

BROOKLYN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
FACULTY COUNCIL

Meeting of 5/9/2017

The Committee on Graduate Curriculum and Degree Requirements herewith submits its recommendations in Curriculum Document 241

Respectfully submitted,

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

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

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SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of Art

Date of departmental or program committee approval: March 21, 2017

Effective Date of the Change: Fall 2017

M.F.A. degree program in art

HEGIS code 1002; SED program code 02016

Degree program requirements: 48 credits

Bulletin language and precise degree requirements

Degree requirements:

~~Forty-eight~~ 48 credits are required for the degree.

Students must complete Art 7210X, ~~7220X~~, 7910X, 7920X, 7940G, 7950G, and 7951G. Art 7940G, 7950G, and 7951G must be taken in sequence, usually beginning in the first semester of matriculation.

Students must also complete ~~48~~ 21 additional credits in studio art courses, internships, independent study electives, or other electives outside the Art Department. Students must also complete nine additional credits in art history courses. Art 7198G may be repeated for credit.

Independent creative work developed in Art 7940G, 7950G, and 7951G must culminate in a final exhibition with an accompanying artist's statement about the work.

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

The program of study must be approved by the deputy chairperson for graduate studio art.

Rationale:

The faculty wish to eliminate ARTD 7220X (Workshop in the Theory and History of Design). We have found that our students do not have enough elective choices either to work in their individual media or to explore new techniques. The course in question is a general seminar that has become less relevant to student needs over the years.

Eliminating this requirement will give MFA students the opportunity to acquire broader exposure to classes that will strengthen their technical and creative skills. This will help them better achieve departmental goals, including “mastery of technical skills required for working in a particular medium,” and the creation of “works of art which demonstrate that the student has found an original voice, judged in relation to contemporary critical thinking.”

SECTION A-III: CHANGES IN DEGREE PROGRAMS
Department of Childhood, Bilingual and Special Education

Date of departmental approval: April 19, 2017

Effective date: Fall 2017

Advanced Certificate: Advanced certificate program in autism spectrum disorders
HEGIS code 0808; SED program code 31638

Degree Program Requirements: 15 credits

With the prevalence of autism increasing in recent years from 1 in 1000 to 1 in 88*, learning to work with children with autism spectrum disorders has become important to professionals in many fields, including:

Speech-language pathology

Psychology

Education

Occupational Therapy

Physical Therapy

Skills in working with children on the spectrum are critical not only to people already in these fields, but also to those seeking to enter these fields.

The Brooklyn College advanced certificate program in Autism Spectrum Disorders created the first program in New York that has a cross-paradigm perspective where students learn about the strengths and weaknesses of the many different approaches that are available for children on the spectrum and learn with those from different fields and disciplines. Students can also learn about the latest in augmentative communication at the campus's assistive technology center.

The 15-credit ASD certificate is for students with either bachelor's or master's degrees. It can be completed in one year (fall, spring, and summer), and can be applied towards continuing education credits and salary increments in the Department of Education. Classes are scheduled in the evening for the convenience of working professionals.

The coursework and practicum opportunities will reflect a range of approaches available for children on the autistic spectrum, including applied behavioral analysis, both discrete trials and natural learning paradigms, and developmental social-pragmatic approaches. Students will participate in lecture, discussion, observation, and practice, incorporating a range of philosophical, educational, and clinical paradigms. Students from varying disciplines, including education, speech-language pathology, school psychology, and occupational and physical therapy will have the opportunity to train and work collaboratively with future colleagues.

*Centers for Disease Control and Prevention, 2012

Program description

Provides interdisciplinary foundational and advanced knowledge in the area of autism spectrum disorders incorporating a range of philosophical, educational, and clinical paradigms, including applied behavioral analysis, discrete trials and natural learning paradigms, and developmental social-pragmatic approaches.

Matriculation requirements

Applicants must have completed an undergraduate or graduate degree in special education, speech-language pathology, or a related field. Applicants must present coursework in language acquisition and child development. Additional coursework may be required to meet any matriculation deficiency.

An applicant must have earned a baccalaureate degree with a grade point average of at least 3.0 in the undergraduate major, and a minimum overall grade point average of 3.0.

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

Advanced certificate requirements (15 credits)

Fifteen credits of coursework completed with a grade point average of B or better are required for the advanced certificate. No more than one course with a grade below B may be offered toward the completion of the certificate requirements. Students must complete all of the following courses:

- ~~Speech~~ SPEC 7317X/CBSE 7685T: An Introduction to Autism Spectrum Disorders
- ~~Speech~~ SPEC 7319X/CBSE 7686T: Speech, Language, and Communication in Individuals Development of Children on the Autistic Spectrum
- ~~CBSE 7666T/Speech~~ SPEC 7316X: Special Issues in Education: Classroom and School-wide Learning Environments
- ~~CBSE 7691T/SPEC 7320X: Curriculum Modifications for Teaching Students with Autism Spectrum Disorders~~
- ~~CBSE 7682T/SPEC 7394: Seminar in Teaching Students on Autism Spectrum Disorders~~
- ~~CBSE 7677T/Speech 7320X: Curriculum Modifications for Teaching Students with Special Needs~~
- ~~CBSE 7681T/Speech 7394X: Seminar and Student Teaching: Students with Special Needs.~~

Rationale: Two courses (CBSE 7677 & CBSE 7681) are listed under both the advanced certificate program in autism spectrum disorders and in childhood special education program. Up to this point, different sections under the same course number are offered. This revision is aimed to delineate the courses under the advanced certificate program in autism spectrum from other special education courses to indicate unique characteristics of this program.

Section A-III: CHANGES IN DEGREE PROGRAM
Department of Childhood, Bilingual and Special Education

Supplemental Data for Advanced Certificate Program in Autism Spectrum Disorders

| Course Number | Course Title | Number of Credits |
|-----------------------------|---|--------------------------|
| SPEC 7317X CBSE 7685T | AN Introduction to Autism Spectrum Disorders | 3 |
| SPEC 7319X CBSE 7686T | Speech, Language, and Communication Development of Individuals on the Autism Spectrum | 3 |
| CBSE 7666T SPEC 7316X | Special Issues in Education: Classroom and School-wide Learning Environments | 3 |
| CBSE 7691T SPEC 7320X | Classroom Organization, Management, and Curriculum Modifications for Teaching Students with Autism Spectrum Disorders | 3 |
| CBSE 7682T SPEC 7394 | Seminar in Teaching Students on Autism Spectrum Disorders | 3 |
| Degree Requirements: | | 15 credits |

SECTION A-III: CHANGES IN DEGREE PROGRAMS
Department of Childhood, Bilingual and Special Education

Date of departmental approval: March 14, 2017

Effective date: Fall 2017

M.S. in Education degree program: teacher of students with disabilities generalist (grades 7-12) HEGIS code 0808; SED program code 31136
Degree Program Requirements: 33-39

Matriculation requirements

Applicants must present a minimum undergraduate scholastic index of 3.0. A minimum grade point average of 3.0 in graduate education courses is required to maintain matriculation. International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 650 on the paper-based test, or 280 on the computer-based test, or 114 on the Internet-based test, before being considered for graduate studies.

Applicants must qualify for a New York State Transitional B Certificate as a Teacher of Students with Disabilities Generalist (7-12). Students who do not possess Transitional B Alternative Certification Certificates or who have Transitional B Alternative Certificates but who are not employed as teachers will be required to complete six credits of student teaching.

Applicants must present evidence of six credits of prior upper division undergraduate or graduate work in each of four areas: humanities, including English; social sciences; mathematics; physical and/or life sciences.

Applicants are required to demonstrate written proficiency in English and must submit three appropriate letters of recommendation.

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

Thirty-three credits are required for the degree.

33 credits in the following courses:

Students must complete 21 credits in the following education courses: CBSE 7674T, 7676T, 7678T, 7664T, 7657T, 7659T, 7503; and 12 credits in graduate liberal arts and sciences courses, to be approved by the program head.

Students may be counseled to take CBSE 7699 and/or CBSE 7681 in addition to these courses.

In addition, students must complete a research project under advisement of a faculty member in Education - CBSE 7657T.

Rationale: Some students enter this program without any prior experience of teaching students with disabilities in classroom settings. The program coordinator/academic advisor has been advising the students to take one or two student teaching course(s) depending upon their prior educational/professional background in order to provide appropriate preparation. This sentence clarifies what was stated in matriculation requirement “Students who do not possess Transitional B Alternative Certification Certificates or who have Transitional B Alternative Certificates but who are not employed as teachers will be required to complete six credits of student teaching.”

Section A-III: CHANGES IN DEGREE PROGRAM
Department of Childhood, Bilingual and Special Education

Supplemental Data for M.S. in Education Degree Program: Teacher of students with disabilities generalist (grades 7-12)

| Course Number | Course Title | Number of Credits |
|----------------------|---|--------------------------|
| CBSE 7674T | Introduction to Students with Special Needs | 3 |
| CBSE 7659T | Instructional Strategies for Middle Childhood Students with Special Needs (Adolescence) | 3 |
| CBSE 7676T | Learning Environments for Students with Special Needs | 3 |
| CBSE 7664T | Special Issues in Education: Communication and School-age Children with Special Needs | 3 |
| CBSE 7678T | Educational Assessment of Students with Special Needs | 3 |
| CBSE 7657T | Seminar in Applied Theory and Research | 3 |
| CBSE 7503X | Teaching Writing Across the Curriculum | 3 |

*** 12 credits Liberal arts & sciences from a combination of the following areas

| | | |
|-----------------|--------------------------|---|
| ENG | Elective | X |
| MATH | Either MATH 7420 or 7441 | X |
| GSCI | Elective | X |
| HIST, ECON, SOC | Elective | X |

Total 12

Depending upon the student’s prior educational and/or professional background, the following student teaching courses will be required to take.

| | | |
|------------|---|---|
| CBSE 7699T | Student Teaching Practicum, Education of Middle Childhood and Adolescent Students with Special Needs□ | 3 |
| CBSE 7681T | Seminar and Student Teaching: Students with Special Needs | 3 |

Department Requirements:

33-39 credits

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of Kinesiology

Date of departmental or program committee approval: November 8, 2016

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

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

Degree requirements (36-55 credits)

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

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

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

~~The profession of teacher education is licensed by the New York State Education Department. Therefore, program requirements are subject to change. All students should consult with the Graduate Deputy.~~

~~Matriculation requirements~~

~~develop and advance the skills of physical education teachers (K-12).~~

~~The Physical Education Teacher major offers two tracks. The Professional Track – (Option 1) - provides a strong background in advanced teaching skills for students who have their initial certification in teaching physical education. Graduates of this Track will be well prepared to advance their instructional and supervisory skills in their positions as teachers, coaches and other education related tasks. The programs offers experienced physical education teachers the opportunity to develop their practice and to expand their knowledge of physical education and the field of education.~~

~~Applicants must hold an undergraduate degree and initial teacher certification in physical education prior to enrollment in this Professional Track program.~~

The Pre-Professional Track (Option 2) is designed for students who come to the field from a background outside of the allied health professions or teacher education and seek to achieve initial certification to teach in NYS. The New York State Education Department licenses graduates of registered teacher education programs who meet the State requirements for certification therefore, program requirements are subject to change.

Applicants to the Professional Track (Option 1) must have a grade point average of 3.0. Applicants to the Pre-Professional Track (Option 2) must have a minimum undergraduate grade point average of 3.0. A minimum average of 3.00 in graduate courses is required to maintain matriculation.

Applicants to the Professional and Pre-Professional Tracks must take the GRE prior to graduate admission.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Degree requirements – Professional Track – Option 1

Thirty-six credits are required for the Professional Track degree.

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

Students will complete the following:

| | |
|-----------------------|---|
| KINS 7000X | Research Methods and Design |
| KINS 7100X | Technology in Kinesiology |
| KINS 7110X | Group Dynamics in Sport and Physical Education |
| KINS 7149X | Advanced Instructional Strategies for Physical Education |
| KINS 7151X | Motor Development and Analysis |
| <u>KINS 7153X</u> | <u>Sociology of Sport</u> |
| KINS 7154X | Sport and Exercise Psychology |
| KINS 7156T | Supervision in Physical Education |
| KINS 7157X | Physical Education Curriculum in Secondary School |
| KINS 7159X | Developing School-Based Leadership Skills |
| KINS 7999X | Research Seminar in Physical Education |
| <u>SEED 7671X</u> | <u>Children and Youth with Special Needs</u> |

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

One can come from any 7000-level course offered by the Department of Kinesiology and the other from the following list: SEED 7500, 7501 or 7502.

| Course # | Course Title | Credit Hours |
|------------|---|--------------|
| KINS 7000X | Research Methods and Design | 3 |
| KINS 7149X | Advanced Instructional Strategies | 3 |
| KINS 7151X | Motor Development and Analysis | 3 |
| KINS 7153X | Sociology of Sport | 3 |
| KINS 7154X | Sport and Exercise Psychology | 3 |
| KINS 7156X | Supervision in Physical Education | 3 |
| KINS 7157X | Physical Education Curriculum in Secondary School | 3 |
| KINS 7159X | Developing School-Based Leadership Skills | 3 |
| SEED 7671X | Children and Youth with Special Needs | 3 |
| KINS 7999X | Research Seminar in Physical Education | 3 |
| | Electives | 6 |
| | | 36cr. |

Degree requirements – Pre-Professional Track – Option 2

Thirty-six to fifty-five credits are required for the Pre-Professional Track.

This track is designed to accommodate candidates who do not have initial teacher certification. Undergraduate transcripts will be reviewed and assessed for significant undergraduate preparation that may count toward the Master's degree. This is most likely for those who have undergraduate preparation in exercise science, sport studies, sport management, etc.

Students who do not have significant preparation will be required to take 19 credits in undergraduate physical education prerequisites before full matriculation as graduate students.

Required Prerequisite courses: (19 cr.)

These courses must be taken prior to matriculation into the graduate program.

- KINS 3020 Applied Concepts of Fitness and Health
- KINS 3030 P/A 3 Team Sports
- KINS 3040 P/A 4 Dual and Lifetime Sports
- KINS 3050 Adapted Physical Education
- KINS 3001 Anatomy & Physiology for Physical Education
- KINS 3295 Motor Learning and Development

| Course # | Course Title | Credit Hours |
|-----------|--------------------------------------|--------------|
| KINS 3020 | Applied Concepts of Fitness & Health | 3 |
| KINS 3030 | P/A 3 Team Sports | 3 |
| KINS 3040 | PA/4 Dual and Lifetime Sports | 3 |

| | | |
|-----------|---|--------|
| KINS 3050 | Adapted Physical Education | 3 |
| KINS 3001 | Anatomy & Physiology for Physical Education | 4 |
| KINS 3295 | Motor Learning & Development | 3 |
| | | 19 cr. |

Required for Master's (34 cr.)

Included in this set is 4 semester hours in student teaching with seminar.

| | |
|-------------------|---|
| <u>KINS 7149X</u> | <u>Advanced Instructional Strategies for Physical Education</u> |
| <u>KINS 7151X</u> | <u>Motor Development and Analysis</u> |
| <u>KINS 7157X</u> | <u>Physical Education Curriculum in Secondary School</u> |
| <u>KINS 7990X</u> | <u>Directed Readings and Research</u> |
| <u>SEED 7500X</u> | <u>Perspectives on Education: Teaching Children & Adolescents in Cultural Context</u> |
| <u>SEED 7501X</u> | <u>Analysis of Classroom Interaction & Curriculum</u> |
| <u>SEED 7502X</u> | <u>Diversity and the Inclusive Classroom</u> |
| <u>SEED 7503X</u> | <u>Writing Across the Curriculum</u> |
| <u>SEED 7671X</u> | <u>Children and Youth with Special Needs</u> |
| <u>SEED 7511T</u> | <u>Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Physical Education</u> |
| <u>SEED 7542T</u> | <u>Student Teaching Practicum I</u> |
| <u>SEED 7543T</u> | <u>Student Teaching Practicum II</u> |

| Course # | Course Title | Credit Hours |
|-----------------|--|---------------------|
| KINS 7149X | Advanced Instructional Strategies | 3 |
| KINS 7151X | Motor Development and Analysis | 3 |
| KINS 7157X | Physical Education Curriculum in Secondary School | 3 |
| KINS 7990X | Directed Readings and Research | 3-5 |
| SEED 7500X | Perspectives on Education: Teaching Children & Adolescents in Cultural Context | 3 |
| SEED 7501X | Analysis of Classroom Interaction & Curriculum | 3 |
| SEED 7502X | Diversity and the Inclusive Classroom | 3 |
| SEED 7503X | Teaching Writing Across the Curriculum | 3 |
| SEED 7671X | Children and Youth with Special Needs | 3 |
| SEED 7511T | Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Physical Education | 3 |
| SEED 7542T | Student Teaching Practicum I | 2 |
| SEED 7543T | Student Teaching Practicum II | 2 |
| | | 34-36 cr. |

Students completing the Pre-Professional Track will graduate with a Master's degree and be eligible to apply for initial certification provided they complete NYS mandated certification exams and an edtpa portfolio.

Rationale:

Program changes are focused on accommodating the variety of students who seek a graduate degree in Physical Education Teacher Education. The development of distinct tracks will accommodate these populations.

Changes in our Professional Track are minimal and are designed to enhance instructional skills and knowledge within the field of physical education not leadership as is presently stated. Most of the candidates for this degree are seeking job enhancement – that is, a professional salary step increase. The Masters does not lead to a change of position to administrator as the present degree leads many to believe. The shift in language clarifies the intention and outcome of the degree.

The Pre-Professional Track is designed to support the many career-changers and others who seek initial certification in physical education. Our program is approached weekly by candidates with undergraduate degrees in a variety of fields including the allied health professions. There is a need to offer a degree process that will support students who have some in-field experience and those who do not. This track is designed to provide foundational skills along with support for the State based teacher certification process. The revised program seeks to start the teacher development process in early coursework creating opportunities to demonstrate and practice required knowledge, skills and dispositions needed to meet NYS and national accreditation standards well ahead of student teaching. Expectations are that early skill development will not only prepare our student for a high level of success with edTPA evaluators but will also

- help all candidates develop the confidence and skills they need to be successful in diverse, urban schools.
- measure candidate ability to differentiate instruction for diverse learners, including English language learners and special education students in physical education settings.

The NYC Dept of Education approached our program asking that we start a Trans B certificate process that is like Teaching Fellows programs that exist on the Brooklyn College campus. The track presented meets NYS pedagogical requirements and degree requirements of Brooklyn College.

Program goals will be assessed using exit exam data including EAS, ALST, CST and scores on the State required EDTPA portfolio. Additionally, CAEP accreditation data will review program ties to school and community partnerships, post-degree employment, field placements and faculty supervision and student teaching policies and procedures. The department is presently working on Middle States assessment data plans that will be similar to CAEP efforts.

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of Kinesiology

Date of departmental or program committee approval: November 8, 2016

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

**M.S. degree program in education: physical education teacher (all grades)
HEGIS code 0835; SED program code 26747**

Department requirements (36 credits)

This Master of Science Trans B Certificate degree program is designed to develop and advance the skills of physical education teachers (K-12).

Applicants to the Trans B Certificate Track (Pathways to PE) must have a grade point average of 3.0.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Applicants to the Trans B (Option B) Program are directed to the NYC Dept of Education for information about program entry requirements. Coursework and matriculation are maintained by the Dept of Kinesiology.

Degree requirements – TRANS B Certificate (Pathways to PE)

Thirty-six credits are required for the TRANS B Certificate. Brooklyn College, in conjunction with the New York City Department of education, offers an Alternative Certification program for qualified individuals who attend the college under a contractual arrangement with the Department of Education. After completing a pre-service preparation program at the college, individuals are recommended by the Department of Education of for a Transitional B Certificate, which validates the individual's service in a public school while completing the master's degree program. The master's degree program requirements in each subject area, as registered with the State Education Department under criteria set for Alternative Certification, differ from requirements set for individuals who are not holders of Transitional B Certificates and are not part of the NYC DOE/Brooklyn College collaboration. Students will complete 36 credits selected from the following list:

- | | |
|------------|--|
| KINS 7149X | Advanced Instructional Strategies for Physical Education |
| KINS 7151X | Motor Development and Analysis |

| | |
|------------|--|
| KINS 7157X | Physical Education Curriculum in Secondary School |
| KINS 7990X | Directed Readings and Research |
| SEED 7500X | Perspectives on Education: Teaching Children & Adolescents in Cultural Context |
| SEED 7501X | Analysis of Classroom Interaction & Curriculum |
| SEED 7502X | Diversity and the Inclusive Classroom |
| SEED 7503X | Teaching Writing Across the Curriculum |
| SEED 7511T | Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Physical Education |
| SEED 7517T | Seminar II in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Physical Education |
| SEED 7524T | Seminar II in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Physical Education |
| SEED 7671X | Children and Youth with Special Needs |

| Course # | Course Title | Credit Hours |
|------------|--|--------------|
| KINS 7149X | Advanced Instructional Strategies | 3 |
| KINS 7151X | Motor Development and Analysis | 3 |
| KINS 7157X | Physical Education Curriculum in Secondary School | 3 |
| KINS 7990X | Directed Readings and Research | 3 |
| SEED 7500X | Perspectives on Education: Teaching Children & Adolescents in Cultural Context | 3 |
| SEED 7501X | Analysis of Classroom Interaction & Curriculum | 3 |
| SEED 7502X | Diversity and the Inclusive Classroom | 3 |
| SEED 7503X | Teaching Writing Across the Curriculum | 3 |
| SEED 7511T | Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Physical Education | 3 |
| SEED 7535T | Seminar I in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Physical Education | 3 |
| SEED 7517T | Seminar II I in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Physical Education | 3 |
| SEED 7671X | Children and Youth with Special Needs | 3 |
| | | 36cr. |

Rationale:

The physical education teacher trans B program is an existing program at Brooklyn College and is being included in the Chancellor’s University Report for informational purposes only.

SECTION A-III: CHANGES IN DEGREE PROGRAM
Secondary Education Department

Date of departmental or program committee approval: March 21, 2017

Effective date of the change to/or addition of a program: Fall 2017

M.A. degree program in education: French teacher (7-12) (HEGIS code 1102.01; SED program code 26797)

Degree Requirements (~~30-40~~ 30-46 credits)

Clearances: Modern Languages and Literatures, March 13, 2017

The Department of Modern Languages and Literature in conjunction with the Department of Secondary Education, offers a master of arts degree in education for French teachers (grades 7-12). The New York State Education Department licenses graduates of registered teacher education programs who meet the state requirements for teachers. All students should consult with the Department of Secondary Education for current requirements.

This master of arts program provides students with an introduction to the French/Francophone literature. At the same time, the focus on language and culture fully prepares students for employment as foreign language teachers at the middle and high school levels.

Coursework is divided between the Department of Modern Languages and Literatures (six courses) and the Department of Secondary Education. The courses required by the Department of Secondary Education vary depending on the entry qualifications of students. The profession of teacher education is licensed by the New York State Education Department. Therefore, program requirements are subject to change.

Matriculation requirements

Applicants must offer at least 18 credits in advanced courses in French.

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

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

student teaching of French in grades 7-12; or one year of full-time teaching French at appropriate grade levels, and passage of edTPA.

(b) an undergraduate degree with a major in French or appropriate course work in French.

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of at least 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Applicants who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the chairperson of the Department of Secondary Education and the chairperson of the Department of Modern Languages and Literatures.

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

Degree requirements

~~Thirty to forty six~~ 30-46 credits are required for the degree.

Students must complete 18 credits of requirements in French as follows:

French 7010X; 7510X or 7520X; 12 credits of electives as approved by the chairperson or deputy chairperson of the Modern Languages and Literatures Department.

~~Students must pass a written and oral comprehensive examination or complete both (a) and (b):~~

~~(a) complete 12 credits of course work in addition to the credits otherwise required;~~

~~(b) and write a substantial research paper, in French, acceptable to the Department of Modern Languages and Literatures.~~

~~Information about the comprehensive examination is in the section "Academic Regulations and Procedures."~~

Students must also complete a substantial final project, which may take the form of a thesis in French, or may consist of a "teaching unit" completed under the co-direction of the Department of Modern Languages and Literatures and the School of Education. The writing of the thesis or completion of the teaching unit may take place during a three-credit tutorial, French 7900X, taken as the final course of the student's program. French 7900X, however, is not a required course for the degree.

Courses in the Modern Languages and Literatures Department and the School of

Education offered toward the degree must be 7000-level courses. The program of study must be approved early in the first semester by the chairperson or deputy chairperson of the Modern Languages and Literatures Department and the chairperson of the Department of Secondary Education.

In addition to the 18 credits above, students ~~Students~~ enroll in the appropriate education courses listed below (Option A or B) based upon teaching experience, previous course work, and the teaching certificates, if any, they hold.

Option (A): Total of 30 credits.

Students who possess Initial Certification in teaching Spanish or the equivalent must complete the following courses in Secondary Education: SEED 7502T, SEED 7510T, ~~SEED 7548X~~, SEED 7503X and SEED 7523T.

Option (B) Total of 30-46 credits.

Students who do not possess Initial Certification in teaching Spanish or the equivalent must, depending on their previous coursework, complete some or all of the following courses in Secondary Education: SEED 7500X, SEED 7501X, SEED 7534T, SEED 7542T, SEED 7516T, SEED 7543T, SEED 7671X, SEED 7502T, SEED 7510T, ~~SEED 7548X~~ and SEED 7523T.

Rationale:

Option A: SEED 7548 was an error in a previous set of changes. It should be SEED 7503X.

Option B: SEED 7510T was omitted, in error, in previous iteration of program changes. It is challenging for students to complete a 49 credit degree in a timely fashion and since the material in SEED 7548X is infused throughout the rest of the curriculum, we are dropping the course.

The “teaching unit” option is more appropriate for students in this program than the comprehensive exam.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Secondary Education Department

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

Supplementary Data

| Courses for French Teacher MA (30 credits total) | |
|---|----------------|
| | Credits |
| Secondary Education Department Requirements (12 credits) | |
| SEED 7502T Diversity and the Inclusive Classroom | 3 |
| SEED 7510 Advanced Seminar in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Modern Languages | 3 |
| SEED 7548X Advanced Theories and Practice of Composition | 3 |
| <u>SEED 7503X Teaching Writing across the Curriculum</u> | |
| SEED 7523 Seminar in Educational Research: Modern Languages | 3 |
| French Content Requirements (18 credits) | |
| Required Courses | |
| FREN 7010X Grammar and Syntax | 3 |
| FREN 7510X Culture of France or FREN 7520X Francophone Cultures | 3 |
| Elective | 3 |
| Elective | 3 |
| Elective | 3 |
| Elective | 3 |

| Courses for French Teacher MA (30 - 46 credits total) | |
|---|----------------|
| | Credits |
| Secondary Education Department Requirements (12-28 credits) | |
| SEED 7500X Perspectives on Education: Teaching Children and Adolescents in Cultural Context | 3 |
| SEED 7501X Analysis of Classroom Interaction and Curriculum | 3 |
| SEED 7534 Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Modern Languages | 3 |
| SEED 7542T Student Teaching Practicum I | 2 |
| SEED 7516 Seminar II in Pedagogy and Curriculum: Modern Languages | 3 |
| SEED 7543T Student Teaching Practicum II | 2 |
| SEED 7502T Diversity and the Inclusive Classroom | 3 |
| SEED 7671X Children and Youth with Special Needs | 3 |
| SEED 7548X Advanced Theories and Practice of Composition | 3 |
| SEED 7510 Advanced Seminar in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Modern Languages | 3 |

| | |
|---|---|
| SEED 7523 Seminar in Educational Research: Modern Languages | 3 |
| | |
| French Content Requirements (18 credits) | |
| | |
| <u>Required Courses</u> | |
| FREN 7010X Grammar and Syntax | 3 |
| FREN 7510X Culture of France or FREN 7520X Francophone Cultures | 3 |
| Elective | 3 |
| Elective | 3 |
| Elective | 3 |
| Elective | 3 |
| | |

SECTION A-III: CHANGES IN DEGREE PROGRAM
Secondary Education Department

Date of departmental or program committee approval:
March 21, 2017

Effective date of the change to/or addition of a program:
Fall 2017

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

Clearances: Mathematics March 13th, 2017

The Mathematics Department, in conjunction with the Department of Secondary Education, offers a master of arts degree in education for mathematics teachers (grades 7-12). The New York State Education Department licenses graduates of registered teacher education programs who meet the state requirements for teachers. Applicants must consult matriculation requirements for adolescence education and special subjects in the Department of Secondary Education section of the Bulletin, and should see the chairperson of the Department of Secondary Education for counseling.

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

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

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

Matriculation requirements

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

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

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

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

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

Degree requirements

For students who hold New York State certification in mathematics (7-12), thirty credits are required for the degree. For students without New York State certification in mathematics (7-12), thirty to forty-five credits are required for the degree. Students must complete the following education courses in the stated sequence: ~~SEED 7462X, SEED 7463X, SEED 7544T, SEED 7464T~~ SEED 7482X, SEED 7483X, SEED 7584T, SEED 7485T. All required education courses and some education electives require permission for registration as indicated in the Schedule of Courses.

Option A: 30 credits

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

Matriculation requirements

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

Degree requirements

Thirty credits are required for the degree.

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

~~SEED 7461T, SEED 7462T, SEED 7463T, SEED 7544T, and SEED 7464T~~ SEED 7481T, SEED 7482X, SEED 7483X, SEED 7484T, SEED 7485T.

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

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

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

Option B: 30-45 credits

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

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

Degree requirements

Thirty to forty-five credits are required for the degree.

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

The following four education courses are required unless candidates have taken one or more as part of previous coursework. Foundations: SEED 7500X, SEED 7501X; Special Education: SEED 7671X, and Literacy: SEED 7503X.

The following two student teaching courses are required unless candidates have a New York State waiver: SEED 7538T, and SEED 7539T. (SEED 7500X and SEED 7501X must be completed before student teaching).

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

~~SEED 7461T, SEED 7462T, SEED 7463T, SEED 7544T, and SEED 7464T~~ SEED 7481T, SEED 7482X, SEED 7483X, SEED 7484T, SEED 7485T.

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

Option C: 30-39 credits

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

 Matriculation Requirements:

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

 Degree requirements:

Thirty to thirty-nine credits are required for the degree.

The following courses in education are required unless candidates have taken one or more as part of previous coursework: SEED 7500X, SEED 7501X, SEED 7503X, and SEED 7671X.

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

SEED 7461T, SEED 7462T, SEED 7463T, SEED 7544T, and SEED 7464T SEED 7481T, SEED 7482X, SEED 7483X, SEED 7484T, SEED 7485T.

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

RATIONALE

Renumbering to create logical sequence in numbering 7481, 7482, 7483, 7484, 7485 instead of 7461, 7462, 7463, 7544, 7464.

| Option A: Courses for Spanish Teacher MA (30 credits total) | |
|--|----------------|
| | Credits |
| Secondary Education Department Requirements (18 credits) | |
| SEED 7461T Methods and Content 7-12: Number, Operations, and Algebra | 3 |
| SEED 7462T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Mathematics | 3 |
| SEED 7463T Methods & Content 7-12: Data Analysis, Probability and Trigonometry | 3 |
| SEED 7544T Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Mathematics | 3 |
| SEED 7464T Seminar in Educational Research: Mathematics | 3 |
| Any other approved SEED course as an elective | 3 |
| Mathematics Content Requirements (12 credits) | |

| | |
|--|---|
| Required Courses | |
| MATH 7305T High School Mathematics from an Advanced Standpoint | 4 |
| MATH 7307T Geometry for High School Mathematics Teachers | 4 |
| MATH 7309T Theory of Functions for High School Mathematics Teachers OR MATH 7311T Teaching of Advanced Placement Calculus AB & BC | 4 |

| | |
|--|----------------|
| Option B: Courses for Mathematics Teacher MA (30 - 45 credits total) | |
| | Credits |
| Secondary Education Department Requirements (18-33 credits) | |
| SEED 7500X Perspectives on Education: Teaching Children and Adolescents in Cultural Context | 3 |
| SEED 7501X Analysis of Classroom Interaction and Curriculum | 3 |
| SEED 7503X Teaching Writing across the Curriculum | 3 |
| SEED 7671X Children and Youth with Special Needs | 3 |
| SEED 7538T Student Teaching of Mathematics: Seminar and Practicum I | 3 |
| SEED 7539T Student Teaching of Mathematics: Seminar and Practicum II | 3 |
| SEED 7461T Methods and Content 7-12: Number, Operations, and Algebra | 3 |
| SEED 7462T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Mathematics | 3 |
| SEED 7463T Methods & Content 7-12: Data Analysis, Probability and Trigonometry | 3 |
| SEED 7544T Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Mathematics | 3 |
| SEED 7464T Seminar in Educational Research: Mathematics | 3 |
| Mathematics Content Requirements (12 credits) | |
| Required Courses | |
| MATH 7305T High School Mathematics from an Advanced Standpoint | 4 |
| MATH 7307T Geometry for High School Mathematics Teachers | 4 |
| MATH 7309T Theory of Functions for High School Mathematics Teachers OR MATH 7311T Teaching of Advanced Placement Calculus AB & BC | 4 |

| | |
|---|----------------|
| Option C: Courses for Mathematics Teacher MA (30 - 39 credits total) | |
| | Credits |
| Secondary Education Department Requirements (18-33 credits) | |
| SEED 7500X Perspectives on Education: Teaching Children and Adolescents in Cultural Context | 3 |
| SEED 7501X Analysis of Classroom Interaction and Curriculum | 3 |

| | |
|--|---|
| SEED 7503X Teaching Writing across the Curriculum | 3 |
| SEED 7671X Children and Youth with Special Needs | 3 |
| SEED 7461T Methods and Content 7-12: Number, Operations, and Algebra | 3 |
| SEED 7462T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Mathematics | 3 |
| SEED 7463T Methods & Content 7-12: Data Analysis, Probability and Trigonometry | 3 |
| SEED 7544T Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Mathematics | 3 |
| SEED 7464T Seminar in Educational Research: Mathematics | 3 |
| | |
| Mathematics Content Requirements (12 credits) | |
| | |
| <u>Required Courses</u> | |
| MATH 7305T High School Mathematics from an Advanced Standpoint | 4 |
| MATH 7307T Geometry for High School Mathematics Teachers | 4 |
| MATH 7309T Theory of Functions for High School Mathematics Teachers OR MATH 7311T Teaching of Advanced Placement Calculus AB & BC | 4 |

SECTION A-III: CHANGES IN DEGREE PROGRAM
Secondary Education Department

Date of departmental or program committee approval: March 21, 2017

Effective date of the change to/or addition of a program: Fall 2017

M.A. degree program in education: social studies teacher (7-12) (HEGIS code 2201.01; SED program code 26753)

Degree Requirements (30-49 46 credits)

Clearances: Economics, History, Political Science, Sociology: March 13, 2017

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

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

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

Matriculation requirements

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

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

(a) New York State Initial Certification in teaching social studies for grades 7-12; or courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development;

classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching social studies in grades 7-12; 100 hours of fieldwork; 40 full days or 300 hours of student teaching of social studies in grades 7-12 or one year of full-time teaching of social studies in grades 7-12; and passage of edTPA.

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

Applicants must have a minimum undergraduate grade point average of 3.00. A minimum average of 3.00 in graduate courses is required to maintain matriculation. Applicants who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the chairperson of the Department of Secondary Education in the School of Education and the program coordinator of social studies.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 650 on the paper-based test or 280 on the computer-based test or 114 on the internet-based test, before being considered for admission.

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

Degree requirements

A ~~minimum of 30-49~~ 46 credits are required for the degree

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

1) Economics: Economics 7215X, 7055X and HIST 7120X, 7350X, 7441X, 7512X.

2) U.S. Constitution: History 7412X, 7440X, 7446X, 7448X and POLS 7200X, 7210X.

3) European History: History, 7210X, 7220X, 7120X, 7230X, 7310X, 7320X, 7340X, 7350X, 7370X, 7380X, 7390X and Sociology 7322X.

4) Global: History 7110X, 7130X, 7512X, 7515X, 7517X, 7540X, 7550X, 7552X, 7562X, 7566X, 7568X, 7570X, 7580X, 7530X and Political Science 7610X, 7650X, 7720X, 7780X.

5) US History: History 7411X, 7412X, 7420X, 7425X, 7430X, 7440X, 7442X, 7446X,

7448X, 7441X, 7444X, 7445X, 7450X, 7460X; Political Science 7030X, 7320X, 7330X, 7470X, 7570X; Sociology 7341X, 7342X, 7352X.

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

Option (A): 30 Credits Students who possess Initial Certification in teaching social studies, 7-12 or the equivalent must complete the following courses in Secondary Education: SEED 7502T, ~~SEED 7671X~~, SEED 7503X, SEED 7509T and SEED 7522T.

Option (B) 30-46 credits Students who do not possess Initial Certification in teaching social studies, 7-12 or the equivalent must, depending on previous coursework, complete some or all of the following courses in Secondary Education: SEED 7500X, SEED 7501X, ~~SEED 7502T~~, SEED 7503X, SEED 7671X, SEED 7532T, SEED 7542T, SEED 7515T, SEED 7543T, SEED 7509T and SEED 7522T.

Rationale:

We are changing the front matter to simplify it. The wording was confusing.

Option A: An equivalent of SEED 7671 is now required for Option A students as part of their undergraduate work and therefore, not necessary, in the graduate program. SEED 7503 Writing Across the Curriculum is a more appropriate course.

Option B: It's challenging for students to complete a 49 credit degree in a timely fashion and since the material in SEED 7502T is not a state mandated requirement, and is infused throughout the rest of the curriculum, we are dropping the course.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Secondary Education Department

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

Supplementary Data

| Courses for Social Studies Teacher MA Option A (30 credits total) | |
|--|----------------|
| | Credits |
| Secondary Education Department Requirements (12 credits) | |
| SEED 7502T Diversity and the Inclusive Classroom | 3 |
| SEED 7509T Advanced Seminar in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Social Studies | 3 |
| SEED 7671X Children and Youth with Special Needs SEED 7503X Teaching Writing across the Curriculum | 3 |
| SEED 7522T Seminar in Educational Research: Social Studies | 3 |
| Social Studies Content Requirements (18 credits) | |
| <u>Required Courses</u> | |
| SEED 7584X | 3 |
| One of Economics 7215X, 7055X and HIST 7120X, 7441X | 3 |
| One of History 7412X, 7448X and POLS 7200X, 7210X | 3 |
| One of History, 7210X, 7220X, 7120X, 7230X, 7310X, 7320X, 7370X, 7380X and Sociology 7322X | 3 |
| One of History 7110X, 7512X, 7515X, 7517X, 7540X, 7550X, 7552X, 7562X, 7580X, 7530X and Political Science 7610X, 7650X, 7720X, 7780X | 3 |
| US History: History 7411X, 7412X, 7420X, 7425X, 7430X, 7440X, 7442X, 7446X, 7448X, 7441X, 7450X, 7460X; Political Science 7030X, 7320X, 7330X, 7470X, 7570X; Sociology 7341X, 7342X, 7352X | 3 |

| Courses for Social Studies Teacher MA Option B (49 46 credits total) | |
|---|----------------|
| | Credits |
| Secondary Education Department Requirements (31 28 credits) | |
| SEED 7500X Perspectives on Education: Teaching Children and Adolescents in Cultural Context | 3 |
| SEED 7501X Analysis of Classroom Interaction and Curriculum | 3 |
| SEED 7502T Diversity and the Inclusive Classroom | 3 |
| SEED 7503X Teaching Writing across the Curriculum | 3 |
| SEED 7671X Children and Youth with Special Needs | 3 |
| SEED 7532T Seminar I in Pedagogy and Curriculum, Middle Childhood | 3 |

| | |
|--|-----------|
| and Adolescence Education: Social Studies | |
| SEED 7542T Student Teaching Practicum I | 2 |
| SEED 7515T Seminar II in Pedagogy and Curriculum: Social Studies | 3 |
| SEED 7543T Student Teaching Practicum II | 2 |
| SEED 7509T Advanced Seminar in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Social Studies | 3 |
| SEED 7522T Seminar in Educational Research: Social Studies | 3 |
| Sub Total | 28 |
| Social Studies Content Requirements (18 credits) | |
| | |
| <u>Required Courses</u> | |
| SEED 7584X | 3 |
| One of Economics 7215X, 7055X and HIST 7120X, 7441X | 3 |
| One of History 7412X, 7448X and POLS 7200X, 7210X | 3 |
| One of History, 7210X, 7220X, 7120X, 7230X, 7310X, 7320X, 7370X, 7380X and Sociology 7322X | 3 |
| One of History 7110X, 7512X, 7515X, 7517X, 7540X, 7550X, 7552X, 7562X, 7580X, 7530X and Political Science 7610X, 7650X, 7720X, 7780X | 3 |
| US History: History 7411X, 7412X, 7420X, 7425X, 7430X, 7440X, 7442X, 7446X, 7448X, 7441X, 7450X, 7460X; Political Science 7030X, 7320X, 7330X, 7470X, 7570X; Sociology 7341X, 7342X, 7352X | 3 |
| Sub Total | 18 |
| | |
| TOTAL | 46 |

SECTION A-III: CHANGES IN DEGREE PROGRAM
Secondary Education Department

Date of departmental or program committee approval: March 21, 2017

Effective date of the change to/or addition of a program: Fall 2017

M.A. degree program in education: Spanish teacher (7-12) (HEGIS code 1105.01; SED program code 26800)

Degree Requirements (30-46 credits)

Clearances: Modern Languages and Literatures: March 13, 2017

The Department of Modern Languages and Literature in conjunction with the Department of Secondary Education, offers a master of arts degree in education for Spanish teachers (grades 7-12). The New York State Education Department licenses graduates of registered teacher education programs who meet the state requirements for teachers. All students should consult with the Department of Secondary Education for current requirements.

This master of arts program provides students with an introduction to the Peninsular/Latin American literature. At the same time, the focus on language and culture fully prepares students for employment as foreign language teachers at the middle and high school levels.

Coursework is divided between the Department of Modern Languages and Literatures (six courses) and the Department of Secondary Education. The courses required by the Department of Secondary Education vary depending on the entry qualifications of students.

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

Matriculation requirements

Applicants must offer at least 18 credits in advanced courses in Spanish.

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

(a) New York State Initial Certification in teaching Spanish grades 7-12 or courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development;

classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching Spanish in grades 7-12; 100 hours of fieldwork; 40 full days or 300 hours of student teaching of Spanish in grades 7-12; or one year of full-time teaching Spanish at appropriate grade levels, and passage of edTPA.

(b) an undergraduate degree with a major in Spanish or appropriate course work in Spanish.

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of at least 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Applicants who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the chairperson of the Department of Secondary Education and the chairperson of the Department of Modern Languages and Literatures.

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

Degree requirements

30-46 credits are required for the degree.

Students must complete 18 credits of requirements in Spanish as follows:

Spanish 7010X; 7510X or 7520X; a course in Latin American literature; and a course in Peninsular Spanish literature and 6 credits of electives as approved by the chairperson or deputy chairperson of the Modern Languages and Literatures Department.

Students must ~~also pass a written and oral comprehensive examination and~~ complete a substantial final project, which may take the form of a thesis in Spanish, or may consist of a "teaching unit" completed under the co-direction of the Department of Modern Language and Literatures and the School of Education. ~~Students may take the comprehensive examination beginning in the semester in which they will have earned 18 credits.~~ The writing of the thesis or completion of the teaching unit ~~will~~ may take place during a ~~one~~ three-credit tutorial, Spanish 7790X, ~~to be~~ taken as the final course

of the student's program. Spanish 7790X, however, is not a required course for the degree. ~~Information about the comprehensive examination is in the section "Academic Regulations and Procedures."~~

Courses in the Modern Languages and Literatures Department and the School of Education offered toward the degree must be 7000-level courses. The program of study must be approved early in the first semester by the chairperson or deputy chairperson of the Modern Languages and Literatures and the Department of Secondary Education.

In addition to the 18 credits above, students Students enroll in the appropriate education courses listed below (Option A or B) based upon teaching experience, previous course work, and the teaching certificates, if any, they hold.

Option (A): Total of 30 credits.

Students who possess Initial Certification in teaching Spanish or the equivalent must complete the following courses in Secondary Education: SEED 7502T, SEED 7510T, ~~SEED 7548X~~, SEED 7503X and SEED 7523T.

Option (B) Total of 30-46 credits.

Students who do not possess Initial Certification in teaching Spanish or the equivalent must, depending on their previous coursework, complete some or all of the following courses in Secondary Education: SEED 7500X, SEED 7501X, SEED 7534T, SEED 7542T, SEED 7516T, SEED 7543T, SEED 7671X, SEED 7502T, SEED 7510T, ~~SEED 7548X~~ and SEED 7523T.

~~Courses in the Modern Languages and Literatures Department and the School of Education offered toward the degree must be 7000-level courses. The program of study must be approved early in the first semester by the chairperson or deputy chairperson of the Modern Languages and the Department of Secondary Education.~~

RATIONALE

Paragraph on program approval moved for consistency with French Teacher program.

Option A: SEED 7548 was an error in a previous set of changes. It should be SEED 7503X.

Option B: SEED 7510T was omitted, in error, in previous iteration of program changes. It is challenging for students to complete a 49 credit degree in a timely fashion and since the material in SEED 7548X is infused throughout the rest of the curriculum, we are dropping the course.

The "teaching unit" option is more appropriate for students in this program than the comprehensive exam.

SECTION A-III: CHANGES IN DEGREE PROGRAM
Secondary Education Department
M.A. degree program in education: Spanish teacher (7-12)

Supplementary Data

| Option A: Courses for Spanish Teacher MA (30 credits total) | |
|---|----------------|
| | Credits |
| Secondary Education Department Requirements (12 credits) | |
| SEED 7502T Diversity and the Inclusive Classroom | 3 |
| SEED 7510 Advanced Seminar in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Modern Languages | 3 |
| SEED 7548X Advanced Theories and Practice of Composition | 3 |
| <u>SEED 7503X Teaching Writing across the Curriculum</u> | 3 |
| SEED 7523 Seminar in Educational Research: Modern Languages | 3 |
| Spanish Content Requirements (18 credits) | |
| Required Courses | |
| SPAN 7010X Grammatical and Syntactical Analysis | 3 |
| SPAN 7510X Peninsular Hispanic Culture or SPAN 7520X Latin American Culture | 3 |
| A course in Latin American literature | 3 |
| A course in Peninsular Spanish literature | 3 |
| Elective | 3 |
| Elective | 3 |
| | |
| | |

| Option B: Courses for Spanish Teacher MA (30 - 46 credits total) | |
|--|----------------|
| | Credits |
| Secondary Education Department Requirements (12-28 credits) | |
| SEED 7500X Perspectives on Education: Teaching Children and Adolescents in Cultural Context | 3 |
| SEED 7501X Analysis of Classroom Interaction and Curriculum | 3 |
| SEED 7534 Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Modern Languages | 3 |
| SEED 7542T Student Teaching Practicum I | 2 |
| SEED 7516 Seminar II in Pedagogy and Curriculum: Modern Languages | 3 |
| SEED 7543T Student Teaching Practicum II | 2 |
| SEED 7502T Diversity and the Inclusive Classroom | 3 |

| | |
|---|--------------|
| SEED 7671X Children and Youth with Special Needs | 3 |
| SEED 7548X Advanced Theories and Practice of Composition | 3 |
| SEED 7510 Advanced Seminar in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Modern Languages | 3 |
| SEED 7523 Seminar in Educational Research: Modern Languages | 3 |
| | |
| Spanish Content Requirements (18 credits) | |
| | |
| Required Courses | |
| SPAN 7010X Grammatical and Syntactical Analysis | 3 |
| SPAN 7510X Peninsular Hispanic Culture or SPAN 7520X Latin American Culture | 3 |
| A course in Latin American literature | 3 |
| A course in Peninsular Spanish literature | 3 |
| Elective | 3 |
| Elective | 3 |
| | |

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of Sociology

Date of departmental or program committee approval: March 21, 2017

Effective Date of the Change: Fall 2017

M.A. degree program in Sociology

HEGIS code: 2208; SED program code: 02110

Degree program requirements: 31-32 credits

Bulletin language and precise degree requirements

The M.A. in Sociology program is designed to help students advance their skills in the theories and research methods used by sociologists. The program engenders mastery in critical, analytical and methodological approaches in sociology, and in academic writing skills. Our students will have the benefit of intensive study in a variety of methodological areas such as statistics, qualitative research, and demography and in substantive areas such as inequality, criminology, families, immigration and labor, urban sociology and globalization. The program prepares students for doctoral-level work in the field, and professions in which facility in social research methods and critical thinking are essential components. Most courses have a seminar format with extensive interaction between students and faculty. All classes are offered in the evening to accommodate work schedules.

Admission Requirements

Submit the following documents to the Office of Graduate Admissions: transcripts from all colleges and universities attended, two letters of recommendation evaluating your academic credentials and skills, personal statement outlining your interest in sociology, including research interests and future plans, and a sample of your best academic writing. Non-degree applicants submit transcripts and a personal statement outlining your interest in sociology. Refer to instructions at <http://www.brooklyn.cuny.edu/web/admissions/graduate/apply.php>.

TOEFL (paper, computer, internet): 500, 173, 61

Matriculation requirements

Applicants must offer at least 12 credits in advanced courses in sociology or a related social science, including a B+ or better in courses in social theory and methods of research, a sample of your best academic writing, a personal statement outlining your interest in sociology, including research interests and future plans, and two letters of recommendation evaluating your academic credentials and skills. Graduate Record Examination (GRE) scores are encouraged.

General matriculation and admission requirements of the Division of Graduate Studies

are in the section "Admission."

Degree requirements

Thirty-one to 32 credits are required for the degree. Students must petition in writing and receive permission from the Graduate Deputy for courses taken outside the department to count toward the M.A. degree in Sociology. Students must complete all the following, I through IV.

I: The following courses are required: Sociology 7101X, 7111X, 7112G, 7113G, 7502X, and 7503X, each with a grade of B or higher in order to remain matriculated in the program.

II: Students must complete any 2 of the following research methods courses without repeating a course twice: Sociology 7201X, 7203X, 7401X, each with a grade of B or higher in order to remain matriculated in the program. 7401X, can however, be taken more than once if the special topics are different.

III: Students must complete any 2 of the following social theory courses without repeating a course twice: Sociology 7314X, 7321X, 7323X, 7341X, 7342X, 7343X, 7344X, 7361X, 7370X, 7403X, each with a grade of B or higher in order to remain matriculated in the program.

IV. Students must complete a thesis. The topic must be approved by a faculty advisor and the graduate deputy chairperson. Students must register for 7601G and then if necessary 7602G while completing the thesis.

The program of study must be approved by the deputy chairperson.

Rationale:

The department implemented the revised M.A. curriculum in Fall 2016. At that time, SOCY 7401X was revised to provide the opportunity to offer special topics in sociological research methods, allowing the department to innovate curriculum keeping abreast of newer methodologies in the field. This revision to the curriculum document corrects an administrative error in the original curriculum document. Given that SOCY 7401X is a special topics course, students can take it more than once, as long as the topics taught are different.

The updates to the curriculum document will better enable us to achieve our assessment goals as listed below. We expect that students completing the M.A. will demonstrate:

I) *A broad understanding of the theories that have shaped the field of sociology;*

To assess this goal, we expect students completing the program will be able to:

- 1) Explain the key ideas from social theory;
- 2) Critically review the theoretical perspectives in the relevant sociological literature and

apply them to a research question that the student has formulated.

II) *Critical thinking skills by becoming familiar with the variety of scientific methods by which sociologists investigate the organizational structure and dynamics of society;*

We expect students completing the program will be able to:

- 3) Communicate the design and results of empirical research in a professional manner;
- 4) Conduct a piece of empirical research that reflects knowledge of sociological theories and basic research methods.

III) *Gain familiarity and experience with professional norms and standards.*

We expect students completing the program will be able to:

- 5) Present their research in a professional setting, submit their research for publication in professional journals, or apply to PhD programs and/or related jobs in the field.

We will assess learning goals #1 in Development of Sociological Thought. We will assess learning goals #2 in the Thesis Seminar; learning goal #3 in Qualitative Methods, Introductory Statistics and Advanced Statistics, and learning goal #4 in Thesis Preparation. Together, these courses comprise the core of our curriculum. Faculty who regularly teach each of these courses have agreed on assignments that meet these goals and created common rubrics to assess those assignments. *Direct measure.* We apply a four-point rubric (excellent, very good, satisfactory, unsatisfactory) to these specific course assignments. We track the trends in satisfactory or better work on all assessed assignments. When appropriate, we identify the amount of improvement over time. *Indirect measure.* We use course grades in courses identified for assessment in a given semester as indirect measures.

SECTION A-V: CHANGES IN AN EXISTING COURSE
Childhood, Bilingual, and Special Education Department
Changes in title, hours, description, prerequisite

FROM:

CBSE 7359X Assessment & Intervention for Bilingual and Second Language Learners

~~30 hours plus conference; 3 credits~~

~~Examination of cultural/linguistic competencies necessary to provide appropriate assessment and intervention for bilingual and second language learners. Examination of qualitative and quantitative procedures with consideration to individual linguistic, cultural, and socioeconomic background to determine difference vs. disorder. Applications to educational and community settings. This course is the same as SPEC 7536X.~~

~~Prerequisite: A course in normal development of language; or permission of the deputy chairperson.~~

TO:

CBSE 7359X Identification, Assessment & Intervention for Bilingual and Second Language Learners

3 credits, 2 hours (in class) and 30 minutes (conference or online activities)

Cultural, linguistic and clinical competencies for assessment and intervention; application of evidence-based research; non-biased assessment; distinguishing differences from disorders; working with individuals and families from diverse backgrounds; culturally and linguistically appropriate practice. This course is the same as SPEC 7536X.

Prerequisite: SPEC 7535X

Rationale: This course has been revised to present a more comprehensive description of course content and contemporary theory and practice of speech, language and communicative processes and culturally and linguistically clinical practice in working with clients and families across the lifespan. This course has been revised to be congruent with current CAA standards, scope of practice, and trends in the discipline of speech-language pathology.

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

SECTION A-V: CHANGES IN AN EXISTING COURSE
Childhood, Bilingual, and Special Education Department
Change in title, hours, and description

FROM:

CBSE 7360X ~~Introduction to Bilingual and Second Language Acquisition~~
~~30 hours plus conference; 3 credits~~

~~Survey of Bilingual and second language acquisition theory; and research as it relates to differentiating speech and language difference from disorder. Examination of research associated with the socio- and psycho-linguistic, cognitive, and sociocultural dimensions of bilingual and second language development as well as bilingual education and multicultural perspectives. Data collection and analysis. Applications to educational and community settings. This course is the same as SPEC 7535X.~~

~~Prerequisite: a course in normal language acquisition or permission of the deputy chairperson.~~

TO:

CBSE 7360X Bilingual and Second Language Acquisition
3 credits, 2 hours (in class) plus 30 minutes (conference or online activities)

Sociocultural, psycholinguistic, sociolinguistic, cognitive, and developmental perspectives on bilingual and second language acquisition; contemporary theories of bilingual and second language acquisition; evidence-based research; differentiation of differences from disorders; cultural and linguistic competence; bilingual and multicultural education perspectives. This course is the same as SPEC 7535X.

Rationale: This course has been revised to be congruent with current CAA standards, scope of practice, and trends in the discipline of speech-language pathology. This course should be in a sequence and pre-requisite to SPEC 7536X.

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

SECTION A-V: CHANGES IN AN EXISTING COURSE
Childhood, Bilingual, and Special Education Department
Change in description

FROM:

CBSE 7677T Curriculum Modifications for Teaching Students with Special Needs
45 hours; 3 credits

Adaptation of general education curriculum for teaching students across the range of special needs, including giftedness and English language learners. Principles, rationale, and research-validated methods of instructing and assessing special populations in a variety of settings. Inquiry processes across all content areas and life skills, including literacy, mathematics, social science, and the expressive arts. Focus on the New York State Learning Standards and educational experiences of children and youth from diverse cultural and linguistic backgrounds. Field experiences in schools and a variety of community settings. This course is the same as SPEC 7320X.

TO:

CBSE 7677T Curriculum Modifications for Teaching Students with Special Needs
45 hours; 3 credits

Adaptation of general education curriculum for teaching students across the range of special needs, including giftedness and English language learners. Principles, rationale, and research-validated methods of instructing and assessing special populations in a variety of settings. Inquiry processes across all content areas and life skills, including literacy, mathematics, social science, and the expressive arts. Focus on the New York State Learning Standards and educational experiences of children and youth from diverse cultural and linguistic backgrounds. Field experiences in schools and a variety of community settings. ~~This course is the same as SPEC 7320X.~~

Rationale: Currently different sections under the same course number are offered to the students in Graduate special education program in childhood and the advanced certificate program in autism spectrum disorders. As ASD program has evolved, there is a greater need to clearly delineate separate ASD courses from other special education courses.

Date of departmental approval: April 19, 2017

Effective date: Fall 2017

SECTION A-V: CHANGES IN AN EXISTING COURSE
Childhood, Bilingual, and Special Education Department
Change in description

FROM:

CBSE 7681T Seminar and Student Teaching: Students with Special Needs
150 hours; 3 credits

Supervised instruction in teaching young children and school-aged children with special needs. Supervision provided by college faculty in the student's work setting. Discussion with school-based supervisors. Projects related to school and supervisory experiences; a minimum of four supervisory sessions per semester. This course is the same as SPEC 7394X.

TO:

CBSE 7681T Seminar and Student Teaching: Students with Special Needs
150 hours; 3 credits

Supervised instruction in teaching young children and school-aged children with special needs. Supervision provided by college faculty in the student's work setting. Discussion with school-based supervisors. Projects related to school and supervisory experiences; a minimum of four supervisory sessions per semester. ~~This course is the same as SPEC 7394X.~~

Rationale: Currently different sections under the same course number are offered to the students in Graduate special education program in childhood and the advanced certificate program in autism spectrum disorders. As ASD program has evolved, there is a greater need to clearly delineate separate ASD courses from other special education courses.

Date of departmental approval: April 19, 2017

Effective date: Fall 2017

SECTION A-V: CHANGES IN AN EXISTING COURSE
Childhood, Bilingual, and Special Education Department
Change in title and description

FROM:

CBSE 7682T Seminar in Teaching Students ~~Experiencing Emotional Conflict~~
30 hours plus conference; 3 credits

Analysis of theory and ~~research-validated~~ practices related to the teaching of students ~~experiencing emotional conflict~~. Discussion of daily classroom and instructional management and implementation of instructional strategies, including literacy across the curriculum ~~with an emphasis on verbal and visual literacies~~. Exploration of teacher/student interactions and ~~teacher~~ reflective practice.

TO:

CBSE 7682T Seminar in Teaching Students with Autism Spectrum Disorders
30 hours plus conference; 3 credits

Analysis of theory and evidence-based practices related to the teaching of students with Autism Spectrum Disorders. Discussion of daily classroom and instructional management and implementation of instructional strategies, including literacy across the curriculum through the use of case studies. Exploration of teacher/student interactions and reflective practice in educational/therapeutic settings. This course is the same as SPEC 7394X.

Prerequisite: Admission to Advanced Certificate Program in Autism Spectrum Disorders or permission of the program co-director.

Rationale: Currently different sections under the same course number are offered to the students in Graduate special education program in childhood and the advanced certificate program in autism spectrum disorders. As ASD program has evolved, there is a greater need to clearly delineate separate ASD courses from other special education courses.

Date of departmental approval: April 19, 2017

Effective date: Fall 2017

SECTION A-V: CHANGES IN AN EXISTING COURSE
Childhood, Bilingual, and Special Education Department
Changes in title, hours, and description

FROM:

CBSE 7685T ~~An Introduction to Autism Spectrum Disorders~~
~~30 hours plus conference; 3 credits~~

~~Contemporary issues in autism spectrum disorders from an interdisciplinary and cross-paradigm perspective. Collaborative models for assessment and intervention within the fields of speech-language pathology, special education, and school psychology. Emphasis on partnerships with families. This course is the same as SPEC 7317X [751.3T].~~

~~Prerequisite: any undergraduate or graduate course in child development, language acquisition, or speech and language disorders; or permission from the deputy chairperson or program coordinatorhead.~~

TO:

CBSE 7685T Introduction to Autism Spectrum Disorders
3 credits, 45 hours (plus conference or independent work)

Contemporary issues in autism spectrum disorders across the lifespan from an interdisciplinary and cross-paradigm perspectives; historical perspectives; core characteristics; co-morbid features; theoretical models; ASD culture and identity; working with families from diverse backgrounds. (This course is the same as SPEC 7317X).

Prerequisite: any undergraduate or graduate course in child development, language acquisition or permission from the deputy chairperson and program coordinator.

Rationale: This course has been revised to be congruent with current CAA standards, scope of practice, and current trends in the areas of autism. This course has been modified to include: contemporary theory and practice of speech, language, and communicative processes in individuals with autism spectrum disorders across the lifespan, culture and identity in autism spectrum disorders and culturally responsive clinical practice.

Date of departmental approval: December 6, 2016

Effective date of change: Fall 2017

SECTION A-V: CHANGES IN AN EXISTING COURSE
Childhood, Bilingual, and Special Education Department
Change in title, hours and description

FROM:

CBSE 7686T Speech, Language, and Communication Development of Children on the Autistic Spectrum: Assessment and Intervention
~~30 hours plus conference; 3 credits~~

~~Contemporary issues in speech, language and communication in children on the autistic spectrum. Models of typical and atypical speech, language and communication acquisition. Qualitative differences and unique strengths and challenges. Assessment and intervention from different theoretical perspectives, including developmental and behavioral approaches, with emphasis on the integration of various models. Consideration of augmentative and alternative communication. (This course is the same as SPEC 7319X [717X].)~~

~~Prerequisite: Speech 7317X [717X] or Education 7685T [751.3T]~~

TO:

CBSE 7686T Speech, Language, and Communication in Individuals on the Autism Spectrum
3 credits, 45 hours (plus conference or independent work)

Contemporary issues in speech, language and communication in individuals on the autism spectrum; typical and atypical speech, language and communication development; early identification; evidence-based assessment and intervention from varied theoretical perspectives; augmentative and alternative communication; culturally and linguistically appropriate practice. (This course is the same as SPEC 7319X).

Prerequisite: Speech 7317X or CBSE 7685T or any undergraduate or graduate course in child development, language acquisition, or permission from the deputy chairperson and program coordinator.

Rationale: This course has been revised to be congruent with current CAA standards, scope of practice, and trends in the areas of autism spectrum disorders, speech-language pathology and related fields. This course has been modified to include: typical and atypical speech, language, and communication processes, evidence-based identification, prevention, assessment and intervention across speech, language and/or communication disorders, culturally and linguistically responsive clinical practice, and working with clients and families across the lifespan.

Date of departmental approval: December 6, 2016

Effective date of change: Fall 2017

Section A-V: CHANGES TO EXISTING COURSES
Department of Childhood Bilingual and Special Education
Change in course description

FROM:

CBSE 7691T Seminar in Special Education: Classroom Organization and Management

45 hours; 3 credits

~~Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)~~

TO:

CBSE 7691T Seminar in Special Education: Classroom Organization, and Management and Curriculum Modifications for Teaching Students with Autism Spectrum Disorders

45 hours; 3 credits

~~Seminar concerning problems and Issues in the organization of subject matter, techniques of instruction, classroom management, school-community relations and adaptation of general education curriculum for teaching students with autism spectrum disorders. Attention is given to the Common Core State Standards and research-validated methods of instructing and assessing students with autism spectrum disorders. This course is the same as SPEC 7320X.~~

Rationale: Currently different sections under the same course number are offered to the students in Graduate special education program in childhood and the advanced certificate program in autism spectrum disorders. As ASD program has evolved, there is a greater need to clearly delineate separate ASD courses from other special education courses.

Date of departmental approval: April 19, 2017

Effective date: Fall 2017

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Secondary Education

Changes in corequisite and prerequisite

FROM:

SEED 7451X Teaching Mathematics in Middle Childhood

45 hours plus conference, 20 hours supervised field experience; 3 credits

Objectives, methods, and materials for teaching middle childhood mathematics. Creating classroom and school environments to support the mathematics learning of all students in grades 5-9, including students with special needs and English language learners. Overview of the NCTM Principles and Standards and analysis of the New York State Learning Standards for mathematics in grades K-12. Overview of the 5-9 curriculum strands (number, algebra, probability, and data analysis). Uses of technological tools in the math classroom. Planning lessons according to the New York City 5-9 pacing calendars. Role of problem solving and higher order thinking in mathematics instruction. Workshops in identifying, reporting, and responding to child abuse and substance abuse, fire and arson prevention and safety education. Not open to students who have taken EDUC 7451X.

Corequisite: ~~SEED 7501X [792.1].~~

TO:

SEED 7451X Teaching Mathematics in Middle Childhood

45 hours plus conference, 20 hours supervised field experience; 3 credits

Objectives, methods, and materials for teaching middle childhood mathematics. Creating classroom and school environments to support the mathematics learning of all students in grades 5-9, including students with special needs and English language learners. Overview of the NCTM Principles and Standards and analysis of the New York State Learning Standards for mathematics in grades K-12. Overview of the 5-9 curriculum strands (number, algebra, probability, and data analysis). Uses of technological tools in the math classroom. Planning lessons according to the New York City 5-9 pacing calendars. Role of problem solving and higher order thinking in mathematics instruction. Workshops in identifying, reporting, and responding to child abuse and substance abuse, fire and arson prevention and safety education. Not open to students who have taken EDUC 7451X.

Prerequisite: Open only to students in program MCHES-MSED

Rationale: Corequisite is an error in the current bulletin. New prerequisite will obviate the need for permission to be entered on CUNY First.

Date of departmental approval: March 21, 2017

Effective date of change: Fall 2017

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Secondary Education

Changes in prerequisite

FROM:

SEED 7452X Methods for Teaching Number and Algebra in Grades 5 through 9

45 hours plus conference, 20 hours supervised field experience; 3 credits

Overview of the number and operations 5-9 grades curriculum strand: ways of representing numbers, relationships among numbers, and number systems; meanings of and relationships among operations; fluent mental and written computation and reasonable estimation. Overview of the algebra 5-9 grade curriculum strand: patterns, relations, and functions; representing and analyzing mathematical situations and structures using algebraic symbols; modeling and solving contextualized problems using various representations, such as graphs, tables, and equations; using graphs to analyze the nature of changes in linear relationships. Using graphing calculators. Using diagnostic techniques and differentiating materials and methods for teaching number and operations and algebra. Not open to students who have taken EDUC 7452X.

TO:

SEED 7452X Methods for Teaching Number and Algebra in Grades 5 through 9

45 hours plus conference, 20 hours supervised field experience; 3 credits

Overview of the number and operations 5-9 grades curriculum strand: ways of representing numbers, relationships among numbers, and number systems; meanings of and relationships among operations; fluent mental and written computation and reasonable estimation. Overview of the algebra 5-9 grade curriculum strand: patterns, relations, and functions; representing and analyzing mathematical situations and structures using algebraic symbols; modeling and solving contextualized problems using various representations, such as graphs, tables, and equations; using graphs to analyze the nature of changes in linear relationships. Using graphing calculators. Using diagnostic techniques and differentiating materials and methods for teaching number and operations and algebra. Not open to students who have taken EDUC 7452X.

Prerequisite: Open only to students in program MCHES-MSED

Rationale: New prerequisite will obviate the need for permission to be entered on CUNY First.

Date of departmental approval: March 21, 2017

Effective date of change: Fall 2017

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Secondary Education

Changes in prerequisite

FROM:

SEED 7453X Methods for Teaching Geometry and Measurement, Probability and Data Analysis in Grades 5 to 9

45 hours plus conference, 20 hours supervised field experience; 3 credits

Overview of the Geometry and Measurement strands in 5-9 grades: Spatial visualization and geometric modeling; use of transformations and symmetry to analyze mathematical situations; Coordinate geometry. Overview of the Probability and Data Analysis strand in 5-9 grades: Selection and use of appropriate statistical methods to analyze data; Development and use of diagrams as tools for organizing data and solving probability and data analysis problems; Developing and evaluating inferences and predictions based on data. Basic probability concepts for testing conjectures. Effective strategies for guiding interaction in diverse classrooms. Integrating technology in the teaching of geometry, probability, and data analysis. Diagnostic techniques and differentiation of materials and methods for teaching geometry, measurement, probability and data analysis in inclusion and linguistically and culturally diverse classrooms. Not open to students who have taken EDUC 7453X.

TO:

SEED 7453X Methods for Teaching Geometry and Measurement, Probability and Data Analysis in Grades 5 to 9

45 hours plus conference, 20 hours supervised field experience; 3 credits

Overview of the Geometry and Measurement strands in 5-9 grades: Spatial visualization and geometric modeling; use of transformations and symmetry to analyze mathematical situations; Coordinate geometry. Overview of the Probability and Data Analysis strand in 5-9 grades: Selection and use of appropriate statistical methods to analyze data; Development and use of diagrams as tools for organizing data and solving probability and data analysis problems; Developing and evaluating inferences and predictions based on data. Basic probability concepts for testing conjectures. Effective strategies for guiding interaction in diverse classrooms. Integrating technology in the teaching of geometry, probability, and data analysis. Diagnostic techniques and differentiation of materials and methods for teaching geometry, measurement, probability and data analysis in inclusion and linguistically and culturally diverse classrooms. Not open to students who have taken EDUC 7453X.

Prerequisite: SEED 7452X

Rationale: SEED 7452X has always been a prerequisite but has not been listed as such

in the bulletin.

Date of departmental approval: March 21, 2017

Effective date of change: Fall 2017

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Secondary Education

Changes in prerequisite

FROM:

SEED 7454T Advanced Topics in Grades 5 to 9 Mathematics Instruction

45 hours plus conference; 3 credits

Advanced topics in the teaching and learning of number, algebra, geometry, probability and data analysis. Teaching mathematics through non-routine problems. Functions of symbols and models. Designing units that interconnect mathematics curriculum strands. Thematic instruction: Planning interdisciplinary projects that link mathematics to literacy, sciences, visual arts, and social studies. Using technological tools in the teaching of algebra, geometry, probability, and data analysis. Techniques for analyzing classroom data. Language and mathematics: Attention to the linguistic demands of math teaching and learning; improving instruction through the analysis of classroom interaction. Using diagnostic techniques and differentiating materials and methods for teaching in inclusion and linguistically and culturally diverse classrooms. Not open to students who have taken EDUC 7454T.

TO:

SEED 7454T Advanced Topics in Grades 5 to 9 Mathematics Instruction

45 hours plus conference; 3 credits

Advanced topics in the teaching and learning of number, algebra, geometry, probability and data analysis. Teaching mathematics through non-routine problems. Functions of symbols and models. Designing units that interconnect mathematics curriculum strands. Thematic instruction: Planning interdisciplinary projects that link mathematics to literacy, sciences, visual arts, and social studies. Using technological tools in the teaching of algebra, geometry, probability, and data analysis. Techniques for analyzing classroom data. Language and mathematics: Attention to the linguistic demands of math teaching and learning; improving instruction through the analysis of classroom interaction. Using diagnostic techniques and differentiating materials and methods for teaching in inclusion and linguistically and culturally diverse classrooms. Not open to students who have taken EDUC 7454T.

Prerequisite: SEED 7453X.

Rationale: SEED 7453X has always been a prerequisite but has not been listed as such in the bulletin.

Date of departmental approval: March 21, 2017

Effective date of change: Fall 2017

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Secondary Education

Changes in prerequisite

FROM:

**SEED 7455T Seminar in Applied Theory and Research in Middle School
Mathematics Education**

45 plus conference; 3 credits

Formulation, development, and implementation of an original action research or teaching experiment project that includes review of related research, detailed documentation of the experimental lessons, analysis and interpretation of findings, and reflection on the implications of these for improving classroom practice. Connecting action research results to improving instruction, with particular focus on developing fluency in mathematical language (spoken, written, and diagrammatic) in inclusion and culturally and linguistically diverse classrooms. Current issues, professional development, and leadership in mathematics education. Not open to all students who have taken EDUC 7455T.

TO:

**SEED 7455T Seminar in Applied Theory and Research in Middle School
Mathematics Education**

45 plus conference; 3 credits

Formulation, development, and implementation of an original action research or teaching experiment project that includes review of related research, detailed documentation of the experimental lessons, analysis and interpretation of findings, and reflection on the implications of these for improving classroom practice. Connecting action research results to improving instruction, with particular focus on developing fluency in mathematical language (spoken, written, and diagrammatic) in inclusion and culturally and linguistically diverse classrooms. Current issues, professional development, and leadership in mathematics education. Not open to all students who have taken EDUC 7455T.

Prerequisite: SEED 7454T

Rationale: SEED 7454X has always been a prerequisite but has not been listed as such in the bulletin.

Date of departmental approval: March 21, 2017

Effective date of change: Fall 2017

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Secondary Education

Change in course number and prerequisite

FROM:

~~SEED 7461T~~ Methods and Content 7-12: Number, Operations, and Algebra

45 hours plus conference, 20 hours field experience; 3 credits

Integration of theory and practice in the teaching and learning of mathematics in grades 7-12. Methods and materials for teaching key topics in number and operations, and algebra. Role of problem solving and higher order thinking skills in mathematics instruction. Focus on the contexts of urban schools, including English Language Learning or special needs students. Assessment techniques. Preparation in literacy and language acquisition as it relates to the teaching of mathematics. Development of critical self-reflection. Not open to students who have taken EDUC 7461T.

TO:

SEED 7481T Methods and Content 7-12: Number, Operations, and Algebra

45 hours plus conference, 20 hours field experience; 3 credits

Integration of theory and practice in the teaching and learning of mathematics in grades 7-12. Methods and materials for teaching key topics in number and operations, and algebra. Role of problem solving and higher order thinking skills in mathematics instruction. Focus on the contexts of urban schools, including English Language Learning or special needs students. Assessment techniques. Preparation in literacy and language acquisition as it relates to the teaching of mathematics. Development of critical self-reflection. Not open to students who have taken SEED 7461T or EDUC 7461T.

Prerequisite: Only open to students in program MATHTCH-MA

Rationale: Renumbering to create logical sequence in numbering 7481, 7482, 7483, 7484, 7485 instead of 7461, 7462, 7463, 7544, 7464.

New prerequisite will obviate the need for permission to be entered on CUNY First.

Date of departmental approval: March 21, 2017

Effective date of change: Fall 2017

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Secondary Education

Change in course number and prerequisite

FROM:

~~SEED 7462T~~ Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Mathematics

45 hours, plus conference; 3 credits

Methods of instruction, curriculum development and assessment, with a focus on algebra and geometry. Classroom management and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition as it relates to the teaching of mathematics. Attention given to particular needs and interests of students. Role of materials and resources applied to teaching mathematics at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have completed Education 7540T [763.32T]. Also not open to students who have taken EDUC 7462T.

TO:

SEED 7482T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Mathematics

45 hours, plus conference; 3 credits

Methods of instruction, curriculum development and assessment, with a focus on algebra and geometry. Classroom management and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition as it relates to the teaching of mathematics. Attention given to particular needs and interests of students. Role of materials and resources applied to teaching mathematics at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have completed Education 7540T [763.32T]. Also not open to students who have taken SEED 7462T or EDUC 7462T.

Prerequisite: Only open to students in program MATHTCH-MA

Rationale: Renumbering to create logical sequence in numbering 7481, 7482, 7483, 7484, 7485 instead of 7461, 7462, 7463, 7544, 7464.

New prerequisite will obviate the need for permission to be entered on CUNY First.

Date of departmental approval: March 21, 2017

Effective date of change: Fall 2017

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Secondary Education

Changes in course number and prerequisite

FROM:

~~SEED 7463T~~ Methods & Content 7-12: Data Analysis, Probability and Trigonometry

45 hours seminar, plus conference; 20 hours field experience; 3 credits

Course concerning theories and methods of teaching mathematics, curriculum development and assessment at grade levels appropriate for New York State certification requirements with a focus on data analysis and probability and trigonometry. Focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in mathematics; teaching mathematics to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the mathematics curriculum in urban classrooms. Role of materials and resources applied to teaching mathematics at grade levels appropriate for state certification requirements. Not open to students who have taken EDUC 7463T.

TO:

SEED 7483T Methods & Content 7-12: Data Analysis, Probability and Trigonometry

45 hours seminar, plus conference; 20 hours field experience; 3 credits

Course concerning theories and methods of teaching mathematics, curriculum development and assessment at grade levels appropriate for New York State certification requirements with a focus on data analysis and probability and trigonometry. Focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in mathematics; teaching mathematics to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the mathematics curriculum in urban classrooms. Role of materials and resources applied to teaching mathematics at grade levels appropriate for state certification requirements. Not open to students who have taken SEED 7463T or EDUC 7463T.

Prerequisite: SEED 7482X

Rationale: Renumbering to create logical sequence in numbering 7481, 7482, 7483, 7484, 7485 instead of 7461, 7462, 7463, 7544, 7464.

SEED 7462X has always been a prerequisite for SEED 7463X but has not been listed as such in the bulletin.

Date of departmental approval: March 21, 2017

Effective date of change: Fall 2017

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Secondary Education

Changes in course number and prerequisite

FROM:

~~SEED 7464T Seminar in Educational Research: Mathematics~~

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching mathematics. Formulation, development, and realization of an original research project relevant to teaching and learning mathematics. Not open to all students who have taken EDUC 7464T.

~~Prerequisite: Completion of all program conditions and SEED 7502T [742.2T], 7544T [722.03T], and 3 credits of an approved elective course.~~

TO:

SEED 7485T Seminar in Educational Research: Mathematics

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching mathematics. Formulation, development, and realization of an original research project relevant to teaching and learning mathematics. Not open to all students who have taken SEED 7464T or EDUC 7464T.

Prerequisite: SEED 7484T

Rationale: Renumbering to create logical sequence in numbering 7481, 7482, 7483, 7484, 7485 instead of 7461, 7462, 7463, 7544, 7464.

Old prerequisite listing was an error.

SEED 7544T has always been a prerequisite for SEED 7464T but has not been listed as such in the bulletin.

Date of departmental approval: March 21, 2017

Effective date of change: Fall 2017

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Secondary Education

Change in course number

FROM:

~~SEED 7472X~~ Issues of Teaching in Middle Childhood

45 hours; 3 credits

Issues in middle childhood teaching. Education for democratic citizenship and intercultural understanding; development and learning of preadolescents and young adolescents; providing for individual differences and special needs; organization of the classroom, school, and curriculum including team teaching, interdisciplinary and integrated curricula; articulation among elementary, middle, and secondary schools; guidance, home-school relations, testing, and assessment. Not open to students who have taken EDUC 7472X.

Prerequisite: permission of the head of the program in middle school mathematics education or adolescence mathematics.

TO:

SEED 7506X Issues of Teaching in Middle Childhood

45 hours; 3 credits

Issues in middle childhood teaching. Education for democratic citizenship and intercultural understanding; development and learning of preadolescents and young adolescents; providing for individual differences and special needs; organization of the classroom, school, and curriculum including team teaching, interdisciplinary and integrated curricula; articulation among elementary, middle, and secondary schools; guidance, home-school relations, testing, and assessment. Not open to students who have taken SEED 7482X or EDUC 7472X.

Prerequisite: permission of the head of the program in middle school mathematics education or adolescence mathematics.

Rationale: Issues courses are currently SEED 7504X and SEED 7505X. This change in course number makes this course sequence easier to follow. Course number also needed for renumbered sequence of SEED courses to 7481, 7482, 7483, 7484, 7485 instead of 7461, 7462, 7463, 7544, 7464.

Date of departmental approval: March 21, 2017

Effective date of change: Fall 2017

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Secondary Education

Changes in hours and prerequisite/corequisite

FROM:

SEED 7501X Analysis of Classroom Interaction and Curriculum

45 hours seminar, 20 hours field work; 3 credits

Improving teaching methods through techniques of self-analysis and analysis of classroom interactions. Analysis of the instructional settings and instructional strategies with focus on students with special needs and English language learners. Analysis of learning processes and modes of communication in the classroom. Examination of the specialized discourses of the subject disciplines in adolescent, middle, and childhood curricula. Analysis of uses of technology in the classroom.

Not open to students who have taken EDUC 7501X.

~~Prerequisite or corequisite: SEED 7500X [742X].~~

TO:

SEED 7501X Analysis of Classroom Interaction and Curriculum

45 hours seminar, plus conference, 20 hours field work; 3 credits

Improving teaching methods through techniques of self-analysis and analysis of classroom interactions. Analysis of the instructional settings and instructional strategies with focus on students with special needs and English language learners. Analysis of learning processes and modes of communication in the classroom. Examination of the specialized discourses of the subject disciplines in adolescent, middle, and childhood curricula. Analysis of uses of technology in the classroom.

Not open to students who have taken EDUC 7501X.

Rationale: Graduate students seeking initial certification take two courses meeting NYS education mandates prior to student teaching. This change brings this foundational course in line with the other foundational course SEED 7500X. The course introduces candidates to the state-mandated edTPA portfolio in their subject area and thus requires the additional hour for conferencing and for helping individual students with video-taping. To allow added flexibility in program completion SEED 7500 is no longer a prerequisite.

Date of departmental approval: March 21, 2017

Effective date of change: Fall 2017

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Secondary Education

Changes in course number and prerequisite

FROM:

~~SEED 7544T~~ **Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Mathematics**

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in mathematics to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the discipline and implications for teaching.

Prerequisite: Initial Certification or SEED 7500X, 7501X, 7462T, 7542T, 7470T, and 7543T or equivalents.

Prerequisite or corequisite: SEED 7502T.

TO:

SEED 7484T **Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Mathematics**

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in mathematics to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the discipline and implications for teaching. Not open to students who have taken SEED 7544T or EDUC 7544T.

~~Prerequisite: Initial Certification or SEED 7500X, 7501X, 7462T, 7542T, 7470T, and 7543T or equivalents.~~

~~Prerequisite or corequisite: SEED 7502T.~~

Prerequisite: SEED 7483X

Rationale: Renumbering to create logical sequence in numbering 7481, 7482, 7483, 7484, 7485 instead of 7461, 7462, 7463, 7544, 7464.

Old prerequisite listing was an error.

SEED 7463X has always been a prerequisite for SEED 7544T but has not been listed as such in the bulletin.

Date of departmental approval: March 21, 2017

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