting with the imperative, and moving through the procedural, the object-oriented and the functional in the context of both traditional computing milieus (local file system access and use) and modern computing milieus such as network programming and graphical user interface programming. The requisite introduction of concurrency concepts, including deadlock, race conditions, and synchronization through the treatment of the thread-based programming that supports these modern contexts, along with framework schema such as Model-View-Controller and its variations, advance critical thinking to heights that are without parallel. Further, these new courses, CISC 1115, CISC 1170, and CISC

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

3115 realize the College's vision that "Outstanding faculty and highly qualified staff bring direction, definition, and distinction that enhance our institution and the student experience."

2. The program has not revised its goals but rather has modernized the avenues through which they are attained.

3. The course objectives of CISC 1115, CISC 1170, and CISC 3115 more closely reflect the contemporary spectrum of programming languages. CISC 3142 preserves and enhances the program's commitment to C++ programming as an important avenue for understanding computer systems and as a pathway to career opportunities.

4. CISC 1115, CISC 1170, CISC 3115, and CISC 3142 reflect contemporary practice in computer science and meet the needs of students preparing for graduate study in computer science and related fields.

5. CISC 1115, CISC 1170, CISC 3115, and CISC 3142 prepare students for careers in software and system development.

6. Two programmatic goals: 1) assess programming readiness and 2) assess retention.

7. Our programmatic three-year cycle goals are:

a) Year 1: Count the number of students who pass the new courses with a C or better and apply the department's general assessment methodology to these courses. The instructors teaching the courses each term will design a question that assesses mastery of the relevant departmental objective being assessed that term and a grading rubric for it. (It can be a homework question or an exam question.) It will be uniform across all sections of the course.

b) Year 2: Same as year 1.

c) Year 3: Same as years 1 and 2.

d) Close the loop process. Faculty will review the obtained data to decide if they are satisfied with the performance on each of these three goals. If all is well, we will continue with the current curriculum approach. If it is determined that it is not going well, faculty will meet to discuss revising the curriculum.

Date of departmental approval: April 12, 2016

Effective date: Fall 2017

SECTION A-III: CHANGES IN DEGREE PROGRAMS
Department of Computer and Information Science

B.S. degree program in information systems

HEGIS code 0702; SED program code 32153

Degree requirements (~~62-65~~ 63-67 credits)

All of the following:

Computer and Information Science ~~1110 or 1180, 3110, 3120,~~ 1115 or 1170, 3115, 3130, 3810, 4900 or 5001.

Students unfamiliar with PC application software (word processing, spreadsheet software, database management software, and presentation software) should also complete Computer and Information Science 1050. Knowledge of such software is prerequisite for Computer and Information Science 3810.

~~Three~~ Two courses chosen from the following:

Computer and Information Science 3800, 3140, 3142, ~~3150,~~ 3171, 3410, 3820, 3340, 3345.

With permission of the chairperson of the Department of Computer and Information Science, the student may substitute one of the following courses for any course in this requirement: Computer and Information Science 3220, 3160, 3320, 3310, 3610, 3630.

Computer and Information Science 2820W or Philosophy 3318W.

Business 3420 or Computer and Information Science 1590.

Business 3430 or Computer and Information Science 2531.

One of the following: Business 3120, Computer and Information Science 1530, Business 3432, Computer and Information Science 2532.

Business 4202W or Computer and Information Science 1580W.

Economics 2100 or Business 2100.

Economics 2200 or Business 2200.

Business 3200 ~~and 3310.~~

Finance 3310.

Accounting 2001.

Business 3400 or Economics 3400 or Mathematics 2501 or 3501 or Psychology 3400.

Business 3410 or Economics 3410 or Mathematics 1201.

24 credits must be completed in advanced courses in the Departments of Accounting, Computer and Information Science, Economics, Business Management, and/or Finance. These 24 credits must be completed at Brooklyn College with a grade of C or higher in each course.

Rationale:

Please note that there was a calculation error in the previous bulletin version. In that version, the credit count was incorrectly stated to be 62-65 when it should have been listed as 63-67. The proposed changes do not change the credit count at all; the program will continue to require 63-67 credits.

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

The initial course sequence in CISC is changing base language from C++ to Java and these changes reflect the change. 1115, 1170, 3115 are the Java replacements for 1110, 1180, 3110 respectively. 3120 which in the old curriculum introduced Java is no longer needed. In summary: Replace CISC 1110, CISC 1180, and CISC 3110 with CISC 1115, CISC 1170, and CISC 3115; eliminate CISC 3120; have students take an additional course from among CISC 3800, CISC 3140, CISC 3142, CISC 3171, CISC 3410, CISC 3820, CISC 3340 and CISC 3345. The additional course maintains the number of courses devoted to programming practice, given the replacement of the two courses, 3110 and 3120, by the single course 3115.

1. The objective of the Information Systems degree program is to give students a strong foundation in the principles of computer and information sciences and a broad range of its application in business and administration. It contributes to the stated objectives of the 2011-2016 Strategic Plan for Brooklyn College, that we “[o]ffer outstanding academic majors in the arts, humanities, social sciences, natural & behavioral sciences, business, and education, with effective pathways to graduate education, professional education, and career opportunities.” The new courses, CISC 1115, CISC 1170, and CISC 3115, that replace CISC 1110, CISC 1180, and CISC 3110, involve critical thinking and are consistent with the College’s mission statement and the programmatic mission of the departments offering the degree program to teach students to think critically. This is realized by a carefully sequenced exploration of a succession of programming paradigms, starting with the imperative, and moving through the procedural, the object-oriented and the functional in the context of both traditional computing milieus (local file system access and use) and modern computing milieus such as network programming and graphical user interface programming. The requisite introduction of concurrency concepts, including deadlock, race conditions, and synchronization through the treatment of the thread-based programming that supports these modern contexts, along with framework schema such as Model-View-Controller and its variations, advance critical thinking to heights that are without parallel. Further, these new courses, CISC 1115, CISC 1170, and CISC 3115 realize the College’s and the cooperating departments’ vision that “Outstanding faculty and highly qualified staff bring direction, definition, and distinction that enhance our institution and the student experience.” Please note that the Department of Finance and Business Management split into two separate departments of Business Management (BUSN) and Finance (FINC). Certain courses switched from BUSN to FINC. The former course of BUSN 3310 is now known as FINC 3310.

2. The program has not revised its goals but rather has modernized the avenues through which they are attained.

3. The course objectives of CISC 1115, CISC 1170, and CISC 3115 more closely reflect the contemporary spectrum of programming languages.

4. CISC 1115, CISC 1170, and CISC 3115 reflect contemporary practice in computer and information sciences and meet the needs of students preparing for graduate study in information systems, information technology and related fields.

5. CISC 1115, CISC 1170, and CISC 3115 prepare students for the programming requirements in information systems.

6. Two programmatic goals: 1) assess programming readiness and 2) assess retention.

7. Our programmatic three-year cycle goals are:

a) Year 1: Count the number of students who pass the new courses with a C or better and apply the department’s general assessment methodology to these courses. The instructors teaching the courses each term will design a question that assesses mastery of the relevant

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departmental objective being assessed that term and a grading rubric for it. (It can be a homework question or an exam question.) It will be uniform across all sections of the course.

b) Year 2: Same as year 1.

c) Year 3: Same as years 1 and 2.

d) Close the loop process. Faculty will review the obtained data to decide if they are satisfied with the performance on each of these three goals. If all is well, we will continue with the current curriculum approach. If it is determined that it is not going well, faculty will meet to discuss revising the curriculum.

Clearance: Department of Business Management

Date of departmental approval: April 12, 2016

Effective date: Fall 2017

SECTION A-III: CHANGES IN DEGREE PROGRAMS
Department of Computer and Information Science

B.S. degree program in multimedia computing

HEGIS code 0799; SED program code 31604

This program trains specialists in developing and maintaining multimedia software. The program includes basic computing background, mathematical training especially geared to multimedia design and production, specific courses in multimedia computing, and courses in digital arts.

Program requirements (57-59 60-63 credits)

A student excused, without credit, from a course may not take the course for credit later, except with permission of the chairperson.

The department chair, with the approval of the chair of the department's undergraduate curriculum committee, may allow substitutions for one or more of these requirements consistent with the educational goals of the program.

All of the following: Computer and Information Science ~~4440 or 4480~~ 1115 or 1170, 1600, 2210, 2820W, ~~3140, 3120, 3115~~, 3130, 3220, 3620, 3630, and 4900 or 5001.

All of the following: Mathematics 1201, 1711 or 1206, 1716 or 2501. One of the following: Computer and Information Science 3650 or 3660 or 3665.

~~Three~~ Two additional courses chosen from the following: Computer and Information Science 3140, 3142, ~~3150~~, 3410, 3415, 3610, 3650, 3660, 3665, 3810, 4610.

Two courses chosen from among the following: Art 2811, 2812, 3812, 2820, 2821; Music 3260, 3261, 3262, 3322; Film 1201, 2701; Television and Radio 2420, 3861, 3871, 3951.

~~Program Recommendation~~

~~It is recommended that the students in this program fulfill their writing-intensive course requirement with Computer and Information Science 2820W or Philosophy 3318W.~~

Additional requirements for a B.S. degree

Candidates for a B.S. degree with a major in computer science (including computational mathematics and multimedia computing) must complete at least 60 credits in science and mathematics; 24 of these 60 credits must be completed in advanced courses numbered 2000 and above in the Department of Computer and Information Science. For the B.S. degree in computational mathematics, these 24 credits must be in the Department of Computer and Information Science and/or the Department of Mathematics. These 24 credits must be completed at Brooklyn College with a grade of C or higher in each course. Specific course requirements for B.S. degrees in the department are described above. The following courses may be applied toward the 60 credits in science and mathematics:

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A) All courses in the departments of biology, chemistry, computer and information science, earth and environmental sciences, mathematics, physics, and psychology.

B) Courses marked with a number sign (#) in the Department of Health and Nutrition Sciences.

C) Anthropology and Archaeology 2200, 3199, 3230, 3240, 3250, 3260, 3265, 3266, 3425, 3440, 3470 and 4665.

Core Studies [5, 5.1, 5.2, 7.1, 7.2, 8.1 and 8.2], Core Curriculum [1300 through 1399], Math 1311, Biology 1010, Chemistry 1007, Physics 1331, Earth and Environmental Sciences 1010. Core Curriculum 3301 through 3399.

Economics 3400, 3410, 4410, 4422.

Philosophy 3203, 3204, 3231, 3232, 3422, 3423, 3601, 3605, and 3610.

Kinesiology 3023, 3271, 3275, 3281, 3285, 4229, 4251. Sociology 2701.

Rationale:

The existing credit count (57-59) is incorrect! The true existing credit count is (60-63). The changes proposed in this program do not change that count at all.

The initial course sequence in CISC is changing base language from C++ to Java and these changes reflect the change. 1115, 1170, 3115 are the Java replacements for 1110, 1180, 3110 respectively. 3120 which in the old curriculum introduced Java is no longer needed; 3142 has been introduced to reintroduce C++ at a more advanced point in the curriculum which is more appropriate for an exploration of its capabilities. In summary: Replace CISC 1110, CISC 1180, and CISC 3110 with CISC 1115, CISC 1170, and CISC 3115; eliminate CISC 3120; replace CISC 3150 with CISC 3142 as an option; increase from two to three the required electives. The additional course maintains the number of courses devoted to programming practice, given the replacement of the two courses, 3110 and 3120, by the single course 3115.

1. The objective of the Multimedia Computing degree program is to give students a strong foundation in the principles of computer science and the art of building multimedia systems. It contributes to the stated objectives of the 2011-2016 Strategic Plan for Brooklyn College, that we “[o]ffer outstanding academic majors in the arts, humanities, social sciences, natural & behavioral sciences, business, and education, with effective pathways to graduate education, professional education, and career opportunities.” The new courses, CISC 1115, CISC 1170, and CISC 3115, that replace CISC 1110, CISC 1180, and CISC 3110, involve critical thinking and are consistent with the College’s mission statement and the programmatic mission of the departments offering the degree program to teach students to think critically. This is realized by a carefully sequenced exploration of a succession of programming paradigms, starting with the imperative, and moving through the procedural, the object-oriented and the functional in the context of both traditional computing milieus (local file system access and use) and modern computing milieus such as network programming and graphical user interface programming. The availability of an implementation platform (Java) that readily supports graphic programming is particularly valuable for multimedia computing, and the requisite introduction of concurrency concepts, including deadlock, race conditions, and synchronization through the treatment of the thread-based programming that supports these modern contexts, along with framework schema such as Model-View-Controller and its variations, advance critical thinking to heights that are without parallel. Further, these new courses, CISC 1115, CISC 1170, and CISC 3115 realize the College’s vision that “Outstanding faculty and highly qualified staff bring direction, definition, and distinction that enhance our institution and the student experience.”

2. The program has not revised its goals but rather has modernized the avenues through which they are attained.

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

3. The course objectives of CISC 1115, CISC 1170, and CISC 3115 more closely reflect the contemporary spectrum of programming languages.
4. CISC 1115, CISC 1170, and CISC 3115 introduce multimedia programming at an earlier point in the student's education and better meets the needs of students preparing for graduate study in multimedia computing and related fields.
5. CISC 1115, CISC 1170, CISC 3115, and CISC 3142 prepare students for careers in software and system development in multimedia frameworks.
6. Two programmatic goals: 1) assess programming readiness and 2) assess retention.
7. Our programmatic three-year cycle goals are:
 - a) Year 1: Count the number of students who pass the new courses with a C or better and apply the department's general assessment methodology to these courses. The instructors teaching the courses each term will design a question that assesses mastery of the relevant departmental objective being assessed that term and a grading rubric for it. (It can be a homework question or an exam question.) It will be uniform across all sections of the course.
 - b) Year 2: Same as year 1.
 - c) Year 3: Same as years 1 and 2.
 - d) Close the loop process. Faculty will review the obtained data to decide if they are satisfied with the performance on each of these three goals. If all is well, we will continue with the current curriculum approach. If it is determined that it is not going well, faculty will meet to discuss revising the curriculum.

Date of departmental approval: April 12, 2016

Effective date: Fall 2017

SECTION A-III: CHANGES IN DEGREE PROGRAMS
Department of Computer and Information Science

Concentration(s) for majors in early childhood and childhood education teacher programs - Concentration in Computer and Information Science

The requirements for the teacher education programs indicated above are described in the Childhood, Bilingual and Special Education and the Early Childhood and Art Education sections in this Bulletin. Students who major in either of these programs and elect a concentration in computer and information science must complete 30 credits in the Department of Computer and Information Science with a grade of C or higher in each course. Students should meet with an adviser in the School of Education regarding the appropriate sequence of teacher education courses.

Concentration requirements

All of the following: Computer and Information Science 1115 ~~1110~~, 1080 or Education 3003 (formerly Education 68.1), 1050, 2820W.

One of the following options, (a) or (b):

(a) Computer Science Option: Computer and Information Science 3115 ~~3110~~, 2210, or 3130.

(b) Information Technology Option: Computer and Information Science 1030, 1035, 1060, 3800.

Additional courses in the Department of Computer and Information Science to bring the total number of credits in the Department to at least thirty.

Rationale: This is in regard to the Concentration in Computer and Information Science for the Early Childhood and Childhood Education Teacher Programs. The initial course sequence in CISC is changing its base language from C++ to Java and as a result, CISC 1110 and 3110 are being discontinued, to be replaced by 1115 and 3115 respectively.

Clearance: None

Date of departmental approval: April 12, 2016

Effective date: Fall 2017

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

SECTION A-III: CHANGES IN DEGREE PROGRAMS
Department of Health and Nutrition Sciences

B.S. degree program in health and nutrition sciences
HEGIS code 1299; SED program code 85301

Department requirements (55.5 - 77 credits)

Health and Nutrition Sciences 1100, 3300.

Biology 1001

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

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

Concentration in public health

Chemistry 1040 or 1100; or both 1050 and 2050.

All of the following: HNSC 1200, 2100, 2109W, 2120, 2130, 2140, 2183, 3162, 4152, 4180, 5100

With consultation with her/his adviser, the student will select 6 credits of electives drawn from other HNSC courses numbered 2000 and over or the following courses from other departments: Anthropology 1100, Anthropology 3150, Anthropology 3135, Economics 3500, Earth and Environmental Science 3750, History 3478, Kinesiology 3281 (same as Health and Nutrition 2302), Kinesiology 3285 (same as Health and Nutrition 2303), Philosophy 3306, Philosophy 3316, Political Science 1002, Political Science 3415, Psychology 1000, Sociology 1101, Sociology 3202, Urban Sustainability 1001, Women and Gender Studies 3122, Women and Gender Studies 3501

~~Other requirements:~~

~~Students will be considered for admission to the B.S. Public Health concentration after completion of 60 college credits. It is recommended that they have an overall GPA of at least 3.0. Students will have had to complete HNSC 2109W with a grade of B or higher. To be admitted to this concentration, students will be required to complete a 500-word essay describing why they wish to enter the concentration and what public health means to them.~~

Concentration in health science

Biology 1002, 3003, 3004.

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

Chemistry 1040; or 1100 and 2100; or 1050, 2050, and 2100. Students considering health professions schools (e.g. medicine, dentistry, physical therapy), will likely need Chemistry 1100 and 2100. In some cases, students may be specifically advised to take Chemistry 1050, 2050 and 2100. Please check with the Pre-Health Professions advisor.

Chemistry 2500; or both 3510 and 3520; or all of the following courses: 3511, 3512, 3521, and 3522. Students considering health professions schools (e.g., medicine, dentistry, physical therapy), will likely need to take Chemistry 3511, 3512, 3521 and 3522. Please check with the Pre-Health Professions advisor.

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

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

A minimum of 12 credits from the following courses in Health and Nutrition Sciences: 2100, 2111, 2131, 2150, 2170, 2171, 2180, 2181, 2182, 2215, 2220, 2221, 3110, 3161, 3170, 3171, 3230.

A minimum of 6 credits from the following courses: Health and Nutrition Sciences 2183, 2212, 3111, 3132, 3150, 3160, 3162, 3184, 3505, 4150, 4151, 4152, 4153, 4300, and courses numbered in the 5000's.

Recommendation

Students pursuing a BS with a concentration in health sciences who are planning to continue into pre-professional health programs (e.g., nursing, physical therapy, physician assistant), should consider taking HNSC 2302 and 2303 (or KINS 3281 and KINS 3285) instead of HNSC 2300 and 2301. Many pre-professional programs require two basic courses in anatomy and physiology.

Concentration in foods and nutrition

Students who complete this concentration will meet the requirements for the Didactic Program in Dietetics (DPD). The program meets the standards set by The Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting body of the Academy of Nutrition and Dietetics, and provides the core knowledge requirements necessary for pre-professional practice.

Biology 1002, 3003.

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

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

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

Chemistry 1040; or 1100 and 2100; or 1050, 2050, and 2100. Students considering health professions schools (e.g. medicine, dentistry, physical therapy), will likely need Chemistry 1100 and 2100. In some cases, students may be specifically advised to take Chemistry 1050, 2050 and 2100. Please check with the Pre-Health Professions advisor.

Chemistry 2500; or both 3510 and 3520; or all of the following courses: 3511, 3512, 3521, and 3522. Students considering health professions schools (e.g., medicine, dentistry, physical therapy), will likely need to take Chemistry 3511, 3512, 3521 and 3522. Please check with the Pre-Health Professions advisor.

Recommendation

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

Other requirements

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

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

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

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

In order to receive a verification statement upon completion of the DPD, Students are required to receive a minimum grade of B in HNSC 2210 and a minimum grade of C in every other DPD course, as described above.

Students who are accepted to and complete a DI program are eligible to sit for the Registration Examination for Dietitians. Students who receive a passing score on the Registration

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

Examination are then credentialed by the Commission on Dietetic Registration, the credentialing agency for the Academy of Nutrition and Dietetics, as registered dietitians.

Rationale:

- In response to the growing field of public health and the demand in student interest at BC we have decided to eliminate the minimum GPA recommendation and other pre-requisites for the Public Health concentration. After a review of the policy and consideration of entry requirements for similar programs, we have determined that the admissions criteria are too limiting. The policy has prevented students that are genuinely interested in Public Health from declaring the major in a timely manner and will potentially delay graduation. This change aligns the Public Health concentration with the BA in Health and the BS Health Science concentration, which also have no admission requirements. The program admission requirements will be reviewed at a later date over the next few years.
- We have expanded the elective options for our BS Public Health Concentration students to now include KINS 3281 and 3285, Anatomy and Physiology 1 and 2 (which is often required for graduate programs in Nursing, Physician's Assistant, Physical Therapy, etc).

Date of departmental approval: November 8, 2016

Effective date: Fall 2017

SECTION A-III: CHANGES IN DEGREE PROGRAMS
Program in Linguistics

B.A. degree program in linguistics

HEGIS code 1505; SED program code 02051

Department requirements for major (32-36 credits)

Students must complete parts 1 through 5.

1. Linguistics 2001.
2. Three of the following: Linguistics 3019, 3020, 3021, 3022, 4000.
3. Two of the following: Anthropology 1300, 3301, English 3520, Linguistics 3023, 3026, 3028, 3029, Philosophy 3203 or 3204, 3530, Psychology 3540, 3541, Speech 1113, 2231; plus any prerequisites of the courses.
4. Two of the following: Anthropology 2320, 3310, 3360; Computer Science 2210, 3110, 3130, 3410; English 3196, 3522, 3523; Philosophy 3123, 3220, 3420, 3422; Puerto Rican and Latino Studies 4410, 4420; Psychology 2600, 3400, ~~3520~~, 3530, 3580; Speech 1178, 1179; one course in the Department of Modern Languages and Literatures numbered 2021 or above, or Greek 4031 or above, or Latin 4131 or above, or Hebrew 3111 or above, or the equivalent; any unused courses from parts 2 and 3 above; plus any prerequisites of the courses.

Appropriate courses may be substituted for a total of not more than two courses in areas 3 and/or 4 with permission of the Linguistics Program director.

5. Linguistics 4001W, a capstone seminar to be taken in the senior year.

Note: When a student chooses to double major in linguistics and another major, up to three courses in parts 3 and 4 which are applicable towards the requirements of the student's other major may also be applied toward the requirements of the major in linguistics.

Rationale: The Linguistics major originally accepted “one advanced course in a foreign language” towards fulfillment of the area 4 requirement. Later, in CD 345 (April 11, 2011, p. 31), we attempted to specify the meaning of “advanced” and changed the wording to “a course in the Department of Modern Languages and Literatures numbered 2021 or above, or Greek 4031 or above, or Latin 4131 or above, or Hebrew 3111 or above, or the equivalent.” However, the 2011-12 Brooklyn College bulletin dropped the article “a” so that, ever since, this requirement has read as “course in the Department of Modern Languages etc.” We only became aware of this long-standing typo last year when a discussion arose concerning a student who was potentially submitting two foreign language courses to fulfill area 4 although, in the end, this did not come to pass. Nevertheless, to avoid similar debates in the future, we are substituting “one course (etc.)” to remove all possible ambiguity in the interpretation of this requirement.

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

PSYC 3530 has been listed under area 4 since the 2011 Bulletin. However, a typo occurred in CD 378 (Dec 8, 2015, p. 46) and the course number inadvertently appeared as 3520. We simply want to correct this typo.

Date of departmental approval: September 6, 2016

Effective date: Fall 2017

SECTION A-III: CHANGES IN DEGREE PROGRAMS
Department of Sociology

B.A. degree program in Sociology

HEGIS code 2208; SED program code 02111

Department requirements (38 credits)

All of the following: Sociology 1101, 2101, 2102, 2111, 2112 and 5201W. Sociology 5201W, a writing intensive course, is a capstone seminar to be taken in the senior year.

Five additional courses from Sociology Department courses numbered 2000 and higher. Each course must be completed with a grade of C or higher. A grade of B- or higher in Sociology 2101, 2102, 2111, and 2112 is the prerequisite for Sociology 5201W.

To qualify for honors in sociology, students must have:

- an average of 3.50 or higher in sociology,
- 3 credits of honors work in Senior Seminar (SOCY 5201W), and
- the recommendation of the department.

Rationale: The addition of an honors designation is based on the increasing number of students requesting such a designation alongside our observation that many students are doing honors level work and deserve the designation.

Date of departmental approval: September 6, 2016

Effective date: Fall 2017

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Sociology

Concentration(s) for majors in early childhood and childhood education teacher programs - Concentration in Sociology

The requirements for early childhood education teacher (birth-grade 2) are described under the Department of Early Childhood and Art Education in the Undergraduate Bulletin. The requirements for childhood education teacher (grades 1-6) programs are described under the Department of Childhood, Bilingual and Special Education in the Undergraduate Bulletin. Students who major in either of these programs and elect a concentration in sociology must complete 30 credits in the Sociology Department with a grade of C or higher in each course. Students must meet with a Sociology Department adviser to declare their intention to complete this concentration. They should also meet with an adviser in the School of Education regarding the appropriate sequence of teacher education courses.

Concentration requirements

Sociology 1101, 2101, 2102, 2111 and 15 credits of advanced sociology (courses numbered 2000 or higher).

~~Two of the following courses: Sociology 2400, 2401, 2402, 2600.~~

~~One of the following courses: Sociology 3204, 2200, 2201, 3202, 3203.~~

~~Three of the following courses: Sociology 3302, 3303, 2500, 2501, 3504, 2601.~~

~~Three of the following courses: Sociology 2602, 3607, 3503, 3606, 2604, 2700, 2701, 2800.~~

Rationale: This is in regard to the Concentration in Computer and Information Science for the Early Childhood and Childhood Education Teacher Programs. The initial course sequence in CISC is changing its base language from C++ to Java and as a result, CISC 1110 and 3110 are being discontinued, to be replaced by 1115 and 3115 respectively.

Clearance: Childhood, Bilingual and Special Education and Early Childhood and Art Education

Date of departmental approval: September 22, 2016

Effective date: Fall 2017

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

SECTION A-IV: NEW COURSES
Department of Accounting

ACCT 5201 Accounting Internship 2

9 hours field work; 3 credits

This off-campus internship will be supervised by a faculty member and will require written assignments and a final report. As a permission-only class, all internships must be approved by the faculty member teaching the internship course.

Prerequisite: Accounting 5200; upper sophomore status and at least 13 credits of undergraduate courses in accounting.

Contact hours: 3

Frequency of offering: Every semester

Projected enrollment: 24 students per semester

Clearance: None

Rationale: Multiple internships are an excellent way for students to obtain valuable, real-world accounting experience.

Date of departmental approval: April 12, 2016

Effective date: Fall 2017

SECTION A-IV: NEW COURSES

Department of Biology

BIOL 4027 The Human Microbiome

3 hours; 3 credits

Human microbiome, holobiont, microbial pathogens, synbiotics, probiotics and prebiotics, drug metabolism and personalized medicine.

Prerequisite: Biology 1001, 1002, and 3003 or permission of instructor.

Contact hours: 3

Frequency of offering: One section per year in the fall semester

Projected enrollment: 1 section of 25 students

Clearance: None

Rationale: The human microbiome is the collection of microorganisms that live in or on the human body. In a healthy adult the human microbiome is home to over 100 trillion microorganisms, that is ~3 microbial cells for every one human cell. Moreover, while the human genome consists of just over 20 thousand genes, the human microbiome contributes as many as 8 million unique genes. Recent advances in DNA sequencing technology and culture-independent microbial community analysis have allowed researchers to explore how the human microbiome and its associated metagenome contributes to human development and health. The wealth of new data has uncovered important roles for the human microbiome related to immune system development, nutrition, drug metabolism, protection from pathogenic invaders, and behavior. The role of the human microbiome in maintaining health has recently been recognized as more significant than originally thought. An understanding of the composition of an individual's microbiome will become increasingly important in determining treatments for a variety of diseases and illnesses. Recent research has shown that manipulating the composition of the microbiome can effectively treat some acute and chronic diseases. Students entering into the biomedical fields will need to be well informed regarding the role of the human microbiome in maintaining and promoting human health.

Date of departmental approval: November 8, 2016

Effective date: Fall 2017

SECTION A-IV: NEW COURSES

Department of Chemistry

CHEM 1037 Studies in Forensic Science

3 hours; 3 credits

Introduction to forensic science, including modern techniques of forensic analysis. Collection and preservation of physical evidence at crime scenes. Authentic criminal cases. Not open to students who have completed Core Curriculum 3307. This course is the same as Anthropology 1205.

Prerequisite: None

Contact hours: 3

Frequency of offering: one section per year

Projected enrollment: 40 students

Clearance: Anthropology

Rationale: Anthropology and Chemistry shared in the teaching of the Core Curriculum course CORC 3307, Studies in Forensic Science. In the Core conversion that passed last year CORC 3307 was converted to ANTH 1205, a change that will implemented in the 2017-18 undergraduate bulletin. This submission creates a cross listed course with ANTH 1205.

This cross listing will be reflected in the bulletin description for Anthropology 1205 with the following addition: This course is the same as Chemistry 1037.

Date of departmental approval: September 22, 2016

Effective date: Fall 2017

SECTION A-IV: NEW COURSES

Department of Classics

CLAS 3241 Magic in the Ancient World

3 hours; 3 credits

Survey of magic rituals and practitioners in ancient Greece, Rome and contemporary ancient cultures including ancient Egypt, Babylon, and Judea. Study of the social context behind ancient magic, as well as the surviving literary, papyrological, and epigraphic evidence for magic rituals. This course is the same as Religion Studies 3041.

Prerequisite: English 1 or permission of the chairperson.

Contact hours: 3

Frequency of offering: Once every four semesters

Projected enrollment: 35 students

Clearance: Religion Studies

Rationale: For Classics majors pursuing the Literature, Material Culture, and Ancient History concentrations, there are a number of courses dealing with specific major authors, particular literary genres, and thematic courses on specific aspects of ancient culture. What the Department does not currently have on the books is a thematic course that would survey the major social, cultural, historic, literary, and religious developments of rituals of power (magic) among the major ancient religious traditions (Greco-Roman, Jewish, Christian). This course will fill that need by offering students a survey of ancient magic that will introduce them to touchstone texts and provide them with the context, themes, and academic theories necessary for comprehending magic's social, historical, and religious significance.

Date of departmental approval: May 5, 2016

Effective date: Fall 2017

SECTION A-IV: NEW COURSES
Department of Earth and Environmental

EESC 2500 Environmental Systems

3 hours; 3 credits

In depth study of the interacting abiotic and biotic components of the natural environment; energy and material flows; biogeochemical cycles; human impacts and alteration of natural system functioning. Case studies of local, urban environments.

Prerequisite: Earth and Environmental Sciences 1201.

Contact hours: 3

Frequency of offering: Every Fall semester.

Projected enrollment: 20-25 students

Clearance: None

Rationale: The mission of the department has expanded to include both Earth and Environmental science. Seven courses have been identified by faculty in the Department of Earth and Environmental Sciences (EES) to be taken by all of our undergraduates to span fundamental content areas common to both Earth and environmental sciences. Most of the needed content was present in our existing curriculum except for that relating to energy and material flow through natural environments and human impacts on the functioning of these systems. The Environmental Systems course addresses this prior omission. Natural environments are complex systems involving many different drivers and interacting abiotic and biotic components. This course presents a systems approach towards understanding the dynamic interplay between these components in how they have helped to shape and continue to shape Earth's environment and also how human impacts have altered natural system functioning. The emphasis will be on evaluating energy and material flows and feedback processes within environmental systems, effective management strategies for mitigating human impacts, and benefits gained from ecosystem services that Earth's environment provides.

Date of departmental approval: November 8, 2016

Effective date: Fall 2017

Department of Kinesiology

KINS 3001 Anatomy and Physiology for Physical Education

5 hours; 4 credits

This course provides an examination of the structure and function of the major body systems, with emphasis on the muscular, skeletal, and cardiorespiratory systems' role in human movement and physical activity. The course must be taken by majors in Physical Education Teacher Education but is open to other students. It does not serve as a substitute for those needing Anatomy & Physiology as a pre-requisite for Exercise Science, Physical Therapy, etc. Students should consult with their advisors for clarification.

Prerequisite: Candidacy for a B.S. degree with a major in physical education.

Contact hours: 5

Frequency of offering: 2-3 per year in Fall, Spring and Summer Semesters

Projected enrollment: 25 students per semester

Clearance: None

Rationale: To understand human movement, it is necessary to understand the structure and function of a variety of complementary body systems. Each of these systems can be studied separately, but for the purposes of Physical Education Teacher Education it is important for students to understand how they work together to improve motor function, physical fitness and health. This course will examine body systems in detail, and introduce basic concepts of movement related to improving motor skills and fitness.

Anatomy & Physiology represent the foundation for all the science courses that follow in the Physical Education Teacher Education degree program. Students will find themselves in courses that develop their ability to teach fundamental motor skills, dance and rhythms, aquatics, weight training, sport skills, games and fitness activities. Providing developmentally appropriate, educationally sound learning activities, practice sessions, skill tests, lecture and lab sessions require a fundamental awareness of the human body, its form and function. This awareness is also essential when safety is a teaching priority. The ability to prevent injury, use equipment properly, and to be comfortably physically active in various environmental conditions and across the lifespan all find their roots in a solid knowledge of functional anatomy and physiology.

This course, offered in a single semester vs. the present 2 course system is designed to support a solid foundation for Physical Education Teacher Education majors to build on through the program's science core. This course provides the fundamental materials that are needed to develop biomechanically correct and developmentally appropriate lessons to school age children. It is also designed to support students taking all their science courses at Brooklyn College.

The material presented in this course is assessed formally in the PE CST (Content Specialty Test).

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

Date of departmental approval: November 8, 2016

Effective date: Fall 2017

SECTION A-IV: NEW COURSES
Department of Kinesiology

KINS 4410 Senior Seminar – Physical Education Teacher Education

4 hours; 4 credits

Advanced theories and methods of teaching physical education at levels appropriate for state certification requirements (K-12); focus on developing reflective practitioners and leaders of inquiry; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating newly adopted physical education curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, in urban settings; develop methods for addressing English language learners.

Prerequisite: All coursework completed; minimum GPA of 2.75; Fingerprint Clearance; permission of the chairperson of the Department of Kinesiology (or the department chair's designee).

Corequisite: Kinesiology 4412.

Contact hours: 4

Frequency of offering: 2 per year in Fall & Spring Semesters

Projected enrollment: 25 students per semester

Clearance: None

Rationale: Senior Seminar is a capstone course that meets weekly during the student teaching semester. Students meet with their instructor to discuss the process of student teaching and to refine the knowledge they've acquired over the full course of their degree. In addition to discussion about placements, issues in field, and best practices for handling school based issues; students address a large part of the certification process learning about, preparing and refining their edtpa portfolio for submission. This portfolio requires extensive writing and review as it draws in connections to program coursework to the live practice of the internship semester.

Historically, student teaching has existed as a single 12 credit course encompassing both the Seminar and the full-time student teaching internship. The evaluation of work in each setting is varied and very different. The assignment of a grade for the internship is based on work done for the placements along with approximately 24 observations of teaching practice. The variation in requirement suggests a need to separate the courses and assign a grade for each component. Essentially, this will allow for a grade for the theoretical components of teaching and another for practice. It is the difference between the two components that prompts the change.

Date of departmental approval: November 8, 2016

Effective date: Fall 2017

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

SECTION A-IV: NEW COURSES

Department of Modern Languages and Literatures

CHIN 3010 Chinese Language Arts for the Bilingual English Learner

3 hours; 3 credits

Advances future teachers' understanding of methodology and practice in teaching Chinese within bilingual programs. Familiarizes students with the special challenges bilingual programs pose for curriculum development and lesson planning, instruction and assessment. (3 credits, taught in both Chinese and English)

Prerequisite: Chinese 1030, 1038, 2018, or 2030; or permission of the chairperson.

Contact hours: 3

Frequency of offering: Once a year.

Projected enrollment: 1 section of 25 students

Clearance: Childhood, Bilingual and Special Education

Rationale: Childhood Education majors completing a concentration in Chinese need this course in order to complete sufficient coursework for the bilingual extension in Chinese and English.

Date of departmental approval: October 18, 2016

Effective date: Fall 2017

SECTION A-IV: NEW COURSES

Department of Modern Languages and Literatures

CHIN 3210 Contrastive Chinese and English Linguistics

3 hours; 3 credits

Intended to heighten students' awareness of the differences between English and Chinese through a contrastive methodology. For example, the English phonological system as compared with the Chinese tonal system. Presupposes familiarity with both languages. Students must be able to read, write, and speak in both English and Chinese.

Prerequisite: Chinese 1030, 1038, 2018, or 2030; or permission of the chairperson.

Contact hours: 3

Frequency of offering: Every year.

Projected enrollment: 1 section of 25 students

Clearance: Childhood, Bilingual and Special Education

Rationale: Childhood Education majors completing a concentration in Chinese need this course in order to complete sufficient coursework for the bilingual extension in Chinese and English.

Date of departmental approval: October 18, 2016

Effective date: Fall 2017

SECTION A-IV: NEW COURSES
Program in Religion Studies

RELG 3041 Magic in the Ancient World

3 hours; 3 credits

Survey of magic rituals and practitioners in ancient Greece, Rome and contemporary ancient cultures including ancient Egypt, Babylon, and Judea. Study of the social context behind ancient magic, as well as the surviving literary, papyrological, and epigraphic evidence for magic rituals. This course is the same as Classics 3241.

Prerequisite: English 1 or permission of the chairperson.

Contact hours: 3

Frequency of offering: Once every four semesters

Projected enrollment: 35 students

Clearance: Classics

Rationale: For Religion Studies majors there are a number of courses dealing with specific major authors, particular literary genres, and thematic courses on specific aspects of ancient culture. What the program does not currently have on the books is a thematic course that would survey the major social, cultural, historic, literary, and religious developments of rituals of power (magic) among the major ancient religious traditions (Greco-Roman, Jewish, Christian). This course will fill that need by offering students a survey of ancient magic that will introduce them to touchstone texts and provide them with the context, themes, and academic theories necessary for comprehending magic's social, historical, and religious significance.

Date of program approval: November 8, 2016

Effective date: Fall 2017

SECTION A-IV: NEW COURSES

Department of School Psychology, Counseling & Leadership

SPCL 3700 Future Careers with Children and Young People: Professional Orientation and Exploration

3 hours; 3 credits

Introduction to career possibilities relating to major topic areas in children's studies. Exploration of current professional markets, including their historic and future developments. Emphasis on increasing student interest in diverse fields and preparing personal plans of study, tailored to individual career interests. This course is the same as Children and Youth Studies 3700.

Prerequisite: Children and Youth Studies 2100 or permission of the program director. Approval of Program Coordinator is required.

Contact hours: 3

Frequency of offering: Every semester

Projected enrollment: 1 section of 20 students.

Clearance: Children and Youth Studies.

Rationale: The course builds upon previous coursework in Children and Youth Studies and promotes exploration of professional roles focused on work with children and youth. The course will be required for Children and Youth Studies majors and must be completed prior to enrollment in both the capstone course and the internship experience. Academic and experiential work on this course will assist students in identifying specific areas of interest as well as focus their search for internship placements and subsequent career paths.

Students will observe and reflect upon careers, work settings, and professional roles addressing children and youth's needs. Attention will be given to the particular needs and interests of students and targeted assignments will expand their knowledge of professional roles. Collaboration with Magner Center staff will facilitate career exploration, including participation in vocational interest assessments, engagement with professionals who are members of the BC alumni network, and workshops on resume writing and interviewing.

Date of departmental approval: November 8, 2016

Effective date: Fall 2017

SECTION A-V: CHANGES IN EXISTING COURSES

Department of History

Change in course name, bulletin description, and prerequisite

FROM:

HIST 3320 ~~Childhood in the Western World~~

3 hours; 3 credits

~~Children's place in society and thought from antiquity to the present with emphasis on the preindustrial Western world. Child-rearing practices, childhood disease and mortality, the education of children, literary reflections of childhood experiences in relation to the history of society and culture of the family, and of women.~~

~~Prerequisite: Core Curriculum 1220 or 1230, or permission of the chairperson.~~

TO:

HIST 3320 The History of Childhood

3 hours; 3 credits

Children's place in society and thought from antiquity to the present. Drawing from a variety of written, material, and visual sources, topics will include the history of child-rearing practices; childhood disease and mortality; the political status of children; the education of children; the place of children in religious practice, in the culture of the family, and in the societal conception of women and gender; the development of children's rights under the law; literary and philosophical ideals of childhood; and the historiography of childhood studies.

Prerequisite: English 1010, or permission of the chairperson.

Rationale: This change in title and description reflects the most recent interpretations of the topics in current scholarship, and moves away from a course on childhood in “the West” to create a course that includes the history of childhood across time and space. The History Department has also decided to eliminate the Core Prerequisite from all newly-altered or newly-proposed 3000-level courses.

Date of department approval: November 8, 2016

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of History

Change in credits

FROM:

HIST 5300 Independent Research

Minimum of 9 hours conference and independent work; 3 credits

Independent research supervised by a faculty member. Approved topic. Weekly conference. Thesis or research paper. Students may take this course twice for credit but may not repeat topics.

Prerequisite: History 2001W; junior or senior standing; and permission of the chairperson.

TO:

HIST 5300 Independent Research

Minimum of 12 hours conference and independent work; 4 credits

Independent research supervised by a faculty member. Approved topic. Weekly conference. Thesis or research paper. Students may take this course twice for credit but may not repeat topics.

Prerequisite: History 2001W; junior or senior standing; and permission of the chairperson.

Rationale: This change reflects the increased archival research and writing required to complete the independent research course leading to a thesis or research paper. The History Department's Colloquia and Independent Reading courses are 4 credit courses. This was an oversight when the History Department converted its upper-tier courses from 3 to 4 credits, and History 5300, Independent Research is equivalent to those courses already changed. The course requires significant archival research, as well as extensive weekly conferences, writing, and revision for the final research paper.

Date of department approval: November 8, 2016

Effective date: Fall 2017

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Mathematics

Changes in course description and prerequisite

FROM:

MATH *1011 Precalculus Mathematics

4 hours; 3 credits

Preparation for calculus. Trigonometry. The concept of function, including, linear and quadratic functions, composition of functions, polynomials and rational functions, exponential, logarithmic, trigonometric, and inverse trigonometric functions. Conic sections. Binomial theorem. Introduction to limit ideas. (Not open to students who are enrolled in or have completed a ~~Mathematics Department course numbered 1021 [2.91] or higher.~~) STEM variant course - Satisfies Pathways Required Core Math and Quantitative Reasoning requirement.

~~Prerequisite: All students entering into Math 1011 must have achieved scores on the COMPASS test of $s_1 = 70$, $s_2 = 70$, $s_3 = 45$ or obtained departmental permission.~~

TO:

MATH *1011 Precalculus Mathematics

4 hours; 3 credits

Preparation for calculus. Trigonometry. The concept of function, including, linear and quadratic functions, composition of functions, polynomials and rational functions, exponential, logarithmic, trigonometric, and inverse trigonometric functions. Conic sections. Binomial theorem. Introduction to limit ideas. (Not open to students who are enrolled in or have completed Mathematics 1021, 1026, 1201, 1206, or any Mathematics course numbered over 2000.) STEM variant course - Satisfies Pathways Required Core Math and Quantitative Reasoning requirement.

Prerequisite: All students entering into Math 1011 must have met one of the following conditions: achieved minimum scores on the COMPASS test of $s_1 = 70$, $s_2 = 70$, and $s_3 = 45$; achieved a minimum score of 70 on the ACCUPLACER College-Level Math test; or obtained departmental permission.

Rationale: The current change is being requested to specify the ACCUPLACER test minimum score required for placement into Math 1011. A clarification concerning certain restrictions on enrollment is also included.

Date of department approval: November 8, 2016

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Mathematics

Changes in course description and prerequisite

FROM:

MATH *1021 Precalculus Mathematics A

3 hours lecture, 1 hour recitation; 2 credits

Preparation for calculus with more introductory material than ~~Mathematics *1011~~. ~~Mathematics *1021 and *1026~~ constitute a two-term sequence for students who are not prepared for ~~Mathematics *1014~~ or who wish a review. Real numbers. Complex numbers. Graphs. Functions, especially linear and quadratic functions. Polynomials and rational functions. Introduction to logarithmic and exponential functions. (Not open to students who are enrolled in or have ~~taken~~ Mathematics 1011, 1201, 1206, or any Mathematics course numbered over 2000.) ~~STEM variant course — Satisfies Pathways Required Core Math and Quantitative Reasoning requirement.~~

Prerequisite: ~~Successful completion of two years of NYS high school regents mathematics or the equivalent.~~

TO:

MATH *1021 Precalculus Mathematics A

3 hours lecture, 1 hour recitation; 2 credits

Preparation for calculus with more introductory material than Mathematics 1011. Mathematics 1021 and 1026 constitute a two-term sequence for students who are not prepared for Mathematics 1011 or who wish a review. Real numbers. Complex numbers. Graphs. Functions, especially linear and quadratic functions. Polynomials and rational functions. Introduction to logarithmic and exponential functions. (Not open to students who are enrolled in or have completed Mathematics 1011, 1201, 1206, or any Mathematics course numbered over 2000.) The combination of Mathematics 1021 and Mathematics 1026 satisfies the Pathways Required Core Math and Quantitative Reasoning requirement.

Prerequisite: To meet CUNY's college readiness requirements in mathematics.

Rationale: The current change is being requested to make the course prerequisite consistent with the pre-matriculation testing requirements and outcomes listed in the Brooklyn College undergraduate bulletin. A clarification concerning the role of Math 1021 and Math 1026 as STEM variant courses is also included. Asterisks removed from course description and prerequisite fields for consistency of presentation.

Date of department approval: November 8, 2016

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Mathematics

Changes in prerequisite

FROM:

MATH *1201 Calculus 1

4 hours; 4 credits

Mathematics 1201, 1206 and 2201 constitute a three-term sequence. Mathematics 1201 is an introduction to calculus: limits and continuity; derivatives and integrals of algebraic, exponential, logarithmic, and trigonometric functions of one variable; methods of numerical approximation, and applications of the derivative to mathematics, physics, engineering, biology, chemistry, and other fields. STEM variant course - Satisfies Pathways Required Core Math and Quantitative Reasoning requirement.

~~Prerequisite: All students entering into Math 1201 must have met one of the following conditions: Earned a grade of C or higher in Math 1011 or Math 1026 (or their equivalents); achieved scores on the COMPASS test of $s_1 = 70$, $s_2 = 70$, $s_3 = 70$, and $s_5 = 70$; or obtained departmental permission.~~

TO:

MATH *1201 Calculus 1

4 hours; 4 credits

Mathematics 1201, 1206 and 2201 constitute a three-term sequence. Mathematics 1201 is an introduction to calculus: limits and continuity; derivatives and integrals of algebraic, exponential, logarithmic, and trigonometric functions of one variable; methods of numerical approximation, and applications of the derivative to mathematics, physics, engineering, biology, chemistry, and other fields. STEM variant course - Satisfies Pathways Required Core Math and Quantitative Reasoning requirement.

Prerequisite: All students entering into Math 1201 must have met one of the following conditions: earned a grade of C- or higher in Math 1011 or Math 1026; achieved minimum scores on the COMPASS test of $s_1 = 70$, $s_2 = 70$, $s_3 = 70$, and $s_5 = 70$; achieved a minimum score of 105 on the ACCUPLACER College-Level Math test; or obtained departmental permission.

Rationale: The current change is being requested to specify the ACCUPLACER test minimum score required for placement into Math 1201. The minimum grade required on Math 1011 or Math 1026 is also being updated, from C to C-, to make such requirements uniform across all Mathematics Department courses.

Date of department approval: November 8, 2016

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Modern Languages and Literatures

Changes in hours, credits, name, and exclusion clause

FROM:

ARAB 1010 Intensive Elementary Arabic I

~~5 hours~~, 1 hour multimedia laboratory; ~~4 credits~~

First in a two-semester ~~intensive~~ sequence for beginners and those who have had one year or less of high school study. Introduction to phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. (Not open to heritage speakers or to students who have completed ~~Arabic 4~~ or more than one year of high school Arabic.)

Prerequisite: none

TO:

ARAB 1010 Elementary Arabic I

3 hours, 1 hour multimedia laboratory; 3 credits

First in a two-semester sequence for beginners and those who have had one year or less of high school study. Introduction to phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. (Not open to heritage speakers or to students who have completed more than one year of high school Arabic.)

Prerequisite: none

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. There is no inherent reason that courses in languages not written using the Roman alphabet must be four credits. This modest reduction allows for a more manageable and consistent set of curricular units.

Date of department approval: November 10, 2015

Effective date: Fall 2017

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Modern Languages and Literatures

Changes in hours, credits, name, exclusion clause, and prerequisite

FROM:

ARAB 1020 Intensive Elementary Arabic II

~~5 hours~~, 1 hour multimedia laboratory; ~~4 credits~~

Second in a two-semester ~~intensive~~ sequence. Expanded acquisition of phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. Designed to prepare students for Arabic 1030 ~~[3-1]~~. (Not open to heritage speakers or to students who have enrolled in or have completed Arabic 1 or 2.)

Prerequisite: Arabic 1010 ~~[1-1]~~ or permission of the chairperson

TO:

ARAB 1020 Elementary Arabic II

3 hours, 1 hour multimedia laboratory; 3 credits

Second in a two-semester sequence. Expanded acquisition of phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. Designed to prepare students for Arabic 1030. (Not open to heritage speakers.)

Prerequisite: Arabic 1010 or permission of the chairperson

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. There is no inherent reason that courses in languages not written using the Roman alphabet must be four credits. This modest reduction allows for a more manageable and consistent set of curricular units.

Date of department approval: November 10, 2015

Effective date: Fall 2017

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Modern Languages and Literatures

Changes in hours, credits, name, exclusion clause, and prerequisite

FROM:

ARAB 1030 Intensive Intermediate Arabic I

~~4 hours, 1 hour multimedia laboratory; 4 credits~~

First in a two-semester ~~intensive~~ sequence for students who have completed Arabic 1010 [~~4-1~~] and ~~2-1~~ or the equivalent, or have had four years of high-school study. Continued development of oral fluency and writing in social interaction and in systematic vocabulary building. Increased awareness of cultural diversity in areas where language is spoken. (Not open to heritage speakers ~~or to students who are enrolled in or have completed Arabic 3.~~)

Prerequisite: Arabic 1020 [~~2-1~~] or permission of the chairperson.

TO:

ARAB 1030 Intermediate Arabic I

3 hours, 1 hour multimedia laboratory; 3 credits

First in a two-semester sequence for students who have completed Arabic 1010 and 1020, or have had four years of high-school study. Continued development of oral fluency and writing in social interaction and in systematic vocabulary building. Increased awareness of cultural diversity in areas where language is spoken. (Not open to heritage speakers.)

Prerequisite: Arabic 1020 or permission of the chairperson.

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. There is no inherent reason that courses in languages not written using the Roman alphabet must be four credits. This modest reduction allows for a more manageable and consistent set of curricular units.

Date of department approval: November 10, 2015

Effective date: Fall 2017

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Modern Languages and Literatures

Changes in hours, credits, name, exclusion clause, and prerequisite

FROM:

ARAB 2010 ~~Intensive-Intermediate Arabic II~~

~~4 hours~~, 1 hour multimedia laboratory; ~~4 credits~~

Second in a two-semester ~~intensive~~ sequence for students who have completed Arabic 1030 [3-1] or its equivalent. Further refinement of oral fluency and writing in social interaction and in systematic vocabulary building. Expanded awareness of cultural diversity through study of literary and nonliterary texts and other media of communication. (Not open to heritage speakers or students who have completed Arabic 4.)

Prerequisite: Arabic 1030 [3-1] or permission of the chairperson.

TO:

ARAB 2010 Intermediate Arabic II

3 hours, 1 hour multimedia laboratory; 3 credits

Second in a two-semester sequence for students who have completed Arabic 1030. Further refinement of oral fluency and writing in social interaction and in systematic vocabulary building. Expanded awareness of cultural diversity through study of literary and nonliterary texts and other media of communication. (Not open to heritage speakers.)

Prerequisite: Arabic 1030 or permission of the chairperson.

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. There is no inherent reason that courses in languages not written using the Roman alphabet must be four credits. This modest reduction allows for a more manageable and consistent set of curricular units.

Date of department approval: November 10, 2015

Effective date: Fall 2017

SECTION A-V: CHANGES IN EXISTING COURSES
Department of Modern Languages and Literatures
Changes in hours, credits, name, exclusion clause

FROM:

CHIN 1010 ~~*Intensive~~ Elementary Chinese I
~~5 hours~~, 1 hour multimedia laboratory; ~~4 credits~~

First in a two-semester ~~intensive~~ sequence for beginners and those who have had one year or less of high school study. Introduction to phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. (Not open to heritage speakers or to students who have completed ~~Chinese 1~~ or more than one year of high school Chinese.)

Prerequisite: none.

TO:

CHIN 1010 Elementary Chinese I
3 hours, 1 hour multimedia laboratory; 3 credits

First in a two-semester sequence for beginners and those who have had one year or less of high school study. Introduction to phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. (Not open to heritage speakers or to students who have completed more than one year of high school Chinese.)

Prerequisite: none.

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. There is no inherent reason that courses in languages not written using the Roman alphabet must be four credits. This modest reduction allows for a more manageable and consistent set of curricular units.

Date of department approval: November 10, 2015

Effective date: Fall 2017

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Modern Languages and Literatures

Changes in hours, credits, name, exclusion clause, and prerequisite

FROM:

CHIN 1020 ~~Intensive~~ Elementary Chinese II

~~5 hours~~, 1 hour multimedia laboratory; ~~4 credits~~

Second in a two-semester ~~intensive~~ sequence. Expanded acquisition of phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. Designed to prepare students for Chinese *1030 [3.4]. (Not open to heritage speakers ~~or to students who have enrolled in or have completed Chinese 1 or 2.~~)

Prerequisite: Chinese *1010 [4.4] or permission of the chairperson.

TO:

CHIN 1020 Elementary Chinese II

3 hours, 1 hour multimedia laboratory; 3 credits

Second in a two-semester sequence. Expanded acquisition of phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. Designed to prepare students for Chinese 1030. (Not open to heritage speakers.)

Prerequisite: Chinese 1010 or permission of the chairperson.

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. There is no inherent reason that courses in languages not written using the Roman alphabet must be four credits. This modest reduction allows for a more manageable and consistent set of curricular units.

Date of department approval: November 10, 2015

Effective date: Fall 2017

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Modern Languages and Literatures

Changes in hours, credits, name, exclusion clause, and prerequisite

FROM:

CHIN 1030 ~~*Intensive-Intermediate Chinese I~~

~~5 hours, 1 hour multimedia laboratory; 4 credits~~

First in a two-semester ~~intensive~~ sequence for students who have completed Chinese ~~*1010~~ [1.1] and ~~2.1~~ or the equivalent, or have had four years of high school study. Continued development of oral fluency and writing in social interaction and in systematic vocabulary building. Increased awareness of cultural diversity in areas where language is spoken. (Not open to heritage speakers ~~or to students who are enrolled in or have completed Chinese 3.~~)

Prerequisite: Chinese 1020 [~~2.1~~] or permission of the chairperson.

TO:

CHIN 1030 Intermediate Chinese I

3 hours, 1 hour multimedia laboratory; 3 credits

First in a two-semester sequence for students who have completed Chinese 1010 and 1020 or the equivalent, or have had four years of high school study. Continued development of oral fluency and writing in social interaction and in systematic vocabulary building. Increased awareness of cultural diversity in areas where language is spoken. (Not open to heritage speakers.)

Prerequisite: Chinese 1020 or permission of the chairperson.

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. There is no inherent reason that courses in languages not written using the Roman alphabet must be four credits. This modest reduction allows for a more manageable and consistent set of curricular units.

Date of department approval: November 10, 2015

Effective date: Fall 2017

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Modern Languages and Literatures

Changes in hours, credits, name, exclusion clause, and prerequisite

FROM:

CHIN 2021 Intensive Intermediate Chinese II

~~4 hours~~, 1 hour multimedia laboratory; ~~4 credits~~

Development of advanced language skills for non-heritage speakers; analytical practice and self-expression in the written and spoken language; use of authentic literary and nonliterary texts. (Not open to students who have completed a course in Chinese numbered 2024 or above. The Department therefore recommends that ~~2020~~ be taken before any courses with a higher number.)

Prerequisite: Chinese 1030 or permission of the chairperson.

TO:

CHIN 2021 Intermediate Chinese II

3 hours, 1 hour multimedia laboratory; 3 credits

Development of advanced language skills for non-heritage speakers; analytical practice and self-expression in the written and spoken language; use of authentic literary and nonliterary texts. (Not open to students who have completed a course in Chinese numbered 2024 or above. The Department therefore recommends that 2021 be taken before any courses with a higher number.)

Prerequisite: Chinese 1030 or permission of the chairperson.

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. There is no inherent reason that courses in languages not written using the Roman alphabet must be four credits. This modest reduction allows for a more manageable and consistent set of curricular units.

Date of department approval: November 10, 2015

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Modern Languages and Literatures

Changes in hours, credits, name, number, and exclusion clause

FROM:

~~GERM *4015 Intensive Elementary German I~~

~~5 hours, 1 hour multimedia laboratory; 4 credits~~

First in a ~~two~~-semester ~~intensive~~ sequence for beginners and those who have had one year or less of high school study. Introduction to phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. (Not open to heritage speakers or to students who have completed ~~German 1~~ or more than one year of high school German.)

Prerequisite: None.

TO:

GERM 1010 Elementary German I

3 hours, 1 hour multimedia laboratory; 3 credits

First in a three-semester sequence for beginners and those who have had one year or less of high school study. Introduction to phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. (Not open to heritage speakers or to students who have completed more than one year of high school German.)

Prerequisite: None.

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. Formerly German was taught in a two-semester intensive sequence of 4-credit courses; it will now be aligned with the other languages in a three-semester sequence of 3-credit courses.

Date of department approval: November 10, 2015

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Modern Languages and Literatures

Changes in hours, credits, name, number, description, exclusion clause, and prerequisite

FROM:

~~GERM 1035 Intensive Elementary German II~~

~~5 hours, 1 hour multimedia laboratory; 4 credits~~

~~Second in the two-semester intensive sequence. Continued development of reading, writing, speaking, listening, and cultural awareness through extensive classroom interaction, practice, and a variety of multimedia materials. Designed to prepare students for German 2010* [4]. (Not open to heritage speakers or to students who are enrolled in or have completed German 1, 2, or 3.)~~

~~Prerequisite: German *1015 [1.2] or permission of the chairperson.~~

TO:

GERM 1020 Elementary German II

3 hours, 1 hour multimedia laboratory; 3 credits

Second in the three-semester sequence. Continued development of reading, writing, speaking, listening, and cultural awareness through extensive classroom interaction, practice, and a variety of multimedia materials. (Not open to heritage speakers.)

Prerequisite: German 1010 or permission of the chairperson.

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. Formerly German was taught in a two-semester intensive sequence of 4-credit courses; it will now be aligned with the other languages in a three-semester sequence of 3-credit courses.

Date of department approval: November 10, 2015

Effective date: Fall 2017

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Modern Languages and Literatures

Changes in hours, credits, name, and exclusion clause

FROM:

JAPN 1010 Intensive Elementary Japanese I

~~5 hours~~, 1 hour multimedia laboratory; ~~4 credits~~

First in a two-semester ~~intensive~~ sequence for beginners and those who have had one year or less of high school study. Introduction to phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. (Not open to heritage speakers or to students who have completed ~~Japanese 1~~ or more than one year of high school Japanese.)

Prerequisite: none.

TO:

JAPN 1010 Elementary Japanese I

3 hours, 1 hour multimedia laboratory; 3 credits

First in a two-semester sequence for beginners and those who have had one year or less of high school study. Introduction to phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. (Not open to heritage speakers or to students who have completed more than one year of high school Japanese.)

Prerequisite: none.

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. There is no inherent reason that courses in languages not written using the Roman alphabet must be four credits. This modest reduction allows for a more manageable and consistent set of curricular units.

Date of department approval: November 10, 2015

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Modern Languages and Literatures

Changes in hours, credits, name, exclusion clause, and prerequisite

FROM:

JAPN 1020 Intensive Elementary Japanese II

~~5 hours~~, 1 hour multimedia laboratory; ~~4 credits~~

Second in a two-semester ~~intensive~~ sequence. Expanded acquisition of phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. Designed to prepare students for Japanese 1030 [3-1]. (Not open to heritage speakers ~~or to students who have completed Japanese 1 or 2.~~)

Prerequisite: Japanese 1010 [1-1] or permission of the chairperson.

TO:

JAPN 1020 Elementary Japanese II

3 hours, 1 hour multimedia laboratory; 3 credits

Second in a two-semester sequence. Expanded acquisition of phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. Designed to prepare students for Japanese 1030. (Not open to heritage speakers.)

Prerequisite: Japanese 1010 or permission of the chairperson.

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. There is no inherent reason that courses in languages not written using the Roman alphabet must be four credits. This modest reduction allows for a more manageable and consistent set of curricular units.

Date of department approval: November 10, 2015

Effective date: Fall 2017

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Modern Languages and Literatures

Changes in hours, credits, name, exclusion clause, and prerequisite

FROM:

JAPN 1030 Intensive Intermediate Japanese I

~~4 hours~~, 1 hour multimedia laboratory; ~~4 credits~~

First in a two-semester ~~intensive~~ sequence for students who have completed Japanese 1010 ~~[1-1]~~ and ~~2-1~~ or the equivalent, or have had four years of high school study. Continued development of oral fluency and writing in social interaction and in systematic vocabulary building. Increased awareness of cultural diversity in areas where language is spoken. (Not open to heritage speakers ~~or to students who have completed Japanese 3.~~)

Prerequisite: Japanese 1020 ~~{2-1}~~ or permission of the chairperson.

TO:

JAPN 1030 Intermediate Japanese I

3 hours, 1 hour multimedia laboratory; 3 credits

First in a two-semester sequence for students who have completed Japanese 1010 and 1020 or the equivalent, or have had four years of high school study. Continued development of oral fluency and writing in social interaction and in systematic vocabulary building. Increased awareness of cultural diversity in areas where language is spoken. (Not open to heritage speakers ~~or to students who have completed Japanese 3.~~)

Prerequisite: Japanese 1020 or permission of the chairperson.

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. There is no inherent reason that courses in languages not written using the Roman alphabet must be four credits. This modest reduction allows for a more manageable and consistent set of curricular units.

Date of department approval: November 10, 2015

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Modern Languages and Literatures

Changes in hours, credits, name, exclusion clause, and prerequisite

FROM:

JAPN 2010 Intensive Intermediate Japanese II

~~4 hours~~, 1 hour multimedia laboratory; ~~4 credits~~

Second in a two-semester ~~intensive~~ sequence for students who have completed Japanese 1030 ~~{3-4}~~ or its equivalent. Further refinement of oral fluency and writing in social interaction and in systematic vocabulary building. Expanded awareness of cultural diversity through study of literary and nonliterary texts and other media of communication. (Not open to heritage speakers ~~or students who have completed Japanese 4.~~)

Prerequisite: Japanese 1030 ~~{3-4}~~ or permission of the chairperson.

TO:

JAPN 2010 Intermediate Japanese II

3 hours, 1 hour multimedia laboratory; 3 credits

Second in a two-semester sequence for students who have completed Japanese 1030 or its equivalent. Further refinement of oral fluency and writing in social interaction and in systematic vocabulary building. Expanded awareness of cultural diversity through study of literary and nonliterary texts and other media of communication. (Not open to heritage speakers.)

Prerequisite: Japanese 1030 or permission of the chairperson.

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. There is no inherent reason that courses in languages not written using the Roman alphabet must be four credits. This modest reduction allows for a more manageable and consistent set of curricular units.

Date of department approval: November 10, 2015

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Modern Languages and Literatures

Changes in hours, credits, name, number, description, and exclusion clause

FROM:

PORT ~~1015~~ Intensive Elementary Portuguese I

~~5 hours~~, 1 hour multimedia laboratory; ~~4 credits~~

The first course in an ~~intensive two~~-semester sequence for beginners and those who have one year or less of high school study. Development of reading, writing, speaking, listening, and cultural awareness through classroom interaction and practice, utilizing a variety of multimedia materials. ~~Designed for students wishing to proceed at an accelerated pace. Credit given only upon completion of Portuguese 1035 [3.2].~~ (Not open to heritage speakers or to students who have completed Portuguese 1, Portuguese 1.5, or more than one year of high school Portuguese.)

Prerequisite: none.

TO:

PORT 1010 Elementary Portuguese I

3 hours, 1 hour multimedia laboratory; 3 credits

The first course in a three-semester sequence for beginners and those who have one year or less of high school study. Development of reading, writing, speaking, listening, and cultural awareness through classroom interaction and practice, utilizing a variety of multimedia materials. (Not open to heritage speakers or to students who have completed more than one year of high school Portuguese.)

Prerequisite: none.

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. Formerly Portuguese was taught in a two-semester intensive sequence of 4-credit courses; it will now be aligned with the other languages in a three-semester sequence of 3-credit courses.

Date of department approval: November 10, 2015

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Modern Languages and Literatures

Changes in hours, credits, name, number, description, exclusion clause, and prerequisite

FROM:

~~PORT 4035 Intensive Elementary Portuguese II~~

~~5 hours, 1 hour multimedia laboratory; 4 credits~~

~~Second in the two-semester intensive sequence. Continued development of reading, writing, speaking, listening, and cultural awareness through extensive classroom interaction, practice, and a variety of multimedia materials. Designed to prepare students for Portuguese 2010 [4]. (Not open to heritage speakers or to students who have completed Portuguese 1, 2, or 3.)~~

~~Prerequisite: Portuguese 4045 [1-2] or permission of the chairperson~~

TO:

PORT 1020 Elementary Portuguese II

3 hours, 1 hour multimedia laboratory; 3 credits

Third in the three-semester sequence. Continued development of reading, writing, speaking, listening, and cultural awareness through extensive classroom interaction, practice, and a variety of multimedia materials. Designed to prepare students for Portuguese 2010. (Not open to heritage speakers.)

Prerequisite: Portuguese 1010 or permission of the chairperson

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. Formerly Portuguese was taught in a two-semester intensive sequence of 4-credit courses; it will now be aligned with the other languages in a three-semester sequence of 3-credit courses.

Date of department approval: November 10, 2015

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Modern Languages and Literatures

Changes in hours, credits, name, and exclusion clause

FROM:

RUSS 1010 Intensive Elementary Russian I

~~5 hours~~, 1 hour multimedia laboratory; ~~4 credits~~

First in a two-semester ~~intensive~~ sequence for beginners and those who have had one year or less of high school study. Introduction to phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. (Not open to heritage speakers or to students who have completed ~~Russian 1~~ or more than one year of high school Russian.)

Prerequisite: none.

TO:

RUSS 1010 Elementary Russian I

3 hours, 1 hour multimedia laboratory; 3 credits

First in a two-semester sequence for beginners and those who have had one year or less of high school study. Introduction to phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. (Not open to heritage speakers or to students who have completed more than one year of high school Russian.)

Prerequisite: none.

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. There is no inherent reason that courses in languages not written using the Roman alphabet must be four credits. This modest reduction allows for a more manageable and consistent set of curricular units.

Date of department approval: November 10, 2015

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Modern Languages and Literatures

Changes in hours, credits, name, exclusion clause, and prerequisite

FROM:

RUSS 1020 Intensive Elementary Russian II

~~5 hours~~, 1 hour multimedia laboratory; ~~4 credits~~

Second in a two-semester ~~intensive~~ sequence. Expanded acquisition of phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. Designed to prepare students for Russian 1030 ~~[3-4]~~. (Not open to heritage speakers ~~or to students who have completed Russian 1 or 2.~~)

Prerequisite: Russian 1010 ~~[1-1]~~ or permission of the chairperson.

TO:

RUSS 1020 Elementary Russian II

3 hours, 1 hour multimedia laboratory; 3 credits

Second in a two-semester sequence. Expanded acquisition of phonetics and writing systems. Development of communicative skills and cultural awareness through extensive classroom interaction and a variety of multimedia materials. Designed to prepare students for Russian 1030. (Not open to heritage speakers.)

Prerequisite: Russian 1010 or permission of the chairperson.

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. There is no inherent reason that courses in languages not written using the Roman alphabet must be four credits. This modest reduction allows for a more manageable and consistent set of curricular units.

Date of department approval: November 10, 2015

Effective date: Fall 2017

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SECTION A-V: CHANGES IN EXISTING COURSES

Department of Modern Languages and Literatures

Changes in hours, credits, name, exclusion clause, and prerequisite

FROM:

RUSS 1030 Intensive Intermediate Russian I

~~4 hours~~, 1 hour multimedia laboratory; ~~4 credits~~

First in a two-semester ~~intensive~~ sequence for students who have completed Russian 1010 [1.1] and 1020 [2.1] ~~or the equivalent~~, or have had four years of high school study. Continued development of oral fluency and writing in social interaction and in systematic vocabulary building. Increased awareness of cultural diversity in areas where language is spoken. (Not open to heritage speakers ~~or to students who have completed Russian 3.~~)

Prerequisite: Russian 1020 [2.1] or permission of the chairperson.

TO:

RUSS 1030 Intermediate Russian I

3 hours, 1 hour multimedia laboratory; 3 credits

First in a two-semester sequence for students who have completed Russian 1010 and 1020, or have had four years of high school study. Continued development of oral fluency and writing in social interaction and in systematic vocabulary building. Increased awareness of cultural diversity in areas where language is spoken. (Not open to heritage speakers.)

Prerequisite: Russian 1020 or permission of the chairperson.

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. There is no inherent reason that courses in languages not written using the Roman alphabet must be four credits. This modest reduction allows for a more manageable and consistent set of curricular units.

Date of department approval: November 10, 2015

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES
Department of Modern Languages and Literatures
Changes in hours and credits

FROM:

RUSS ~~*1038~~ Basic Writing and Reading Skills for Heritage Speakers

~~4 hours~~, 1 hour multimedia laboratory; ~~4 credits~~

Fundamentals of writing and reading for students whose knowledge of Russian is limited to spoken communication. Emphasis on spelling, word order, and verb tenses, based on authentic literary and nonliterary texts. Practice in written self-expression.

Prerequisite: permission of the chairperson.

TO:

RUSS 1038 Basic Writing and Reading Skills for Heritage Speakers

3 hours, 1 hour multimedia laboratory; 3 credits

Fundamentals of writing and reading for students whose knowledge of Russian is limited to spoken communication. Emphasis on spelling, word order, and verb tenses, based on authentic literary and nonliterary texts. Practice in written self-expression.

Prerequisite: permission of the chairperson.

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. There is no inherent reason that courses in languages not written using the Roman alphabet must be four credits. This modest reduction allows for a more manageable and consistent set of curricular units.

Date of department approval: November 10, 2015

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES
Department of Modern Languages and Literatures
Changes in hours, credits, name, and description

FROM:

RUSS 2021 Intensive Intermediate Russian II
~~4 hours~~, 1 hour multimedia laboratory; ~~4 credits~~

Second in a two-semester ~~intensive~~ sequence for students who have completed Russian ~~3-1 or its equivalent~~. Further refinement of oral fluency and writing in social interaction and in systematic vocabulary building. Expanded awareness of cultural diversity through study of literary and nonliterary texts and other media of communication. (Not open to students who have completed a course in Russian numbered 2024 or higher. The Department therefore recommends that 2021 be taken before any courses having a higher number.)

Prerequisite: Russian 1030 or permission of the chairperson.

TO:

RUSS 2021 Intermediate Russian II
3 hours, 1 hour multimedia laboratory; 3 credits

Second in a two-semester sequence for students who have completed Russian 1030. Further refinement of oral fluency and writing in social interaction and in systematic vocabulary building. Expanded awareness of cultural diversity through study of literary and nonliterary texts and other media of communication. (Not open to students who have completed a course in Russian numbered 2024 or higher. The Department therefore recommends that 2021 be taken before any courses having a higher number.)

Prerequisite: Russian 1030 or permission of the chairperson.

Rationale: This course is being adjusted to fit the new general education program, in which the courses students take in fulfillment of requirements are three credits each. There is no inherent reason that courses in languages not written using the Roman alphabet must be four credits. This modest reduction allows for a more manageable and consistent set of curricular units.

Date of department approval: November 10, 2015

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Physics

Change in prerequisite.

FROM:

PHYS *1100 General Physics I

3 hours lecture, 1 hour recitation, 3 hours laboratory; 5 credits

Introduction to mechanics, heat, and sound. Intended for students interested in the biological sciences, medicine, or dentistry. (Not open to students who are enrolled in or have completed any of the following: Physics *1111 [1.1], *1112 [1.2], *1150 [1.5].) STEM variant course - Satisfies Pathways Flexible Core Scientific World requirement.

Prerequisite: a grade of C or higher in Mathematics *1011 [2.9] or 1026 [2.92] or in any mathematics course numbered higher than 1026 [2.92]; or placement in Mathematics *1201 [3.3] on the basis of the calculus placement test. Students who think they are insufficiently prepared in problem solving are advised to take Physics *1111 [1.1] and *1112 [1.2] instead of Physics *1100 [1].

TO:

PHYS *1100 General Physics I

3 hours lecture, 1 hour recitation, 3 hours laboratory; 5 credits

Introduction to mechanics, heat, and sound. Intended for students interested in the biological sciences, medicine, or dentistry. (Not open to students who are enrolled in or have completed any of the following: Physics *1111 [1.1], *1112 [1.2], *1150 [1.5].) STEM variant course - Satisfies Pathways Flexible Core Scientific World requirement.

Prerequisite: a grade of B or higher in Mathematics *1011 [2.9] or 1026 [2.92] or in any mathematics course numbered higher than 1026 [2.92]; or placement in Mathematics *1201 [3.3] on the basis of the calculus placement test. Students who think they are insufficiently prepared in problem solving are advised to take Physics *1111 [1.1] and *1112 [1.2] instead of Physics *1100 [1].

Rationale: We have found that many students with C grades in Mathematics 1011 struggle in Physics 1100. We have decided to direct them to the two semester Physics 1111 / Physics 1112 sequence.

Date of department approval: November 8, 2016

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Physics

Changes in number of credits.

FROM:

PHYS *1111 General Physics IA

~~3 hours; 2 credits~~

Introduction to mechanics with more introductory material than is covered in Physics *1100 [1]. Physics *1111 [1.1] and *1112 [1.2] constitute a two-term sequence intended for students who are not prepared for Physics *1100 [1]. (Not open to students who are enrolled in or have completed Physics 0.7 or 1100 [1] or 1150 [1.5].)

Prerequisite: a grade of C or higher in Mathematics *1011 [2.9] or 1026 [2.92] or in any mathematics course numbered higher than 1026 [2.92]; or placement in Mathematics *1201 [3.3] on the basis of the calculus placement test.

TO:

PHYS *1111 General Physics IA

2 hours lecture, 1 hour recitation, 1.5 hours laboratory; 3 credits

Introduction to mechanics with more introductory material than is covered in Physics *1100 [1]. Physics *1111 [1.1] and *1112 [1.2] constitute a two-term sequence intended for students who are not prepared for Physics *1100 [1]. (Not open to students who are enrolled in or have completed Physics 0.7 or 1100 [1] or 1150 [1.5].)

Prerequisite: a grade of C or higher in Mathematics *1011 [2.9] or 1026 [2.92] or in any mathematics course numbered higher than 1026 [2.92]; or placement in Mathematics *1201 [3.3] on the basis of the calculus placement test.

Rationale: Accompanying change to Physics 1112. Our two-semester introductory physics sequence used to reserve the entire laboratory sequence for the second semester. We have decided that it would be more effective to have some laboratory work accompany each of the two semesters.

Date of department approval: November 8, 2016

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Physics

Changes in number of credits.

FROM:

PHYS *1112 General Physics IB

~~4 hours lecture, 3 hours laboratory; 4 credits~~

Continuation of Physics *1111 [1.1] and an introduction to heat and sound. Students who complete this course with a grade of C or higher may register for Physics *2100 [2]. (Not open to students who are enrolled in or have completed Physics *1100 [1] or 1150 [1.5].)

Prerequisite: a grade of C or higher in Physics *1111 [1.1].

TO:

PHYS *1112 General Physics IB

2 hours lecture, 1 hour recitation, 1.5 hours laboratory; 3 credits

Continuation of Physics *1111 [1.1] and an introduction to heat and sound. Students who complete this course with a grade of C or higher may register for Physics *2100 [2]. (Not open to students who are enrolled in or have completed Physics *1100 [1] or 1150 [1.5].)

Prerequisite: a grade of C or higher in Physics *1111 [1.1].

Rationale: Accompanying change to Physics 1111. Our two-semester introductory physics sequence used to reserve the entire laboratory sequence for the second semester. We have decided that it would be more effective to have some laboratory work accompany each of the two semesters.

Date of department approval: November 8, 2016

Effective date: Fall 2017

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Puerto Rican and Latino Studies

Change in title, description and prerequisite.

FROM:

PRLS 2005 The Puerto Rican, Latino/a, and Caribbean Child in New York City

3 hours; 3 credits

~~Puerto Rican, Latin Latino/a, and Caribbean children in contemporary society. Relation of school curricula to their historical background and cultural contributions. Development of identity; knowledge and appreciation of heritage. Examination, use, and evaluation of instructional materials. Concepts, information, and materials necessary for effective work with target population.~~

TO:

PRLS 2005 The Puerto Rican, Latin@, and Caribbean Child in New York City

3 hours; 3 credits

Puerto Rican, Latin@, and Caribbean children in New York City. Historical examination of bilingual policies and programming. Development of identity; knowledge and appreciation of heritage. Culturally relevant pedagogy. Multicultural education. Examination and evaluation of instructional materials and school policies.

Prerequisite: English 1010 or permission of the chairperson.

Rationale: This change in title and description needed updating to reflect the how the course and the field of Latin@ studies have evolved. This course is required as part of our PRLS-education concentrations. Latin@ is gender inclusive. The missing prerequisite (for courses 2000 level or higher) was added.

Date of department approval: October 13, 2016

Effective date: Fall 2017

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Puerto Rican and Latino Studies

Change in title and description.

FROM:

**~~PRLS 3115 Spiritism and African Religions in Puerto Rican
and other Spanish-speaking Caribbean Societies~~**

~~3 hours; 3 credits~~

~~African heritage as a religious and cultural phenomenon in Puerto Rico.
Contemporary Afro-Caribbean folk religions and cults, *Espiritismo*,
Santería, and their effects on Puerto Ricans and other Latino/as.~~

~~Prerequisite: English 1010.~~

TO:

PRLS 3115 African Religions and Spiritism in the Americas

3 hours; 3 credits

African heritage as a religious and cultural phenomenon in the Caribbean and the Americas.
Contemporary Afro-Caribbean and European-derived folk religions and cults. Santería,
Espiritismo, and curanderismo. Impact on Latin@ Diasporic communities.

Prerequisite: English 1010 or permission of the chairperson.

Rationale: This change in title and description reflects the development of the field as it has matured over the decades since this course was originally created.

Date of department approval: September 6, 2016

Effective date: Fall 2017

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Puerto Rican and Latino Studies

Change in title, description and prerequisite.

FROM:

PRLS 3125 Music of the Puerto Rican People

3 hours; 3 credits

Survey of folk, popular, classical forms of Puerto Rican music. Influence of Taíno, Spanish, and Afro-Caribbean cultures on these forms. ~~Relationship between Puerto Rican music and folklore. Lectures supplemented with performances, slides, tapes, records.~~

TO:

PRLS 3125 Music of Puerto Rico and Peoples of the Americas

3 hours; 3 credits

Survey of folk, popular, classical forms of the music of Puerto Rico and the Americas. Influence of Taíno, Spanish, European and Afro-Caribbean cultures on these forms. Contemporary dynamics. Roots of Latin@ diasporic music. Classes supplemented with performances and audio-visual recordings.

Prerequisite: English 1010 or permission of the chairperson.

Rationale: This change in title and description needed updating to reflect the modes of teaching aids and manner in which the course has evolved since its creation decades ago. It also includes the musical forms of other Latin@s to reflect the name of the department. The missing prerequisite (for courses 2000 level or higher) was added.

Date of department approval: September 6, 2016

Effective date: Fall 2017

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Puerto Rican and Latino Studies

Change in title and description

FROM:

PRLS 3215 ~~Borderlands and Homelands in the U.S.~~ Mexican Experience

3 hours; 3 credits

~~Historical antecedents. War with Mexico and the Treaty of Guadalupe Hidalgo, 1848. Early immigration and labor. Effects of the Mexican Revolution and growth of U.S. communities. Depression-era, segregation, and deportation. Development of social, civic, and political organization. Bracero programs, migrant workers. Chicano identity and civil rights movement. Artistic expression and its relation to social change.~~

Prerequisite: Puerto Rican and Latino Studies *1001 or Core Studies 3 or 9 or Core Curriculum 1230 or Core Curriculum 3203.

TO:

PRLS 3215 Mexican Migration and the Chican@ Experience

3 hours; 3 credits

U.S. Southwest annexation. Historical antecedents including Spanish colonialism, Mexico's independence, and War with Mexico. Migration, labor exploitation, segregation, and deportation. U.S./Mexican drug wars. Communities in 21st century. Chicano movement & identity formation, civil rights, politics and culture. Demographic expansion throughout U.S. Intra-group race, gender, class dynamics.

Prerequisite: Puerto Rican and Latino Studies *1001 or Core Studies 3 or 9 or Core Curriculum 1230 or Core Curriculum 3203.

Rationale: This course been re-titled and revised in line with our multi-year plan and the recommendations of the external review committee resulting from the Self-Study process, in particular to update courses with new trends in the literature. Mexican/Chicanos, with histories tied to the geography of the Southwest, have been increasingly migrating to non-traditional areas of settlement, forging new identities and contributing socially, politically and economically to these regions. The @ designation is gender inclusive.

Date of department approval: September 6, 2016

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Puerto Rican and Latino Studies

Change in title and description

FROM:

~~PRLS 3220 Exiles and Entrepreneurs: Cuban Experience in the U.S.~~

3 hours; 3 credits

Historical antecedents. Spanish-Cuban-American War and the Treaty of Paris, 1898. Early political, cultural, and economic influences. Flourishing of prerevolutionary Tampa, Key West, and New York communities. Major migratory phases following the Cuban Revolution, 1959. Contemporary U.S. communities and their relation to revolutionary Cuba. Political leadership, ~~economic development, and relation to other Latinos. Artistic expression and the forging of a new identity.~~ Entrepreneurship.

Prerequisite: Puerto Rican and Latino Studies *1001 or Core Studies 3 or 9 or Core Curriculum 1230 or Core Curriculum 3203.

TO:

PRLS 3220 Exiles and Immigrants: U.S. Cuban Communities

3 hours; 3 credits

Historical antecedents. Spanish-Cuban-American War and the Treaty of Paris, 1898. Early political, cultural, and economic influences. Flourishing of prerevolutionary Tampa, Key West, and New York communities. Afro-Cuban/African American relations. Major migratory phases following the Cuban Revolution, 1959. Contemporary U.S. communities and their relation to revolutionary Cuba. Political leadership, entrepreneurship and ethnic enclave formation. Race, class, gender, and identity. Intra- and inter-group relations. New U.S./Cuba diplomatic relations.

Prerequisite: Puerto Rican and Latino Studies *1001 or Core Studies 3 or 9 or Core Curriculum 1230 or Core Curriculum 3203.

Rationale: This course been re-titled and revised in line with our multi-year plan and the recommendations of the external review committee resulting from the Self-Study process, in particular to update courses with new trends in the literature. The course is updated to cover Cuban communities in the U.S. prior to the arrival of 1960s exiles and also examines new demographic trends, including outmigration of Cubans from South Florida and socio-economic disparities occurring on an intra-group level.

Date of department approval: September 6, 2016

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Puerto Rican and Latino Studies

Change in title, description and prerequisite.

FROM:

PRLS 3310 History of Puerto Rico ~~since 1815~~

3 hours; 3 credits

~~Cédula de Gracias. Lares Rebellion of 1868. Politics and repression. Emergence of a Puerto Rican national consciousness reflected in political and social institutions. United States occupation and modification of colonial institutions. Organized labor and social movements. Operation Bootstrap, industrialization, and urbanization of the island under Commonwealth status. Migration and return migration since the 1960s.~~

Prerequisite: Puerto Rican and Latino Studies *1001 or Core Studies 3 or 9 or Core Curriculum 1230 or Core Curriculum 3203.

TO:

PRLS 3310 History of Puerto Rico

3 hours; 3 credits

Indigenous peoples. European colonization. African impact. Struggles for autonomy and independence under Spain and U.S. Critical perspectives on national identity formation, race, gender, labor, and land distribution. Cédula de Gracias. Lares Rebellion of 1868. Politics and repression. National consciousness. U.S. occupation and colonial issues. Industrialization, urbanization, and dilemmas of political status. Contemporary issues of socio-economic development and migratory crisis. Dynamics of (im)migration.

Prerequisite: English 1010 or permission of the chairperson.

Rationale: This change in title and description comes as a result of our self-study curriculum review whereby we have collapsed PRLS 3305 “History of Puerto Rico to 1815” and PRLS 3310 into one course as shown above. We have submitted a curricular document for withdrawing PRLS 3305. Our curriculum has changed based on Latin@ student populations served since changing our departmental name in 1999 to PRLS. The missing prerequisite (for courses 2000 level or higher) was added.

Date of department approval: September 6, 2016

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Puerto Rican and Latino Studies

Change in title and description.

FROM:

~~PRLS 3320W Puerto Rican Communities in the United States: Settlement and Evolution~~

~~3 hours; 3 credits~~

~~Puerto Rican migrants in the United States. Community development and representative institutions. Organizational structure, leadership, and Puerto Rican settlement patterns throughout the United States compared with New York. Historical similarities and differences of Puerto Ricans and other groups. Role in larger American society. Writing-intensive course.~~

~~Prerequisite: English 1012~~

TO:

PRLS 3320W: Latin@ Communities: Settlement and Diaspora Dispersion

3 hours, 3 credits

Settlement patterns and history of Latin@ (im)migrants, organizational life, economic and cultural integration. Comparative ethnic relations and struggles for community representation and persistence. The remaking of USA society. Writing-intensive course.

Prerequisite: English 1012

Rationale: This re-titled and revised course is consistent with our multi-year plan and the recommendations of the external review committee resulting from the Self-Study process to revamp courses with new currents in the literature. Latin@ is gender inclusive. Latin@ settlement patterns have been changing rapidly over the last 25 years, with new Latin@ groups entering neighborhoods and localities once settled by previous Latin@ migrations, while other patterns suggest movement toward cities and suburbs in non-traditional settlement areas. This course updates the literature on demographic trends and underscores the vast diversity of the US Latin@ settlement and community development experience while underscoring complexities of inter and intra-group constructs of race, class, gender, and identity.

Date of department approval: September 6, 2016

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Puerto Rican and Latino Studies

Change in title, description and prerequisite.

FROM:

PRLS 3330 ~~Overcoming Divisions and Dictatorships: The Dominican Republic~~

3 hours, 3 credits

The role of race, dictatorship, U.S. influence, and transnationalism in shaping the Dominican Republic ~~will be examined. An interdisciplinary approach to depict trends, processes, and current issues in the Dominican Republic will be used. Topics include: slavery, racism, Haitian intervention, independence, plantation economy, caudillos, U.S. intervention, neocolonialism, Trujillo, political exile, Bosch, globalization, labor and entrepreneurship, transmigration and transnationalism.~~

TO:

PRLS 3330 From Dictatorship to Diaspora: The Dominican Republic

3 hours, 3 credits

The role of race, gender, dictatorship, U.S. influence, and transnationalism in shaping the Dominican Republic. Spanish and French colonialism, slavery, racism, Relations with Haiti. Independence, plantation economy, U.S. interventions, Post/Neocolonialism, Trujillo dictatorship and aftermath, globalization, labor dynamics, and transnationalism. Racialization. Political and economic U.S. Dominican experience. Legal treatment of Haitian/Dominicans.

Prerequisite: English 1010 or permission of the chairperson.

Rationale: This change in title and description reflects a curriculum review per our multi-year plan that surfaced from our self-study. The changes have cleaned up the description and updated it. The missing prerequisite (for courses 2000 level or higher) was added.

Date of department approval: September 6, 2016

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Puerto Rican and Latino Studies

Change in description.

FROM:

PRLS 4415 Spanish Language Arts for the Bilingual Child

3 hours ~~recitation~~, 2 hours ~~workshop~~; 4 credits

~~Fundamental concepts of Puerto Rican and other regional language variations and creative literature for prospective bilingual professionals. Language arts applied to the bilingual child. Workshops on community and parental involvement. Assessment models. Course conducted in Spanish.~~

~~Prerequisite: fluency and proficiency in Spanish demonstrated to the chairperson of the Puerto Rican and Latino Studies Department before registration.~~

TO:

PRLS 4415 Spanish Language Arts for the Bilingual Child

3 hours lecture, 2 hours fieldwork; 4 credits

Literacy development in Spanish for Latin@s, emergent bilinguals, and those with special needs using children's literature. Techniques for developing listening, speaking, reading and writing. Balanced literacy terms in Spanish. Review of Puerto Rican and other regional language variations; strategies for community and parental involvement. Formative and summative assessments. Course conducted in Spanish.

~~Prerequisite: fluency and proficiency in Spanish demonstrated to the chairperson of the Puerto Rican and Latino Studies Department before registration.~~

Rationale: This change in description reflects the development of the pedagogical instruction for bilingual children as it has matured over the years since this course was originally created.

Date of department approval: October 13, 2016

Effective date: Fall 2017

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Puerto Rican and Latino Studies

Change in title and description.

FROM:

PRLS 4420 English as a ~~Second Language for the Language-Minority Child~~

3 hours ~~recitation~~, 2 hours ~~workshop~~; 4 credits

~~Role of English as a second language for Puerto Rican and other Spanish-speaking children in a bilingual program. Comparative analysis, understanding linguistic concepts, and their application. Workshops related to language patterns of bilingual children. Assessment models.~~

Prerequisite: English 1010 or permission of the chairperson.

TO:

PRLS 4420 English as a New Language for Emergent Bilingual Children

3 hours lecture, 2 hours fieldwork; 4 credits

Development of English as a new language for emergent bilinguals and Latin@s in bilingual programs. Techniques for English oral language and literacy across content areas; first- and second-language acquisition and translanguaging theory application. Legal rights. Adapting teaching strategies and materials. Formative and summative assessments. Fieldwork.

Prerequisite: English 1010 or permission of the chairperson.

Rationale: This change in title and description reflects the development of English as a second language research and pedagogy, as well as language and requirements consistent with New York State Teacher Certification Exams, as it has matured over the years since this course was originally created.

Date of department approval: October 13, 2016

Effective date: Fall 2017

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

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Puerto Rican and Latino Studies

Change in title, description and prerequisite.

FROM:

~~PRLS 4425 Historical and Cultural Perspectives: Puerto Rico, Latin America and the Caribbean~~

~~3 hours recitation, 2 hours laboratory; 4 credits~~

~~History and culture of Puerto Rican, Latine, and other Latin American/Caribbean groups.~~

~~Preparation of instructional materials and assessment models. Field experience.~~

TO:

PRLS 4425 Puerto Rican, Latin@, Latin American and Caribbean Biliteracy and Bicultural Perspectives in the Content Areas

3 hours lecture, 2 hours fieldwork; 4 credits

Exploration of bilingual and bicultural instructional materials and methods appropriate to teaching the subject areas in bilingual classrooms. Creating bilingual and bicultural learning environments. History and culture of Puerto Rican, Latin@, and Latin American/Caribbean groups. Formative and summative assessments. Fieldwork.

Prerequisite: English 1010 or permission of the chairperson.

Rationale: This change in title and description reflects the requirements for New York State Certification exams for bilingual teachers as it has developed over the years since this course was originally created. The missing prerequisite (for courses 2000 level or higher) was added.

Date of department approval: October 13, 2016

Effective date: Fall 2017

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Puerto Rican and Latino Studies

Change in title and description

FROM:

PRLS 4430 Spanish for Prospective Bilingual Professionals

3 hours; 3 credits

~~Varieties of the regional Spanish language in such features as syntax, usage, and pronunciation. Performance and diagnostic assessment.~~

Prerequisite: Departmental permission is required.

TO:

PRLS 4430 Spanish for Prospective Bilingual Teachers and other Professionals

3 hours; 3 credits

Development and expansion of listening, reading, speaking and writing academic Spanish. Literature reading, comprehension and analysis in Spanish. Written communication to parents and volunteers in target language.

Prerequisite: Departmental permission is required.

Rationale: This change in description reflects a shift of focus from grammar to usage of the Spanish language, which is consistent with the latest research on pedagogy for language-learning as it has matured over the years since this course was originally created. Course requirements also consistent with New York State Teacher Certification Examinations.

Date of department approval: October 13, 2016

Effective date: Fall 2017

SECTION A-VI: OTHER CHANGES

Department of Biology

Change in Biology minor

Minor in Biology

Department Requirements (12 credits)

Both Biology 1001 and 1002 are required for the minor. However, the credits from these courses do not count towards the department requirement of 12 credits to receive a minor.

At least 12 credits of the following: Biology 2001, ~~2002 or 2002W~~, 2010, 2020 or Psychology 2610, Biology 3020 or Psychology 3610, Biology 3030W, 3083, 4001, 4010W or Computer and Information Science 2810, Biology 4011, 4012, 4013, 4022, Biology 4024W, Biology 4025, Biology 4026, Biology 4027, Biology 5000W or 5001 or 5003W or 5010 or 5014W, Biology 5020, Chemistry 4581.

All twelve credits must be completed at Brooklyn College with a grade of C- or higher.

Rationale:

1. Two laboratory courses were accidentally included in the allowed electives and are being removed.
2. A new course is added to the elective choices.

Date of departmental approval: September 6 and November 8, 2016

Effective Date: Fall 2017

SECTION A-VI: OTHER CHANGES
Department of Computer and Information Science

Change in Multimedia Computing minor

Minor in Multimedia Computing

A student with a major in Computer and Information Science or another field may take a minor in Multimedia Computing. Any minor at BC requires completing 12 advanced elective credits with an average of C- or better. The minor in multimedia requires ~~25-27~~ 21-23 credits and includes the following courses.

 Department Requirements

All of the following: Computer and Information Science ~~4440 or 4480~~ 1115 or 1170; 1600 and ~~3110 and 3120~~ 3115 and 3130; and 3620 or 3630.

Three ~~Two~~ of the following: Computer and Information Science 3610, 3620, 3630, 3650, 3660, 3665, 4610.

Courses presented for the major in Computer and Information Science may also be used to satisfy the minor in Multimedia Computing.

Rationale: The initial course sequence in CIS is changing base language from C++ to Java and as a result, CISC 3120 is being discontinued and is replaced with a third course in the multimedia group and 1115, 1170 and 3115 are replacing 1110, 1180, 3110 respectively. There was a mistake in the current bulletin, listing the number of credits as 25-27 when in fact it the correct range is 21-23. The changes being made in this program neither increase nor decrease the number of credits.

OLD	CREDITS	NEW	CREDITS	CHANGE
1110 or 1180	4	1115 or 1170	4	0
1600	3	1600	3	0
3110	4	3115	4	0
3120	3	omitted	0	-3
3620 or 3630	3	3620 or 3630	3	0
TWO of LIST	6	THREE of LIST	9	+3
TOTAL	23 credits		23	0

Date of departmental approval: April 12, 2016

Effective date of the change: Fall 2017

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

SECTION A-VI: OTHER CHANGES
Faculty Council Committee on General Education

Change to the Bulletin section on General Education requirements

General Education Requirements

The goal of general education at Brooklyn College is to graduate informed and responsible citizens of the world who have a foundation for life-long learning, the potential for leadership, and an appreciation of individual and social diversity.

Students arriving at Brooklyn College as first-year students must complete the entire Arrivals Level. Students arriving at Brooklyn College as transfer students may transfer in equivalent Arrivals Level courses, or may be exempt from the Arrivals Level in its entirety. All students who graduate from Brooklyn College must complete the Departures Level.

Arrivals Level (30 credits)

English Composition I & II (ENGL 1010 & 1012, 6 credits)

Human and Cultural Diversity (3 credits)

Arts (6 credits*)

Humanities and Social Sciences (6 credits, 3 from Global Topics, 3 from Selfhood)

Quantitative, Computational, and Mathematical Reasoning (3 credits)

Natural and Behavioral Science (3 credits)

Laboratory-based Natural and Behavioral Science (3 credits)

All full-time first-year students will enroll in a Learning Community consisting of either two or three Arrivals courses. Each Learning Community will be designed to address a question from more than one disciplinary perspective.

*Transfer students with six credits in another category may apply three of those credits toward this requirement.

Departures Level—The Brooklyn College Experience (12 credits)

Language other than English (LOTE) / International Cultural Competency (6 credits)

Human and Cultural Diversity (3 credits)

Laboratory-based science course (3 credits)

Students exempted from the six-credit language requirement due to demonstrated competency or previous college coursework must instead take either three credits of a language other than English (at an appropriate level) or an International Cultural Competency course, as well as one course in Arts or Humanities and Social Sciences. However, ESL students will instead take 2 courses in Arts and/or Humanities and Social Sciences. Students seeking exemption from the LOTE requirement should speak to an advisor or contact Modern Languages and Literatures.

Transfer students completing fewer than 12 credits of the Departures level must complete at least 3 credits of the LOTE/International Cultural Competency requirement.

Any requirement on either the Arrivals or Departures level, other than English Composition and Languages Other Than English, may be met by an approved Special Topics in General Education (STGE) course.

Altogether, on both levels, students may take no more than two general education courses from any one department. Courses in English composition and Languages Other than English do not count toward this limit.

Transfer Students

Under the Brooklyn College General Education program, courses taken for general education credit at other CUNY schools are guaranteed to transfer, in accordance with CUNY-wide rules. The correspondences between Brooklyn College categories and CUNY-wide ones are presented in the table of equivalents below. In the case of transfer students from non-CUNY colleges, Brooklyn College will determine how courses taken at the original college fulfill general education requirements. For more detailed information, see the section on Transfer of Credits in this *Bulletin*.

Continuing Students

Continuing students are all students who enrolling at Brooklyn College for the first time in prior to Fall 2017 or after will complete the Brooklyn College General Education requirements.

Continuing students will have the option of following the Brooklyn College General Education requirements, completing the Core Curriculum, or following the CUNY-wide General Education requirements in effect during 2013-2017. Continuing students are encouraged to seek the guidance of an advisor or other on-campus resource to help them make informed decisions in choosing among these options.

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

Students who take a leave of absence and are then readmitted to the college will complete the Brooklyn College General Education requirements.

The following table of equivalents shows how courses taken under the previous two general education programs can be counted toward the Brooklyn College General Education framework. It can also be used to determine which courses students continuing under earlier models can take to complete their remaining requirements. Finally, it can aid comparison of the three models, for students deciding whether to complete the new General Education program.

The abbreviation LOTE in the table refers to the “Language Other Than English” requirement.

Brooklyn College General Education (<u>Fall 2017 --</u>)		CUNY-wide Gen Ed, (Fall 2013-Spring<u>summer</u> 2017)	Core Curriculum (<u>prior to Fall 2013</u>)	
<i>Arrivals</i>		<i>Common Core</i>	<i>Lower Tier Core + English 1 & 2</i>	
English Composition I & II				
Human and Cultural Diversity		U.S. Experience in Its Diversity	People, Power, and Politics	
Arts		Creative Expression	Introduction to Art	
			Music: Its Language, History, and Culture	
Humanities and Social Sciences	Global Topics	World Cultures and Global Issues	Classical Cultures	
			Knowledge, Reality, and Values	
	Selfhood	Individual and Society	Shaping of the Modern World	
Quantitative, Computational, and Mathematical Reasoning		Mathematical and Quantitative Reasoning	Thinking Mathematically <i>or</i> Computing: Nature, Power, and Limits	
Natural and Behavioral Science		Scientific World	Physics: The Simple Laws That Govern the Universe	Geology: The Science of Our World
Laboratory-based Natural and Behavioral Science		Life and Physical Sciences	Biology for Today's World	Science in Modern Life:

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

		Chemistry
Departures	College Option	Upper Tier Core + LOTE
<p>LOTE OR Advanced LOTE <i>or</i> International Cultural Competency AND Arts <i>or</i> Humanities and Social Sciences</p>	<p>One or two courses from the Common Core AND/OR One or two LOTE courses</p>	LOTE
Human and Cultural Diversity	Upper Tier Core, 2 out of 3 categories: Exploring Literature (CORC 3101-3199), Exploring Global Connections (CORC 3201-3299), Exploring Science (CORC 3301-3399)	
Laboratory-based science		

Beginning in Fall 2017, courses with the prefix CORC will no longer be offered. Continuing students needing former CORC courses numbered 3101-3399 may take the newly created departmental courses based on them as listed in the following table:

<u>CORC 3101</u>	<u>ENGL 2001</u>	<u>Literature, Ethnicity, and Immigration</u>
<u>CORC 3102</u>	<u>ENGL 2002</u>	<u>Ideas of Character in the Western Literary Tradition</u>
<u>CORC 3103</u>	<u>ENGL 2003</u>	<u>Italian American Literature and Film</u>
<u>CORC 3104</u>	<u>CLAS 2104</u> <u>ENGL 2004</u>	<u>Literature and Film</u>
<u>CORC 3105</u>	<u>PHIL 2501</u>	<u>Philosophical Issues in Literature</u>
<u>CORC 3106</u>	<u>ENGL 2006</u>	<u>Text/Context</u>
<u>CORC 3107</u>	<u>ENGL 2007</u>	<u>The Emergence of the Modern</u>
<u>CORC 3108</u>	<u>ENGL 2008</u>	<u>The Quest for Ethnic, Cultural, and National Identities in Literature</u>
<u>CORC 3109</u>	<u>CLAS 2109</u>	<u>The Self and Society</u>
<u>CORC 3110</u>	<u>AFST 3247</u>	<u>Literatures of the African Diaspora</u>
<u>CORC 3111</u>	<u>JUST 2545</u>	<u>Classical Jewish Texts: Moving Toward Modernity</u>
<u>CORC 3112</u>	<u>MLAN 2012</u>	<u>The Animal Self</u>
<u>CORC 3113</u>	<u>CLAS 2113</u>	<u>The Monster Within</u>
<u>CORC 3114</u>	<u>CLAS 2114</u>	<u>The Road to Science Fiction</u>
<u>CORC 3115</u>	<u>MLAN 2015</u>	<u>Con, Cop and Mark: Representations of Criminality and Authority</u>
<u>CORC 3117</u>	<u>CLAS 2117</u>	<u>From Utopia to Dystopia</u>
<u>CORC 3203</u>	<u>PRLS 3203</u>	<u>Latino/a Diasporas in the United States</u>

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

<u>CORC 3204</u>	<u>SPAN 2204</u>	<u>The Global Spanish-Speaking Community</u>
<u>CORC 3205</u>	<u>JUST 3025</u>	<u>The Jewish Diaspora</u>
<u>CORC 3206</u>	<u>ARTD 1035</u>	<u>The Development of the Silk Road</u>
<u>CORC 3207</u>	<u>AFST 3349</u>	<u>The Caribbeanization of North America</u>
<u>CORC 3208</u>	<u>ANTH 1105</u>	<u>Comparative Studies in Cultures and Transformation</u>
<u>CORC 3209</u>	<u>CLAS 3209</u>	<u>After Alexander: A Confluence of Cultures</u>
<u>CORC 3211</u>	<u>AFST 3135</u>	<u>Black Political Identity in a Transnational Context</u>
<u>CORC 3213</u>	<u>MUSC 3101</u>	<u>Music in Global America</u>
<u>CORC 3301</u>	<u>PHYS 1070</u>	<u>Cosmology</u>
<u>CORC 3302</u>	<u>PHYS 1080</u>	<u>Energy Use and Climate Change</u>
<u>CORC 3303</u>	<u>CISC 1003</u>	<u>Exploring Robotics</u>
<u>CORC 3306</u>	<u>ANTH 2216</u>	<u>Scientific Revolutions</u>
<u>CORC 3307</u>	<u>ANTH 1205</u> <u>CHEM 1037</u>	<u>Studies in Forensic Science</u> <u>Introduction to Forensic Science</u>
<u>CORC 3308</u>	<u>PHYS 1040</u>	<u>The Making of the Atomic Bomb</u>
<u>CORC 3309</u>	<u>PHYS 1085</u>	<u>Climate Change – Torn Between Myth and Fact</u>
<u>CORC 3311</u>	<u>EESC 1050</u>	<u>Society and the Ocean</u>
<u>CORC 3312</u>	<u>MATH 1801</u>	<u>Mathematics of Non-Western Civilizations</u>
<u>CORC 3314</u>	<u>HNSC 3314</u>	<u>Human Encounters with Death and Bereavement</u>
<u>CORC 3316</u>	<u>EESC 1060</u>	<u>Exploring Issues in Sustainable Water Resources Management</u>
<u>CORC 3320</u>	<u>PHYS 1090</u>	<u>Space-Time, Gravity, and the Quantum</u>

William E. Macaulay Honors College students

Students who have completed the four seminars of the Honors College may use them as follows toward these four General Education categories: Human and Cultural Diversity, Arts, Humanities and Social Sciences, and Natural and Behavioral Science:

General Education Category	Macaulay Course
• Human and Cultural Diversity	= MCHC 1002 Peopling of New York City
• Arts	= MCHC 1001 Arts in New York
• Humanities and Social Sciences, <u>Global Topics</u>	= MCHC 2002 Shaping the Future of New York City
• Natural and Behavioral Science	= MCHC 2001 Science and Technology in New York City

For additional information

Students who have questions about General Education should consult an adviser in the Center for Academic Advisement and Student Success (CAASS), 3207 Boylan Hall.

Courses in the General Education Curriculum

Goals and Skills

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

General education courses contribute to the goal of graduating informed and responsible citizens of the world who have a foundation for life-long learning, the potential for leadership, and an appreciation of individual and social diversity by providing opportunities for students to advance their:

1. Ability to analyze, construct, and present arguments;
2. Ability to analyze, construct, and justify ethical judgments;
3. Ability to work collaboratively and creatively to address complex questions and problems;
4. Understanding of the relation between the arts, histories, and cultures of the past and those of the present;
5. Understanding of the scientific practices used to study the natural universe;
6. Understanding of the social implications and technical underpinnings of digital technologies;
7. Understanding of the development and workings of contemporary societies from both local and global perspectives;
8. Understanding of the many aspects of human diversity, including the social forces shaping their own identities, the place(s) they call home, and New York City;

while also developing skills in

- A. Research methodologies,
- B. Oral, written, and visual communication,
- C. Quantitative and mathematical reasoning, and
- D. A language other than English.

Each general education course below substantially engages at least one of these goals and at least one of these skills.

English Composition I and II (6 credits in Arrivals)

ENGL 1010 English Composition I

ENGL 1012 English Composition II

Human and Cultural Diversity (3 credits in Arrivals, 3 credits in Departures; fulfills CUNY Pathways U.S. Experience in its Diversity requirement)

Courses in this area contextualize the variety of human experience in relation to contemporary political, social, and economic realities that may accompany human differences such as race, ethnicity, gender, sexual orientation, culture, and/or geography in the U.S. and two-thirds world countries. These courses prepare students to critically analyze the dynamics of an increasingly globalized, heterogeneous world.

AFST 3247 Literatures of the African Diaspora
AMST 1010 American Identities
ANTH 3135 The American Urban Experience: Anthropological Perspectives
ANTH 1105 Comparative Studies in Cultures and Transformation
ANTH 3430 People, Nature, Culture
ECAE 3001 Parents as Teachers During the Early Years
HIST 3401 American Pluralism
HIST 3402 America since 1865
MUSC 3101 Music in Global America
POLS 1230 People, Power, and Politics
PRLS 1001 Introduction to Puerto Rican and Latin@ Studies
PRLS 3203 Latin@ Diasporas in the U.S.
SOCY 1200 Sociology of Sport
SPCL 3000 LGBTQ Youth in Educational Contexts
STGE 1010 Special Topics in General Education – Human and Cultural Diversity

Arts (6 credits in Arrivals, up to 3 credits in Departures for students exempted from LOTE; fulfills CUNY Pathways Creative Expression requirement)

Courses in this area develop students' understanding of creative activity as an expression of human experience within specific historical and social contexts. Students' sensitivity to the forms of artistic expression is honed through intensive study of specific artworks, and/or through production/performance of creative works. By integrating creativity and analysis, these courses foster intellectual growth, self-awareness, and technical skill.

ARTD 1010 Introduction to Art
ARTD 3100 Approaching the Arts of the "Non-West": Legacies of Colonialism and Imperialism
ARTD 1035 The Development of the Silk Road
MUSC 1300 Music: Its Language, History, and Culture
MUSC 1400 Fundamentals of Music
STGE 1020 Special Topics in General Education – Arts

Humanities and Social Sciences (6 credits in Arrivals, one course from each heading; up to 3 credits in Departures for students exempted from LOTE)

Courses in this area examine human existence, individual and collective, through a variety of methodologies, viewing our world through many lenses to help students interpret and think critically about being human. The humanities employ mainly qualitative approaches to literary works, religious and philosophical conceptions, and historical records of peoples and regions of the world. The social sciences engage in the systematic study of power, at the level of personal interactions, the state, and society, using both qualitative and quantitative methods. These "ways of knowing" intersect and overlap. All encourage students

to analyze the range of creativity, cultural expressions, modes of power, and patterns in human existence.

A. Global Topics (fulfills CUNY Pathways World Cultures and Global Issues requirement)

AFST 3135 Black Political Identities in a Transnational Context
ARTD 3134 “Subject, Creator, Consumer”: Women and African Art
AMST 1001 Introduction to the American Experience
ANTH 3412 Before History
CHIN 2110 Classical Culture of China
CLAS 3245 Comparative Identity Politics: The Ancient Mediterranean and the Modern World
CLAS 1110 Tyranny, Democracy, Empire: Classical Cultures
CLAS 2104/ENGL 2004 Literature and Film
ENGL 2001 Literature, Ethnicity, and Immigration
ENGL 2003 Italian American Literature and Film
ENGL 2007 The Emergence of the Modern
ENGL 2008 The Quest for Ethnic, Cultural, and National Identities in Literature
ENGL 2009 Introduction to Literary Studies
HIST 3005 The Shaping of the Modern World
JUST 2545 Classical Jewish Texts: Moving towards Modernity
JUST 3485 Jews of New York
MLAN 2012 The Animal Self
MLAN 2510 Cultural Traditions of Modernity
PRLS 3105 Puerto Rican and Latin@ Cultural Formations
SEED 1001 Critical Issues in US Education
SPAN 2204 The Global Spanish-Speaking Community
STGE 1030 Special Topics in General Education – Humanities and Social Sciences – Global Topics

B. Selfhood (fulfills CUNY Pathways Individual and Society requirement)

CLAS 2109 The Self and Society
CLAS 3200 Heroes, Gods, Monsters: Classical Mythologies
ECAE 2004 Early Childhood Education Foundations
ENGL 2002 Ideas of Character in the Western Literary Tradition
ENGL 2006 Text/Context
MLAN 2015 Con, Cop and Mark: Representations of Criminality and Authority
MLAN 2610 Literature in Translation
PHIL 2101 Introduction to the Problems of Philosophy
PHIL 2501 Philosophical Issues in Literature
PHIL 3306 Ethics and Society
SEED 2001/ CBSE 2001 Historical, Philosophical, and Cultural Foundations of Education
SPEC 1707 Public Speaking

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

STGE 1035 Special Topics in General Education – Humanities and Social Sciences – Selfhood

Quantitative, Computational, and Mathematical Reasoning (3 credits in Arrivals; fulfills CUNY Pathways Mathematical and Quantitative Reasoning requirement)

Courses in this area develop at least two of the following four skills: formal reasoning (the use of formal logic or mathematics); abstract representation (the production and interpretation of information using mathematical models such as formulas, graphs, tables, and schematics); empirical analysis (e.g. the use of statistical inference or statistical modeling through sampling of populations or phenomena); and computational reasoning (identification of problems and solutions through the design of algorithms).

CISC 1001 Computing and Quantitative Reasoning

CISC 1002 The Outer Limits of Reasoning

MATH 1102 Elementary Number Theory

MATH 1301 Basic Concepts of Geometry

MATH 1311 Thinking Mathematically

MATH 1501 Elements of Statistics with Applications

MATH 1601 Modern Mathematics for the Social Sciences

MATH 1801 Mathematics of Nonwestern Civilizations

PHIL 3210 Reasoning

STGE 1040 Special Topics in General Education – Quantitative, Computational, and Mathematical Reasoning

Natural and Behavioral Science (3 credits in Arrivals; fulfills CUNY Pathways Scientific World requirement)

Courses in this area develop one or more of the following four skills: quantitative description and synthesis of theories of natural phenomena; methods for generating and empirically assessing the validity of hypotheses about such phenomena; understanding of key scientific ideas of the modern world; theory, methods, and practice of statistical and experimental analysis of human and nonhuman animal behavior and psychology.

ANTH 1205 Studies in Forensic Science

ANTH 2205 Forensic Anthropology

ANTH 2216 Scientific Revolutions: Darwin, Missing Links, and Living Fossils

CHEM 1037 Studies in Forensic Science

CHEM 1011 Pharmaceutical Research, Development and Approval

EESC 1050 Society and the Ocean

EESC 1060 Exploring Issues in sustainable Water Resources Management

HNSC 1100 Personal and Community Health

HNSC 1200 Fundamentals of Nutrition

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

HNSC 3314 Human Encounters with Death and Bereavement

LING 2001 Introduction to Linguistics

PHYS 1070 Cosmology

PHYS 1020 Energy and Climate Change

PHYS 1040 Making of the Atomic Bomb

PHYS 1090 Space, Time, Gravity and the Quantum: The Role of Einstein in the Birth of Modern Physics

STGE 1050 Special Topics in General Education – Natural and Behavioral Science

Laboratory-based Natural and Behavioral Science (3 credits in Arrivals, 3 credits in Departures; fulfills CUNY Pathways Life and Physical Sciences requirement)

Courses in this area provide laboratory-based data collection, analysis, and synthesis to formulate an understanding of the principles that govern the behavior and properties of materials and/or living systems.

ANTH 1200 Human Origins

BIOL 1010 Biology: The Study of Life

CHEM 1007 Chemistry in Modern Life: An Introduction for Non-Majors

CISC 1003 Exploring Robotics

EESC 1010 The Dynamic Earth

STGE 1060 Special Topics in General Education – Laboratory-based Natural and Behavioral Science

Language other than English (=LOTE) (6 credits in Departures, unless student is exempt based on demonstrated proficiency or prior college coursework)

Courses in this area either focus on improving students' proficiency in a natural language other than English (including Classical languages), or have as their language of instruction a natural language other than English.

There are courses taught in four departments at Brooklyn College that can be taken in fulfillment of this requirement:

Modern Languages and Literatures: All courses except those with the MLAN designation or others specifically noted as “taught in English.”

Classics: Courses with the designations GRKC or LATN.

Judaic Studies: HEBR 1001, 1002, 1003, 1004, 2041, 2045, 3111, 5041, and 5085, and all YIDM courses.

Puerto Rican and Latino Studies: PRLS 4415 or 4430.

International Cultural Competency (3 credits in Departures for students exempted from LOTE requirement, who choose not to take an additional course in a LOTE)

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

Courses in this area combine analytical and experiential approaches to lead students to a greater appreciation for, and understanding of, linguistic and cultural differences. Courses in this area provide tools for analyzing and navigating language differences, behavioral norms, and social values that are marked by the borders between countries or language communities within countries. These goals also imply an awareness of regional differences, the role of media and other institutions in reifying national traits, and the challenge to existing identities posed by immigration. These courses have a markedly concrete focus, as they are intended to help students foster proficiency in their interactions with individuals from other cultures, whether these are mediated by communication technologies or face-to-face.

AFST 3349 Caribbeanization of North America

JUST 3025 Jewish Diaspora

LING 3029 Sociolinguistics

MLAN 2150 Intercultural Literacy and Competence

SPEC 1619 Intercultural Communication

STGE 1070 Special Topics in General Education – International Cultural Competency

Substitutions for program requirements:

Students who take the following advanced courses to meet a major or program requirement may substitute them for general education requirements in accordance with the categories listed below:

Quantitative, Computational, and Mathematical Reasoning

BUSN 3400 Introduction to Economic and Business Statistics

ECON 3400 Introduction to Economic and Business Statistics

MATH 1011 Precalculus Mathematics

MATH 1021 Precalculus Mathematics A (together with MATH 1026)

MATH 1201 Calculus I

MATH 1401 Elementary Mathematics from an Advanced Standpoint (together with MATH 1021)

PSYC 3400 Statistical Methods in Psychological Research

Laboratory-based Natural and Behavioral Science

ANTH 3265 Human Anatomy and Physiology 1

ANTH 3266 Human Anatomy and Physiology 2

ANTH 3470 Summer Archaeological Field School

BIOL 1001 General Biology 1

BIOL 1002 General Biology 2

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

BIOL 1501 Human Anatomy and Physiology 1
BIOL 1502 Human Anatomy and Physiology 2
CHEM 1040 General Chemistry for Health-Related Professions
CHEM 1100 General Chemistry I
CHEM 2050 General Chemistry IB
CHEM 2100 General Chemistry II
KINS 3271 Human Physiology
KINS 3275 Human Anatomy
KINS 3281 Human Anatomy and Physiology 1
KINS 3285 Human Anatomy and Physiology 2
SPEC 1178 Speech-Language and Hearing Science: Anatomy and Physiology

Natural and Behavioral Science

EESC 1100 General Geology I
EESC 1101 Introduction to Earth Science
PHYS 1100 General Physics I
PHYS 1150 Calculus-Based General Physics I

Rationale: The courses removed from the General Education curriculum approved on March 15, 2016, have been restored, with minor changes. Those that require CCCRC approval are included here pending completion of that submission process. STEM equivalent courses are also included, under the heading “Substitutions for program requirements.” Additional minor changes have been made for clarification.

Date of Committee Approval: October 17, 2016

Effective date: Fall 2017

SECTION A-VI: OTHER CHANGES

Faculty Council Committee on General Education

Updates to the Brooklyn College list of STEM Variant Courses

Mathematics and Quantitative Reasoning

BUSN 3400 Introduction to Economic and Business Statistics
EESC 3800 Statistics and Data Analysis in Geosciences
ECON 3400 Introduction to Economic and Business Statistics
~~HNSC 3300 Introduction for Biostatistics for the Health Sciences~~
MATH 1011 Precalculus Mathematics
MATH 1021 Precalculus Mathematics A (together with MATH 1026)
~~MATH 1026 Precalculus Mathematics B (together with MATH 1021)~~
MATH 1201 Calculus I
MATH *1401 Elementary Mathematics from an Advanced Standpoint (together with MATH 1021)
~~MATH 1501 Elements of Statistics with Applications~~
~~POLS 3422 Statistics in Political Science~~
PSYC 3400 Statistical Methods in Psychological Research
~~SOCY 2112 Research Methods II~~

Life and Physical Sciences or Scientific World

ANTH 3265 Human Anatomy and Physiology 1
ANTH 3266 Human Anatomy and Physiology 2
ANTH 3470 Summer Archaeological Field School
BIOL 1001 General Biology 1
BIOL 1002 General Biology 2
BIOL 1501 Human Anatomy and Physiology 1
BIOL 1502 Human Anatomy and Physiology 2
CHEM 1040 General Chemistry for Health-Related Professions
CHEM 1100 General Chemistry I
CHEM 2050 General Chemistry IB
CHEM 2100 General Chemistry II

~~HNSC 2300 Human Physiology~~
~~HNSC #2302 Human Anatomy and Physiology 1~~
~~HNSC #2303 Human Anatomy and Physiology 2~~
KINS 3271 Human Physiology
KINS 3275 Human Anatomy
KINS 3281 Human Anatomy and Physiology 1
KINS 3285 Human Anatomy and Physiology 2
SPEC 1178 Speech-Language and Hearing Science: Anatomy and Physiology

Scientific World

EESC 1100 General Geology I
EESC 1101 Introduction to Earth Science
LING 2001 Introduction to Linguistics
PHYS 1100 General Physics I

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

PHYS 1150 General Physics I (to be renamed General Physics with Calculus)

Rationale: This separate document revising the list of STEM variant courses at Brooklyn College is necessary because: 1) the original list of STEM variants was created without action by Faculty Council and in some cases without the authorization of the departments offering the courses; and 2) the STEM variants list as *such* will no longer appear in the Brooklyn College *Bulletin*, since it is being replaced by a broader list of “Substitutions for Program Requirements.”

Date of Committee Approval: November 14, 2016

Effective date: Fall 2017

SECTION A-VI: OTHER CHANGES

Department of Sociology

Change in Sociology minor

Minor in Sociology

Department Requirements

Introduction to Sociology and at least 12 credits in advanced sociology, in courses numbered ~~40~~ 2000 or higher, with a grade of C or higher in each course. A minimum of nine of these credits must be completed at Brooklyn College. Sociology minors are urged to consult with departmental counselors to plan an appropriate sequence of courses.

Rationale:

We have clarified the minor requirements. Previously students were confused about whether introduction was separate or included in the 12 credits. We have also updated to the current numbering system.

Date of departmental approval: September 6, 2016

Effective Date: Fall 2017

APPENDIX

Special Topics: The committee has approved the following special topics for the term indicated and informed the Provost of the committee's approval. These items do not require Faculty Council action and are announced here for information only.

The Special Topics listed below are first offerings in Spring 2017:

ACCT 5021 Special Topics: *Volunteer Income Tax Assistance (VITA)*

AFST 3390 Special Topics in Society and the Economy: *Race, Gender and Inequality*

AMST 3902 Special Topics in the American Experience: *African American Literature and the Classical Tradition*

CLAS 3240 Special Topics: *African American Literature and the Classical Tradition*

FINC 5001 Special Topics in Finance: *Security Analysis*

HIST 3590 Special Topics in Asian, Caribbean, Latin American, and Middle Eastern History: *An Introduction to the Literature and History of Syriac Christianity*

WGST 3550 Special Topics in Social Science: *Race, Gender and Inequality*

The Special Topics listed below are second offerings in Spring 2017:

AFST 3390 Special Topics in Society and the Economy: *The Construction of Gender in Caribbean History and Society*

CAST 3900 Special Topics in Caribbean Studies: *The Construction of Gender in Caribbean History and Society*

WGST 3550 Special Topics in Social Science: *The Construction of Gender in Caribbean History and Society*