

BROOKLYN COLLEGE  
OF  
THE CITY UNIVERSITY OF NEW YORK  
FACULTY COUNCIL

Meeting of 4/16/2013

The Committee on Graduate Curriculum and Degree Requirements herewith submits its recommendations in Curriculum Document 214

Respectfully submitted,

Respectfully submitted,

Jennifer Ball, Chair – Art

Paula Whitlock – Computer and Information Science

Rosamond King – English

Sharon Beaumont-Bowman – Speech Communication Arts and Sciences

Wen-Song Hwu – Childhood, Bilingual and Special Education

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

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

**TABLE OF CONTENTS**

	<b>Pages</b>
<b><u>SECTION A-I: SPECIAL ACTIONS</u></b>	<b><u>4</u></b>
<b>DEPARTMENT OF SCHOOL PSYCHOLOGY, COUNSELING AND LEADERSHIP</b>	<b>4</b>
ADVANCED CERTIFICATE IN PLAY THERAPY	4
<b><u>SECTION A-III: CHANGES IN DEGREE PROGRAM</u></b>	<b><u>5</u></b>
<b>DEPARTMENT OF CHILDHOOD, BILINGUAL, AND SPECIAL EDUCATION</b>	<b>5</b>
M.S. IN EDUCATION DEGREE PROGRAM: TEACHER OF STUDENTS WITH DISABILITIES IN CHILDHOOD EDUCATION (GRADES 1-6)	5
<b>DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND ART EDUCATION</b>	<b>6</b>
M.A., ART TEACHER (ALL GRADES)	6
M.S. IN EDUCATION DEGREE PROGRAM: EARLY CHILDHOOD EDUCATION TEACHER (BIRTH THROUGH GRADE 2)	9
<b>DEPARTMENT OF EARTH AND ENVIRONMENTAL SCIENCES</b>	<b>15</b>
<b>DEPARTMENT OF FINANCE AND BUSINESS MANAGEMENT</b>	<b>17</b>
<b>DEPARTMENT OF SCHOOL PSYCHOLOGY, COUNSELING, AND LEADERSHIP</b>	<b>19</b>
M.S. DEGREE PROGRAM IN EDUCATION: SCHOOL PSYCHOLOGIST	19
<b><u>SECTION A-IV: NEW COURSE</u></b>	<b><u>20</u></b>
<b>DEPARTMENT OF EARTH AND ENVIRONMENTAL SCIENCES</b>	<b>20</b>
EESC 7150: RESEARCH PROPOSAL	20
EESC 7151: PRESENTING RESEARCH IN THE EARTH AND ENVIRONMENTAL SCIENCES	21
<b>DEPARTMENT OF FILM</b>	<b>22</b>
FILM 7321G REWRITING AND STRUCTURING WORKSHOP	22
FILM 7331G: WRITING AND CREATING CONTENT FOR NEW MEDIA	23
FILM 7412G PRODUCING SYMPOSIUM	25
FILM 7461G ENTERTAINMENT INDUSTRY IN NEW YORK	26
FILM 7502G: SOUND EDITING AND DESIGN I	28
FILM 7512G: SOUND EDITING AND DESIGN II	30
<b>DEPARTMENT OF PSYCHOLOGY</b>	<b>32</b>
PSYC7209G: SPECIAL TOPICS IN ORGANIZATIONAL BEHAVIOR	32
PSYC 7228G: WORKPLACE COMMUNICATION IN ORGANIZATIONS	33
PSYC 7709G: SPECIAL TOPICS IN EXPERIMENTAL PSYCHOLOGY	34
<b>DEPARTMENT OF SCHOOL PSYCHOLOGY, COUNSELING AND LEADERSHIP</b>	<b>35</b>
SPCL 7946: HISTORICAL, THEORETICAL AND SOCIAL FOUNDATIONS OF PLAY THERAPY	35
SPCL 7947: PLAY THERAPY METHODS AND APPROACHES	37
SPCL 7948: PLAY THERAPY APPLICATIONS FOR SPECIAL POPULATIONS	39
SPCL 7949: ADVANCED SEMINAR IN PLAY THERAPY PRACTICE AND SUPERVISION	41
<b><u>SECTION A-V: CHANGE IN AN EXISTING COURSE</u></b>	<b><u>43</u></b>
<b>DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND ART EDUCATION</b>	<b>43</b>
<b>DEPARTMENT OF SCHOOL PSYCHOLOGY, COUNSELING, AND LEADERSHIP</b>	<b>78</b>

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

<b><u>SECTION A-VI: OTHER CHANGES</u></b>	<b><u>79</u></b>
<b>DEPARTMENT OF ECONOMICS</b>	<b>79</b>
ECON 7309: ECONOMICS OF ENVIRONMENTAL PROTECTION AND RESOURCE CONSERVATION	79
<b>DEPARTMENT OF SPEECH COMMUNICATION ARTS AND SCIENCES</b>	<b>80</b>
<b><u>APPENDIX</u></b>	<b><u>81</u></b>
PSYCHOLOGY 7109G: SPECIAL TOPICS IN HUMAN RELATIONS TRAINING	81

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

**SECTION A-I: SPECIAL ACTIONS**

**Department of School Psychology, Counseling and Leadership**

**Effective date:** Fall 2013

**M.S. degree program in Education**  
**SED program code 01798; HEGIS code 0826.02**

**Advanced Certificate in Play Therapy**

**RESOLVED**, that the graduate certificate program in Play Therapy to be offered at Brooklyn College be approved, effective Fall 2013, subject to financial availability.

**CURRICULUM:**

SPCL7946 Historical, Theoretical and Social Foundations of Play Therapy, 4 credits  
SPCL7947 Play Therapy Methods and Approaches, 4 credits  
SPCL7948 Play Therapy Applications for Special Populations, 4 credits  
SPCL 7949 Advanced Seminar in Play Therapy Practice and Supervision, 4 credits

**EXPLANATION:** The program presents four graduate-level courses in play therapy for a total of 16 credits that provide background in play therapy and develop student proficiency in the practice and supervision of play therapy with diverse populations. The program prepares candidates to work with a broad spectrum of clinical populations of culturally and linguistically diverse children, youth and families. Expertise in the area of play therapy enhances clinicians' professional profiles and presents opportunities for career advancement. The curriculum for the above graduate certificate program in Play Therapy is a subset of the program in School Psychology leading to the award of the M.S. degree program in Education that is currently offered at the college (SED program code 01798; HEGIS code 0826.02 )

A full proposal is on file in the Office of Academic Affairs.

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

## **SECTION A-III: CHANGES IN DEGREE PROGRAM**

### **Department of Childhood, Bilingual, and Special Education**

**Date of Department approval:** March 12, 2013

**Effective Date:** Fall 2013

#### **M.S. in Education degree program: teacher of students with disabilities in childhood education (grades 1-6)**

**HEGIS code 0808; SED program code 26729**

The graduate program in special education prepares candidates to work in schools and other educational settings that serve individuals with disabilities and their families. Candidates are provided experiences in varied educational settings that prepare them to work in culturally diverse urban school settings. A range of 30-45 credits is required. The number of credits and their sequence are determined by the candidate's previous teacher preparation.

Option D: ~~39~~30 credits

This option is for students who have a baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration and demonstrated undergraduate preparation in English, science, mathematics, the social sciences, and foreign language who are teaching or have secured a position teaching students with special needs and qualify for New York State Alternative Certification as a Teacher of Students with Disabilities in Childhood Education or holding such certification. Students should take the following courses ~~in the recommended order:~~ Education CBSE 7653T, 7657T, 7659T, 7664T, 7674T, 7672T, 7676T, 7677T, 7678T, 7679T, 7440T, 7205T, 7213T, 7680T, and SEED 7503. Students will also be required to register for four terms of SEED 6002, the course which provides for onsite supervision, as required for NYS Transitional B Certificate holders.

This option is consigned to students sponsored by entities such as the New York City Teaching Fellows program. In addition, students must complete a research project under advisement of a faculty member in Education 7657T. Students may qualify for additional certification in Childhood 1-6 with additional courses in Childhood teaching methods. See advisor for information.

#### **Rationale:**

Responding to the New York State Education Department changes in alternate certification program requirements to synchronize with the restructuring of certification for Teachers of Students with Disabilities [from Childhood (1-6 gr), Middle Childhood (5-9) to Childhood (1-6) and Adolescent Generalist (7-12)] in 2012 - The CBSE Graduate Program in Special Education had to revise the previous Option D Program of 39 credits to a 30 credit program. The revision follows the NY State guidelines and meets the New York City Teaching Fellows program format.

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

**Department of Early Childhood Education and Art Education**

**Date of department approval:** March 12, 2013

**Effective date:** Fall, 2013

**M.A., art teacher (all grades)**

**HEGIS code 0831; SED program code 26751**

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

The courses required by the School of Education vary depending on the entry qualifications of students. The profession of teacher education is licensed by the New York State Education Department. Therefore, program requirements are subject to change. All students should consult with the program coordinator of art education for current degree requirements.

**Matriculation requirements**

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

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

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

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

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

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

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

Applicants who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the program coordinator of art education and the chairperson of the Early Childhood and Art Education Department.

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of at least 550 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 must consult matriculation requirements for the program in art education in the School of Education section of the Bulletin, and should see the program coordinator for art education for counseling.

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

### **Degree requirements**

30-46 credits are required for the degree.

Students must complete Art 7310X, 7520X and 7610X.

Students must complete 6 additional credits in studio art or art history courses.

Students must complete 18-31 credits in courses in the School of Education.

Students take different education courses and sequences of courses depending on their previous course work, teaching experience, and the certificates they hold.

Students who possess Initial Certification in teaching art must complete 15 credits in Group II and 3 credits in Group III, below.

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

Students pursuing Initial Certification in teaching art must take Secondary Education 7503X, Teaching Writing Across the Curriculum; Childhood and Special Education 7671X, Children and Youth with Special Needs, or Secondary Education 7671X, Children and Youth with Special

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

Needs, or Early Childhood and Art Education 7104T, Environments for Infants, Toddlers and Young Children with Special Developmental and Learning Needs, or Early Childhood and Art Education 7652T, Teaching Young Children with Special Needs through the Arts in Group III.

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

Group I:

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

Group II:

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

Group III:

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

**Rationale:**

Art Education students receive certification to work with children/adolescents from kindergarten to 12<sup>th</sup> grade. Including special education courses in early childhood education and secondary education allow art education students to select the required special education course specific to the age range they intend to teach.

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



**Department of Early Childhood Education and Art Education**

**Date of department approval:** March 12, 2013

**Effective date of the change:** Fall 2013

**M.S. in Education degree program: early childhood education teacher (birth through grade 2)**

**HEGIS code 0823; NYS SED program code 26736**

The program in early childhood education prepares reflective teachers of children from birth through grade 2. Our unique approach considers typical and atypical child development within the contexts of families, communities, and early learning settings in urban environments. Our graduates are keen observers of children who deeply understand and can document and articulate how children grow and develop. They successfully teach and guide young children in partnership with families from culturally, linguistically and socially diverse backgrounds using developmentally effective and culturally sensitive practices based on a family-centered and relationship-based philosophy.

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

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

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

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

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

### **Option (A): 30 credits**

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

### **Matriculation requirements**

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

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

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

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

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

~~Applicants must obtain and file an application form in the program office in addition to the regular college admission form.~~

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

### **Degree requirements**

Students must complete 30 credits in the following courses.

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

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

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

registration.

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

**Option (B): 33 credits**

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

**Matriculation requirements**

Applicants must hold a New York State Initial Certificate in Childhood Education (grades 1-6) or its equivalent or a New York State Initial Certificate in Special Subjects (all grades) or its equivalent.

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 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 are interviewed and may be required to demonstrate written proficiency in English.

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

~~Applicants must obtain and file an application form in the program office in addition to the regular college admission form.~~

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

**Degree requirements**

Students must complete 33 credits in the following courses.

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

During the first semester, students must file a program of study approved by the program

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

adviser. All courses in the early childhood degree sequence require departmental permission for registration.

### **Option C: 45 credits**

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

### **Matriculation requirements**

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 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 are interviewed and may be required to demonstrate written proficiency in English. Also, although not mandatory as a requirement for admission, applicants are encouraged to submit scores on the New York State teacher certification Academic Literacy Skills Test (ALST) as evidence to support the application.

Although not mandatory as a requirement for admission, applicants are encouraged to submit GRE scores or CST-multi-subject scores (which is required to receive a NYS certificate in Early Childhood Education) as additional evidence to support the application.

~~Applicants must obtain and file an application form in the program office in addition to the regular college admission form.~~

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

### **Degree requirements**

Students must complete 45 credits in the following courses.

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

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

Note: To be recommended to New York State for certification, students must pass the required NYS teacher certification exams: CST-multi-subject exam, the Academic Literacy Skills Test (ALST), the Educating All Students test (EAS) and the Teacher Performance Assessment (EdTPA), which involves submitting video clips of teaching, lesson plans, and other assessment material and the. A student who received a grade lower than a B in student-teaching must apply to the ECAE chairperson for permission to reregister for student teaching. Students will be allowed to repeat an ECAE course (including student-teaching) only once.

### **Requirements for the Extension in Bilingual Early Childhood Education**

The New York State Education Department Extension in Bilingual (~~Spanish/English~~) Education may be added to base of an early childhood teaching certificate by meeting New York State Education Department criteria that includes the following 15 credits of coursework: Early Childhood and Art Education 757.48T, 758.48T, 760.47T, and 761.47T; 7100T, 7116T, 7359T, and 7361T; and 7360T or Puerto Rican and Latino Studies 7145X. Permission from the Graduate Early Childhood Education program coordinator is required.

### **Nonmatriculated students**

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

### **Requirements for the Extension in Gifted Education Early Childhood Education**

The New York State Education Department Extension in Gifted Education may be added to the base of an early childhood teaching certificate by meeting New York State Education Department criteria that includes the following 12 credits of coursework: Early Childhood and Art Education 725.1T, 725.2T, 725.3T, and 725T. 7667T, 7668T, 7669T, and 7670T. Permission from the Graduate Early Childhood Education program coordinator is required.

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

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

**Rationale:**

- 1) The ECAE department is updating the course prefix to courses that were unintentionally left out of the department course prefix changes that were done for the entire School of Education in March 2012 (CD 207).
- 2) Brooklyn College already has registered the New York State Education Department approved Extension in Bilingual (Spanish/English) Education for students with a New York State Initial or Provisional Certificate in *Early Childhood Education* (Fall 2007), which was last listed in the BC graduate bulletin in 2008-2009. There were clerical errors from prior bulletins, which resulted in this extension unintentionally being omitted in the BC bulletins from 2010 to 2013. The ECAE department only recently became aware of this omission under the department structure. The bilingual extension applied to the Early Childhood Education program continues to be registered in the NYS Education Department.  
The Early Childhood program is expanding the Extension in Bilingual Education in Spanish/English to an inclusive approach which applies to English and all other languages. The courses also have a focus on culturally and linguistically families with infants, toddlers and young children.
- 3) Brooklyn College already has registered the New York State Education Department approved Extension in Gifted Education for students with a New York State Initial or Provisional Certificate in *Early Childhood Education* (Fall 2007), which was last listed in the BC graduate bulletin in 2008-2009. There were clerical errors from prior bulletins, which resulted in this extension unintentionally being omitted in the BC bulletins from 2010 to 2013. The ECAE department only recently became aware of this omission under the department structure. The gifted extension applied to the Early Childhood Education program continues to be registered in the NYS Education Department.
- 4) Students in the Option C (45 credit program) will be required to pass all the new state exams that are more rigorous than prior certification exams to be recommended for certification. These new certification exams include a portfolio-based Teacher Performance Assessment (EdTPA), an Educating All Students Test, an Academic Literacy Skills Test, and a revised Content Specialty-multisubject Test. This requirement will still allow students to graduate if they've completed all other program requirements.

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

**Department of Earth and Environmental Sciences**

**Date of Departmental Approval:** February 19, 2013

**Effective Date:** Fall 2013

**Earth Science Teacher (7-12), M.A.T.**

**HEGIS code 1917.01, NYS SED program code 33640**

Thirty to thirty-three credits are required for the degree depending on the applicants' previous coursework, teaching experience and the certificates the applicant holds.

Concentration (A): 30 credits (for in-service teachers)

This program leads to a New York State Professional Teaching Certificate in Adolescent Earth Science and General Science Education for in-service science teachers. Applicants must hold a New York State Initial Certification in classroom teaching and a minimum of six credits in earth and environmental science or in cognate sciences including chemistry and physics.

~~Twenty four credits in Earth and Environmental Sciences from among: Earth Science and Environmental Science 7000T, 7006T, 7012T, 7013T, 7040T, 7041T, 7042T, 7044T, 7091T, 7092T, 7093T or any earth and environmental sciences course numbered 7100 or higher. The following required courses: Earth Science and Environmental Science 7013T, 7040T, 7044T, and either 7006T or 7042T. Twelve additional credits in Earth Science and Environmental Science numbered 7000T or higher, or 7100 or higher with permission of the chairperson.~~ Secondary Education 7340T and one of the following courses Secondary Education 7311T, 7305T, 7326T or 7320T.

Concentration (B): 30-36 credits (for pre-service teachers)

This option leads to both New York State Initial and Professional Teaching Certificates for pre-service science teachers. Applicants must have completed a minimum of 9 credits in Earth science and six credits in cognate sciences including chemistry and physics. Fifteen credits in Earth and Environmental Sciences ~~from among: Earth Science and Environmental Science 7000T, 7006T, 7012T, 7013T, 7040T, 7041T, 7042T, 7044T, 7091T, 7092T, 7093T or any earth and environmental sciences course numbered 7100 or higher~~ numbered 7000T or higher, or 7100 or higher with permission of the chairperson. All of the following courses in education: Secondary Education 7500X, 7503X, 7312T or 7311T, 7320T, 7671T, and 7340T.

Other requirements that must be met include 100 hours of field experience, 40 days or 300 hours of student teaching at appropriate grade levels (Secondary Education 7332T and 7542T) or one year of full-time teaching at the appropriate subject area at appropriate grade level, completed study at the college level of a foreign language, and any additional New York State requirements.

**Clearances:** Secondary Education, March 12, 2013

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

**Rationale:**

EES has a set of courses designed specifically for secondary education teachers in graduate programs. These are numbered 7000-7099T. As the expertise of our department changes with new hires or retirements, and the needs of teachers evolve, new courses are added or withdrawn the list of offerings. The proposed change in degree requirements simplifies the program description so that these course changes can be made easily, without having to make an accompanying “change in degree requirements”.

Teachers with stronger content backgrounds in Earth Science, can fulfill their content requirements in the MAT program through more advanced graduate courses designed for Earth science graduate students (numbered 7100 or higher). However, students must be advised on the requirements and expectations of these advanced courses. Accordingly, the phrase “with permission of the chairperson” was added to the option of 7100 and higher courses.

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



## **Department of Finance and Business Management**

**Effective date:** Fall 2013

**Date of approval by the department:** March 12, 2013

### **M.S. in Business Economics**

**HEGIS code 0517, SED program code 01895**

A business economics degree can provide students with a variety of career paths ranging from public policy to international finance to banking. The Finance and Business Management and Economics Departments offer a 33-credit master of science degree in business economics with ~~three~~ four options for specialization: economic analysis, global business and finance, accounting, or general business. Option one is more flexible and allows students to explore different areas of economics including health economics, public finance and public policy, and international trade. Option two is more focused and is expressly for students with an interest in global business and finance. It includes courses in global finance and management, international economics and finance, bargaining and conflict resolution, global business environment, and international human resource management. Option three is for students with an interest in accounting. An undergraduate degree in accounting is not required. However, this option is only open to students who have taken Accounting 2001, 3001, 3011, 3021, and 3101 (introductory accounting, managerial accounting, financial accounting, and income taxation) or the equivalent. Option four is a more flexible major for those interested in general business. It is of interest to those who may have had previous undergraduate or graduate coursework in business and want to obtain a general business degree and also to those who never previously had such coursework and want to obtain a business degree. It can be customized by the student to the student's interest in a broad range of business topics.

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

### **Degree requirements**

A minimum of thirty-three credits is required for the degree. Students must complete at least 24 credits in the Finance and Business Management, Accounting, and Economics Departments. The following courses are required: Economics 7000X, 7010X, 7020X, 7021X, 7025X. Students selecting Option 2 or Option 3 (below) may take either Economics 7000X or Business 7206X. They also take either Economics 7021X or Business 7279X; and either Economics 7025X or Business 7278. Option 3 students who have taken an undergraduate course in calculus may, with the permission of the graduate deputy, waive Economics 7025X and substitute a course from the Option 3 requirements listed below. With permission of the graduate deputy chairperson, up to nine credits may be taken in appropriate courses in other departments. With permission of the graduate deputy chairperson, up to 12 credits may be accepted for work done at other institutions. Option 4 students with permission of the graduate deputy may substitute any or all courses from the graduate core of Economics 7000X or Business 7206X, 7010X, 7020X, 7021X or Business 7279X, 7025X or Business 7278X with any Business course. This will typically be allowed for those with previous undergraduate or graduate coursework in these course topics.

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

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

**Option 1. *Economic Analysis.*** A minimum of 18 credits (6 courses) from the following: Economics 7215X or Business 7215X, Economics 7027X, Economics 7028X, Economics 7030X, Economics 7040X, Economics 7045X, Economics 7050X, Economics 7055X, Economics 7060X or Health and Nutrition Sciences 7144X, Economics 7090X, and Economics 7095G. With the permission of the graduate deputy chairperson, students may be allowed to take up to 6 credits of other courses to complete the 18 credit requirement in Option 1.

**Option 2. *Global Business and Finance.*** A minimum of 18 credits (6 courses) from the following: Business 7131X, 7200X, 7202X, 7204X, 7208X, 7210X, 7212X, 7216X, 7220X, 7240X, Business 7250X or Psychology 7246G, Business 7255X or Psychology 7247G, Business 7257X, Business 7260X, 7265X, Business 7278, Business 7279X, Business 7290X, Business 7203X or Television and Radio 7727X, Economics or Business 7215X, Economics or Business 7230X, Economics 7027X, Economics 7028X, Economics 7030X, Economics 7060X or Health and Nutrition Sciences 7144X, and Economics 7095G. With the permission of the graduate deputy chairperson, students may be allowed to take up to 6 credits of other courses to complete the 18 credit requirement in Option 2.

**Option 3. *Accounting.*** A minimum of 18 credits (6 courses) from the following: Accounting 7108X, Accounting 7109X, and at least two additional courses with an Accounting prefix; Business 7131X or Accounting 7131X, Business 7215X or Economics 7215X, Business 7216X, Business 7230X, Business 7240X, Business 7260X, and Business 7290X. With the permission of the graduate deputy chairperson, students may be allowed to take up to 6 credits of other courses to complete the 18 credit requirement in Option 3.

**Option 4. *General Business.*** A total of 33 credits with a minimum of 18 credits (6 courses) from any Business graduate course. As noted above, the 5 graduate program core classes may be substituted by additional Business courses with permission of the graduate deputy.

**Rationale:** Option four will appeal to two different types of students. First, many students come from foreign countries where their previous business coursework or degree is not accepted and/or recognized by the United States marketplace. Option four will appeal to those students by allowing them to obtain a business degree from an American school that will be recognized. Students will not have to take repetitive coursework which they previously studied. Second, many students attending an American undergraduate program may not have obtained a business degree but want such a degree to enter or enhance their current or future business career.

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

**Department of School Psychology, Counseling, and Leadership**

**Date of departmental approval:** March 12, 2013

**Effective Date:** Fall, 2013

**M.S. degree program in education: school psychologist**

**SED program code: 01798**

**Degree requirements**

Thirty-three credits are required for the degree.

Students must complete 33 credits selected from the following courses:

SPCL 7931T, 7932T, 7903T, 7922T, 7911X, 7900X, 7923X, 7901X, 7910X, 7912X, 7913X, 7920X, 7921X, 7906X, 7907X, 7915X.

The program of study must be approved by the program coordinator.

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

**Rationale:** In 2007 the Graduate Program in School Psychology submitted an extensive curriculum revision document, which can be found in the June 2007 Chancellor's Report. In the June Report, the rationale for this change was provided: "After reviewing data on students with 9 credits of coursework under B- and their subsequent internship experience, faculty determined that the limit for grades lower than B- should be reduced from 9 credits to 6 credits in order to ensure that students have acquired the skills to succeed on internship." However, the document requesting this change had an error that said "6 credits below C+." This requested change is simply to enact what the department had sought to change in 2007.

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

## **SECTION A-IV: NEW COURSE**

### **Department of Earth and Environmental Sciences**

**Date of Departmental Approval:** March 12, 2013

**Effective Date:** Fall 2013

#### **EESC 7150: Research Proposal**

7.5 hours plus 2-hour lab, 1.5 credits

**Bulletin Description:** Development of independent research proposal; literature searches; literature reviews; development of hypotheses and methodologies.

**Prerequisite:** Permission of the chairperson

**Clearances:** None

**Rationale:** The research potential of a graduate student is not necessarily reflected by their undergraduate GPA or SAT scores. All graduate students entering the EESC Masters program begin in the non-thesis (M.A.) track. Those students who wish to pursue a research-based degree (M.S.) will be required to complete this course successfully, thereby demonstrating their potential to conduct independent research.

Masters students are at the beginning of their research careers, and so need time and guidance in the initial stages of developing research plans for implementation as independent research projects, and time to develop familiarity and comfort with the literature in their specific field of interest. This course will provide mentoring to students in the pre-data collection phase of research.

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

**Department of Earth and Environmental Sciences**

**Date of Departmental Approval:** March 12, 2013

**Effective Date:** Fall 2013

**EESC 7151: Presenting Research in the Earth and Environmental Sciences**

15 hours plus 1-hour lab, 1.5 credits

Principles and practices of presenting original scientific research at scientific meetings; concise technical writing; graphics (maps, graphs, photographs); Powerpoint presentation design; poster design.

**Prerequisite:** Earth and Environmental Sciences 7150, or permission of the chairperson

**Frequency of offering:** Alternate spring semesters.

**Projected enrollment:** 8 students.

**Clearances:** None

**Rationale:** Communication of research results is an essential component to the scientific process. Oral presentation of research results is particularly important to graduate students because it is through presentations at professional meetings that they receive feedback on their work from external reviewers, network with faculty from other institutions. Furthermore, effective oral presentation of research results is an essential component of the interview process for research-related careers. This course is intended to improve graduate student communication skills so that they can present their work more effectively, and better represent themselves and Brooklyn College in professional forums.

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

## Department of Film

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2014

### **FILM 7321G Rewriting and Structuring Workshop**

60 hours; 3 credits

**Bulletin Description:** Intensive exercises in rewriting screenplays, treatments and scenes. Focus on enhancing staging, dramatic balance, character and premise. Additional work in structuring story-outlines outward from germ idea, character and premise.

**Prerequisite:** Film 7132G or permission of the program director..

**Frequency of offering:** Every 2 semesters

**Projected enrollment:** 12 students

**Clearances:** requested Television and Radio

**Rationale:** Students in the screenwriting concentration of the M.F.A. take this course during their third semester. In the course, students will concentrate on rewriting scenes and treatments. The rewriting will focus on clarity; economy; visual scenic language and staging; character subtext; internal/external conflict and development; premise; balance and tone. In order to help students to gain distance on their work, they will be required to draft self-critiques of their own work prior to their rewriting. Finally students will learn that script problems are rarely solely a matter of technique, but also reveal need for greater story understanding on the writers' part.

In the last few weeks of the class, students will work on treatment structuring exercises in which they work outward from story, character and premise.

#### **Objectives of Course:**

1. To demonstrate how creative film writing deepens through rewriting.
2. To analyze techniques for getting out of their writers' heads and viewing work critically.
3. To study the analysis of criticism of one's own work and take from it what is useful
4. To help students understand that rewriting is rarely a matter of technique but is also a recognition that they must go deeper into understanding their own ideas
5. To practice structuring story-outlines outward from initial germ of idea, character and premise

#### **Outcomes Anticipated for Course:**

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

1. rewrite scenes and treatments as means of deepening screenplays
2. view their work critically
3. evaluate criticism of their own work
4. understand the technique of further clarifying their own ideas
5. structure stories out from ideas, character and premise

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

**Department of Film**

**Date of department approval:** April 16, 2013

**Effective date:** Fall 2014

**FILM 7331G: Writing and Creating Content for New Media**

**60 hours; 3 credits**

**Bulletin Description:** Hands-on intensive course in writing narratives and creating content for emerging new media productions. Students will complete a script and visual mapping of their story world for an interactive environment.

**Prerequisites:** Matriculation for the M.F.A. in Cinema Arts or permission of the program director.

**Frequency of Offering:** Every 2 semester

**Projected enrollment:** 12 students

**Clearances:** Television and Radio

**Rationale:** Students in the screenwriting concentration of the cinema arts program take this course during their fourth semester. Building on their prior course work in screenwriting for the short form as well as for feature-length works, students will complete a script and visual mapping of their complex story world to be adapted specifically for gaming, the Web, mobile, or other emerging media environment. Students can either create an original work or use their draft screenplay in Advanced Screenwriting II to create a derivative work for new media. The focus of the course is on the writing and critical process. Each student will also serve as story editor on another student's script and mapping.

**Objectives of the course:**

At the end of this course, students should be able to:

1. Complete a finished script and visual mapping of their interactive story world.
2. Learn to critique an evolving script and mapping for new media environments to completion.
3. Learn to productively respond to critiques of a student's own work.
4. Learn to serve as story editor on another student's writing and to incorporate the lessons learned in that role into the student's own writing.
5. Understand the nature of new media consumption and the expectations of user immersion as part of the narrative decision-making process.
6. Understand the differences between certain new media as having their own language and rules that may deviate from traditional forms.
7. Critically analyze and evaluate a multi-layered story environment for the user experience.

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

**Outcomes Anticipated for this Course:**

Students studying in the screenwriting track are expected to be knowledgeable of the vast landscape of new and emerging media forms for which work will be written, produced, distributed, and exhibited through the professional creative industries. Writing and creating content for new media diverges from traditional media scriptwriting and story development, such as for film, yet still utilizes certain aspects of story fundamentals we've come to expect in more linear forms. Specifically, new media relies on understanding these differences and similarities, as well as the nature of media consumption. The pleasure of "play" and interactivity from the user's perspective and how story worlds are constructed and understood over multiple platforms, where portions of the story are revealed, also contribute and are in relation to the greater whole of the narrative structure.

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



## **Department of Film**

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2014

### **FILM 7412G Producing Symposium**

60 hours; 3 credits

**Bulletin Description:** Examination of the producing career from the perspectives of a variety of industry professionals. Guest speakers from the film production community. Analysis of experience and techniques of legendary producers of historical importance as well as contemporary producers currently working in the industry.

**Prerequisite:** FILM 7401G or permission of the program director.

**Frequency of offering:** Every 2 semesters

**Projected enrollment:** 12 students

**Clearances:** Television and Radio

**Rationale:** This is a required second-year course for MFA students in the film producing specialization. Film production involves recurring elements, including development, finance, distribution and the production process itself. In fact, the film producer's role can be analyzed in terms of the many problems that must be solved in order to complete a production and bring it successfully to market. However, every film production, and every film producer, is unique, and each producer has his or her own process.

This course will be offered in the true symposium spirit, in which 1) the most successful, brightest, and innovative producers will be invited to share their experience and techniques with the most successful, brightest, and innovative students that this program can attract, and 2) historical figures will be discussed by panels of invited scholars, some from Brooklyn College and other CUNY campuses.

Many of the guest speakers will create events—workshops, master classes, and speeches—that can be shared with the entire college and city community.

#### **Outcomes Anticipated for Course:**

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

1. Understand the uniqueness of every film project.
2. Analyze the ways in which the film production process is similar for different projects.
3. Trace the artistic, business and technical differences in the history of the film industry.
4. Discuss the film production process from a variety of current and historical perspectives, including independent versus studio productions.
5. Understand how the personality of a producer can impact the creative and financial success of a film.

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

**Department of Film**

**Date of departmental approval:** 12 March 2013

**Effective date:** Fall 2014

**FILM 7461G Entertainment Industry in New York**

60 hours; 3 credits

**Bulletin Description:** An exploration of both the creative and business landscapes of New York City's film-related entertainment industries by faculty and guest lecturers active in their respective fields.

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

**Frequency of offering:** Every 2 semesters

**Projected enrollment:** 12 students

**Clearances:** Television and Radio

**Rationale:** This is a required course for all Film M.F.A. students in all specialties. By understanding all of the facets of the filmed entertainment industry in NY, students in the various concentrations will gain a better understanding of where and how they can apply their skills in this sector, both in their required internships and in their lifelong careers.

The course will also focus on the ways in which different sectors often overlap, how there is often a symbiotic relationship between different threads of the entertainment industry.

This course will be absolutely essential to the Animation and Digital Media concentrations (not yet designed), to which the Mayor's Office of Media and Entertainment has contributed \$6.7 million.

**Objectives of Course:**

To look at the entertainment industry through a very practical lens.

To examine NY's role as the center of independent production.

To explore the employment and internship opportunities that exist in the wide-ranging NY Entertainment Industry.

To analyze the creative process within each of the different threads of the entertainment industry.

To demonstrate the business factors that drive each of the threads in the entertainment industry; to examine the differences and overlaps.

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

To bring in individuals from the entertainment industry to discuss with the students the complexities of their businesses as well as their own career paths.

**Outcomes Anticipated for the Course:**

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

1. Write a paper on the symbiotic relationship between entertainment and industry.
2. Have an understanding of what the film industry looks like in NY.
3. Have some understanding of the intersection of the Film and TV industries in NY.
4. Predict trends in the New Media industries of NY.
5. Have some understanding of the publishing industry in NY.
6. Analyze the music industry in NY.
7. Understand how they might apply their skills in each of the above.

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

## Department of Film

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall, 2014

### **FILM 7502G: Sound Editing and Design I**

60 Hours; 3 Credits

**Bulletin Description:** Introduction to sound editing and design for cinema arts. Practical approaches to sound editing, Foley, and Automated Dialogue Replacement (A.D.R). Culminates in a final group sound project.

**Prerequisites:** Matriculation for the M.F.A. in Cinema Arts or permission of the program director.

**Frequency of Offering:** Every 2 semesters

**Projected enrollment:** 12 students

**Clearances:** Television and Radio, March 12, 2013; Conservatory of Music

**Rationale:** This course is part of the required sequence for all M.F.A. students specializing in directing or post-production. Students in these concentrations must have a thorough understanding of how sound works with visual image, not only as a component of film, but as an active and creative partner of storytelling. Sound design provides an aural narrative that is critical in filmmaking. The common misunderstanding that sound is an “add on” is a frequent reason why students leave the academy with disappointing skills and incomplete educations in narrative film.

In this course, students will begin to experience the empowerment of storytelling with sound and will immediately learn skills that allow them to begin to become valuable in the professional industry as experts in the field of post-production. They will learn how to edit sound, cue, and perform Foley (the post-production addition of everyday synchronized sounds that lends impact to the final film) and Automated Dialogue Replacement (often called dubbing or rerecording, which is the replacement of actors’ voices in post-production), and will understand the importance of the technology and industrial workflow as it operates in the film industry.

### **Objectives of the Course:**

1. To develop student skills in collaborative projects that include sound effects, Foley, and Automated Dialogue Replacement.
2. To demonstrate how sound effects and Foley work separately and together, why they are different, and how they are executed.
3. To emphasize the importance of genre in sound design.
4. To establish why and when Automated Dialogue Replacement. is used in film.
5. To explore the professional workflow of experts in post-production sound.

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

6. To identify sounds in the environment and illustrate in written exercises how backgrounds are important in sound design.

**Outcomes Anticipated for this Course:**

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

1. Identify production sound and post-production sound.
2. Understand the basic functions of ProTools and how to edit simple sound effects in assigned tracks.
3. Identify the footsteps and props that need to be Foleyed for a scene and perform and/or mix (record) these cues.
4. Edit basic Foley cues to refine sync.
5. Perform/and or mix (record) basic Automated Dialogue Replacement lines.
6. Edit Automated Dialogue Replacement lines to refine sync.
7. Describe in written and verbal form the various post-production sound professionals involved in a film and what they do.
8. Understand the difference between what needs to be edited in as a sound effect and what needs to be Foleyed or recorded as a special design sound effect.
9. Record basic sounds “wild” to be entered into ProTools for a scene if needed.

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

## **Department of Film**

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2014

### **FILM 7512G: Sound Editing and Design II**

60 Hours; 3 Credits

**Bulletin Description:** Continuation of sound editing and design for cinema arts. Introduces advanced dialogue editing, film music, and preliminary mixing along with sound effects. Culminates in a final group sound project.

**Prerequisite:** Film 7501G or permission of program director.

**Frequency of Offering:** Every 2 semesters

**Projected enrollment:** 12 students

**Clearances:** Television and Radio, March 12, 2013; Conservatory of Music

**Rationale:** This course is part of the required sequence for all M.F.A. students specializing in post-production. Students in this concentration will need more than just an introduction to sound editing and design. It is essential that students proceed onto a clear understanding of dialogue editing, film music, and film sound mixing. Sound design is complex and requires more than an introduction if the student is to be prepared to enter into a professional role in the industry.

In this course, the students will learn basic dialogue editing, which is the most sophisticated of all sound editing skills. Additionally, the students will be exposed to the other sound art in post-production, film scoring. The students will be encouraged to make the connection between sound editing and film music – which is essential – for the two work in concert in sound design. A sound editor is often asked to edit dialogue, sound effects, and music. Thus, it is essential that the student be aware how the three – dialogue, sound effects, and music – interconnect.

### **Objectives of the Course:**

1. To organize a group project that includes dialogue editing, sound effects, music editing, and pre-mixing.
2. To demonstrate how production dialogue, sound effects, and film music are edited and prepared for the final mix in film.
3. To examine the connection between sound editing and film scoring.
4. To demonstrate how a dialogue editor cleans and “dirties up” backgrounds in production tracks to avoid unnecessary A.D.R. and to save good ancillary sounds.
5. To identify the differences between a domestic and a foreign film release for the purpose of sound design.
6. To promote understanding of the critical relationship between picture editing and sound editing.

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

**Outcomes Anticipated for this Course:**

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

1. Edit dialogue at a beginning to intermediate level.
2. Use ProTools at an advanced level, including shortcuts. Additionally, the student should be comfortable pre-mixing “in the box.”
3. Determine which sounds can be saved in production and will not need to be edited in as sound effects.
4. Edit sound effects with multiple layerings and complex styles.
5. Edit music to support the narrative without competing with sound effects.
6. Demonstrate defensible taste and style when making sound and music choices.
7. Describe in written and verbal form spotting, editing, and mixing vernacular as utilized in the professional post-production community.
8. Determine when A.D.R. is required, and when it is not required.
9. Demonstrate an understanding of the role of the dialogue editor as it relates to the picture editor.

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

**Department of Psychology**

**Date of departmental approval:** March 12, 2013

**Effective Date:** Fall 2013

**PSYC7209G: Special Topics in Organizational Behavior**

15-45 hours; 1-3 credits

**Prerequisites:** None

**Frequency of Offering:** Once a year

**Bulletin Description:** Topics vary from term to term

**Clearances:** None

**Rationale:** This course will present the opportunity to offer Special Topics for the Organizational Behavior track of the graduate program in Industrial and Organizational Psychology. And it would be used as a testing ground for the development of New Courses for this program, replenishing that curriculum. Current this sort of course is only available as a part of the Human Relations track of our graduate program in Industrial and Organizational Psychology. The designation of “15-45 hours; 1-3 credits” would allow for the opportunity to develop specialized modules that need not take an entire semester.

**Departmental Goals Addressed by this Course:** This course would be used to update and to refresh the curriculum of the Organizational Behavior track of the graduate program in Industrial and Organizational Psychology.

**Course Objectives and Anticipated Outcomes:** It is impossible to specify Objectives and Outcomes for this course that serves as a placeholder for substantive courses.

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



## Department of Psychology

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

### **PSYC 7228G: Workplace Communication in Organizations**

45 hours; 3 credits

**Bulletin Description:** Introduction to communication skills and strategies that managers need in today's workplace, including leadership communication, 360 degree communication, facilitating meetings, managing conflict, and identifying personality types to enhance communication effectiveness. This course will also include a review of techniques for giving and receiving feedback, negotiating, listening, and managing conflict.

**Prerequisites:** None

**Frequency of offering:** once very two years

**Enrollment:** Approximately 25 students

**Clearances:** Speech, March 14, 2013

**Rationale:** This course will serve as an elective course for students in the Psychology master's program in Industrial and Organizational Psychology; and it provides an overview of various approaches to communication in organizations that are essential for Human Resource managers. These topics have been identified as being underrepresented in the current program curriculum and would be valuable to students wishing to pursue employment in human resource management. Note that this course has been offered twice recently as a Special Topic within the I/O Psychology graduate program; and it has well received.

**Course Objectives and Anticipated Outcomes:** The class will be conducted in a seminar format, with a strong emphasis on reading and analyzing the material as well as reflecting about the learned information in relation to actual organizational experiences. Students will be required to discuss the assigned reading in addition to sharing similar articles as well as personal experiences and reflections about the topic. Students will be expected to conceptualize and categorize the appropriate communication approach for each situation based on the circumstances at hand as well as the interpersonal and cultural background of the person whom he or she will need to address. These will include (but will not be limited to) leadership communication, 360 degree communication, technologically mediated communication, and the facilitation of meetings.

The overall objectives are to facilitate the acquisition of knowledge and skills related to:

- various communication strategies for managing meetings and teams
- choosing appropriate channels for communication
- communication up and down the organization
- formal presentation skills
- increasing work morale in employees

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

**Department of Psychology**

**Date of departmental approval:** March 12, 2013

**Effective Date:** Fall 2013

**PSYC 7709G: Special Topics in Experimental Psychology**

15-45 hours; 1-3 credits

**Prerequisites:** None

**Frequency of Offering:** Once a year

**Bulletin Description:** Topics vary from term to term

**Clearances:** None

**Rationale:** This course will present the opportunity to offer Special Topics for the graduate program in Experimental Psychology. And it would be used as a testing ground for the development of New Courses in this program, replenishing that curriculum. Currently, this sort of course is only available as a part of the Human Relations track of our graduate program in Industrial and Organizational Psychology. The designation of “15-45 hours; 1-3 credits” would allow for the opportunity to develop specialized modules that need not take an entire semester.

**Departmental Goals Addressed by this Course:** This course would be used to update and to refresh the curriculum of the graduate program in Experimental Psychology.

**Course Objectives and Anticipated Outcomes:** It is impossible to specify Objectives and Outcomes for this course that serves as a placeholder for substantive courses.

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

**Department of School Psychology, Counseling and Leadership**

**Date of Departmental Approval:** March 12, 2013

**Effective date:** Fall 2013

**SPCL 7946: Historical, Theoretical and Social Foundations of Play Therapy**

45 hours, one hour conference; 4 credits

**Bulletin Description**

Overview and critical analysis of history of play therapy. Case-based approach to study of multiple theoretical and applied approaches with a diverse child population. Explore social and cultural contexts of play therapy; role of the play therapist; therapeutic relationship. Emphasis on working with families. Development of a diversity-sensitive approach to play therapy practice with children and families in school and community settings.

**Frequency of offering:** 1 per year in the fall semester

**Projected enrollment:** 20 students per year

**Clearances:** Psychology

**Rationale:**

*SPCL 7946: Historical, Theoretical and Social Foundations of Play Therapy* is integrally connected to the School Psychologist Graduate Program. It builds on the Program's coursework in child development and counseling by extending and deepening student understanding of the historical traditions and multiple theoretical approaches to play therapy as a particular response to and intervention with children who present with social and emotional concerns. This course addresses the School Psychologist Program's commitment to promote services that enhance the mental health, learning, and well-being of children.

Play therapy is a intervention of choice with children who have experienced major life disruptions including divorce, loss, dislocation and migration, illness, or who may have been exposed to a variety of traumatic experiences, including abuse, neglect, violence, war, and natural disasters. Play therapy also has clinical application to working with children from diverse backgrounds who present with developmental, learning, linguistic, and behavioral concerns. It is grounded within a tradition that positions play and creative expression as central to emotional development in children and to clinicians' ability to understand and to intervene in the service of furthering children's emotional growth and overall well-being.

**Program/Department Goals Addressed:**

This course addresses the Brooklyn College School Psychologist Graduate Program's goal of preparing highly competent, self-reflective, caring and compassionate clinicians, to work with children and families in a variety of settings. This course also addresses the School Psychologist Program's goal of addressing the mental health needs and improving the educational experiences of children. This course follows in the practices of the School Psychologist Program and the Department of School Psychology, Counseling and Leadership

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

which promote collaborative learning through readings, class discussion and activities which help students deepen their understanding and improve their skills. Additionally, this course addresses the Program and the Department's goal of furthering social justice by deepening student understanding of children's lives, and of responding to the needs of children and families

**Objectives of Course:**

Students will:

- 1) Gain knowledge of the historic development of play therapy as a method of understanding and intervening with diverse children
- 2) Gain knowledge of the role of the therapeutic relationship in play therapy
- 3) Become familiar with multiple theoretical approaches to play therapy and how these are expressed in play therapy practices with diverse populations
- 4) Understand the role of families in play therapy with children
- 5) Develop sensitivity to the role of culture and community in play therapy

**Outcomes Anticipated:**

Students will be able to:

- 1) Identify historic trends in play therapy as a method of understanding and intervening with children
- 2) Appreciate the role of relationships in play therapy with diverse populations
- 3) Analyze varied theoretical approaches to play therapy and how theoretical approaches inform the practice of play therapy with diverse populations
- 4) Identify the role of the family in various approaches to play therapy
- 5) Apply understanding of culture and community to play therapy

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

**Department of School Psychology, Counseling and Leadership**

**Date of Departmental Approval:** March 12, 2013

**Effective date:** Fall 2013

**SPCL 7947: Play Therapy Methods and Approaches**

45 hours lecture, one hour conference; 4 credits)

**Bulletin Description**

Focus on developing applied skills for conducting and evaluating play therapy with diverse populations of typically developing children, and children with autism spectrum disorders in school and community settings. Overview of play therapy interventions with common presenting problems including anxiety, aggression, oppositional behavior. Working with diverse families in play therapy.

**Frequency of offering:** 1 per year in the fall semester

**Projected enrollment:** 20 students per year

**Clearances:** Psychology

**Rationale :**

*SPCL 7947: Play Therapy Methods and Approaches* is integrally connected to the School Psychologist Graduate Program. It builds on the School Psychologist Graduate Program's coursework by developing the applied skills required for conducting and evaluating play therapy interventions in a variety of settings with children who present with typical and atypical development, with a focus on children with autism spectrum disorders. The course will emphasize a diversity-sensitive approach to play therapy practice with children and families. This course addresses the School Psychology Program's commitment to promote services that enhance the mental health, learning, and well-being of all children.

**Program/Department Goals Addressed:**

This course addresses the Brooklyn College School Psychologist Graduate Program's goal of preparing highly competent, self-reflective, caring and compassionate clinicians, to work with children in a variety of urban environments. This course also addresses the School Psychology Program's goal of addressing the mental health needs and improving the educational experiences of children. This course specifically addresses the School Psychologist Graduate Program's emphasis on the National Association for School Psychologist's professional goals of Interventions and Mental Health Services to Develop Social and Life Skills (Standard 4), Preventive and Responsive Services (Standard 6), Family-School Collaboration Services (Standard 7) and Development and Learning (Standard 8). This course follows in the practices of both the School Psychologist Graduate Program, the Department of School Psychology, Counseling and Leadership which support and act in accordance with the School of Education's

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

Conceptual Framework Themes of critical reflection and reflective practice, social justice, and diversity. The course *Play Therapy Methods and Approaches* emphasizes critical reflection on practice, with an aim of individualizing treatment approaches to meet the needs of particular children, who represent a broad range of social, cultural, linguistic and economic backgrounds.

**Objectives of Course:**

Students will:

- 6) Gain knowledge of how to establish an environment and framework for implementing play therapy approaches
- 7) Learn how to conduct and evaluate play therapy practice with children with common presenting problems
- 8) Learn how to conduct play therapy with diverse children with autism spectrum disorders
- 9) Learn about implementing play therapy in school and community settings
- 10) Learn how to involve families in the process of play therapy

**Outcomes Anticipated:**

Students will be able to:

- 6) Plan environments for play therapy
- 7) Demonstrate understanding of key principles in implementing and assessing progress in individual and group play therapy with diverse children with common presenting problems
- 8) Demonstrate understanding of how to tailor play therapy approaches for children with autism spectrum disorders
- 9) Demonstrate understanding of how to practice and assess play therapy in school and community settings
- 10) Demonstrate understanding of diversity-sensitive approaches to family involvement in play therapy

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

**Department of School Psychology, Counseling and Leadership**

**Date of Departmental Approval:** March 12, 2013

**Effective date:** Fall 2013

**SPCL 7948: Play Therapy Applications for Special Populations**

45 hours lecture; 1 hour conference; 4 credits

**Bulletin Description**

Study of play therapy interventions with special populations, including diverse children who have experienced loss, trauma, abuse, or neglect. Development of applied skills for conducting and evaluating play therapy interventions in school and community settings. Emphasis on development of clinical sensitivity to working with diverse children who present with a wide variety of psychological needs, and their families.

**Frequency of offering:** 1 per year in the fall semester

**Projected enrollment:** 20 students per year

**Clearances:** Psychology

**Rationale :**

*SPCL 7748: Play Therapy Applications for Special Populations* is integrally connected to the School Psychologist Graduate Program. It emphasizes development of applied skills required for conducting and evaluating play therapy interventions with a broad cross-section of special populations, including children who have experienced trauma, loss, abuse and/or neglect. The course will develop clinical sensitivity to working with diverse children who present with a wide variety of psychological needs and behavioral challenges, and their families. This course addresses the School Psychologist Graduate Program's commitment to promote services that enhance the mental health, learning, and well-being of all children.

**Program/Department Goals Addressed:**

This course addresses the Brooklyn College School Psychologist Graduate Program's goal of preparing highly competent, self-reflective, caring and compassionate clinicians, to work with children in a variety of urban environments. This course also addresses the Program's goal of addressing the mental health needs and improving the educational experiences of children. This course specifically address the School Psychologist Graduate Program's emphasis on the National Association for School Psychologist's professional goals of Interventions and Mental Health Services to Develop Social and Life Skills (Standard 4), Preventive and Responsive Services (Standard 6), Family–School Collaboration Services (Standard 7) and Development and Learning (Standard 8). This course follows in the practices of both the School Psychologist Graduate Program, and the Department of School Psychology, Counseling and Leadership which support and act in accordance with the School of Education's Conceptual Framework Themes of critical reflection and reflective practice, social justice, and diversity. The course *Play Therapy Applications for Special Populations* emphasizes critical reflection on practice,

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

with an aim of individualizing treatment approaches to meet the needs of vulnerable children, who represent a broad range of social, cultural, linguistic and economic backgrounds.

**Objectives of Course:**

Students will:

- 11) Gain knowledge of the needs of diverse children who have experienced loss, trauma, abuse or neglect
- 12) Gain knowledge of applied approaches to play therapy with diverse children who have experienced loss, trauma, abuse or neglect
- 13) Gain knowledge of applied approaches to play therapy with diverse children who have experienced loss, trauma, abuse or neglect in school and clinical and community settings

**Outcomes Anticipated:**

Students will be able to:

- 14) Understand the needs and presenting problems of diverse children who have experienced loss, trauma, abuse or neglect
- 15) Develop understanding and skill in application of play therapy modalities with diverse children who have experienced loss, trauma, loss, abuse or neglect
- 16) Apply understanding of play therapy to interventions with diverse children who have experienced loss, trauma, abuse and/or neglect in community and school settings

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



**Department of School Psychology, Counseling and Leadership**

**Date of Departmental Approval:** March 12, 2013

**Effective date:** Fall 2013

**SPCL 7949: Advanced Seminar in Play Therapy Practice and Supervision**

45 hours lecture, 1 credit conference; 4 credits

**Bulletin Description**

Advanced seminar in play therapy practice with diverse populations; group supervision of play therapy practice. Study of advanced play therapy skills. Review of diagnostic play assessment and child forensic interviewing. Principles of clinical supervision of play therapy; role of play therapy supervisor; impact of vicarious trauma on play therapist. Students are expected to draw on their play-based experiences in the field (work or volunteer) in school or community settings.

**Frequency of offering:** 1 per year in the fall semester

**Projected enrollment:** 20 students per year

**Clearances:** Psychology

**Rationale:**

*SPCL 7949: Advanced Seminar in Play Therapy Practice and Supervision* is integrally connected to the School Psychologist Graduate Program. It builds on the School Psychology Program's coursework in child development and counseling. This course provides an advanced seminar in which students will present their own applied work in the field for group supervision, and will address advanced topics in play therapy practice including play-based assessment.

It is critical that school and community agency based play therapists have a working understanding of their role in assessing children's developmental profiles and responses to traumatic experiences. The course will also prepare play therapists to clinically supervise play therapy interventions by play therapists. Clinical supervision is central to play therapy practice both order to improve child response to treatment, and to protect play therapists from the risks of vicarious traumatization as a result of working with children and families who have experienced trauma.

**Program/Department Goals Addressed:**

This course addresses the Brooklyn College School Psychologist Graduate Program's goal of preparing highly competent, self-reflective, caring and compassionate clinicians, to work with children in a variety of urban environments. This course also addresses the School Psychology Program's goal of addressing the mental health needs and improving the educational experiences of children. This course specifically address the School Psychologist Graduate Program's emphasis on the National Association for School Psychologist's professional goals of Interventions and Mental Health Services to Develop Social and Life Skills (Standard 4), Preventive and Responsive Services (Standard 6), Family–School Collaboration Services (Standard 7) and Development and Learning (Standard 8). This course follows in the practices of both the School Psychologist Graduate Program, the Department of School Psychology,

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

Counseling and Leadership which support and act in accordance with the School of Education's Conceptual Framework Themes of critical reflection and reflective practice, social justice, and diversity. The course, *Advanced Seminar in Play Therapy Practice and Supervision*, emphasizes critical reflection on practice, with an aim of individualizing treatment approaches to meet the needs of particular children, who represent a broad range of social, cultural, linguistic and economic backgrounds.

**Objectives of Course:**

Students will:

1. Present their applied work in play therapy with diverse populations for group supervision
2. Learn about diagnostic play assessment and child forensic interviewing with diverse populations
3. Study supervision of play therapy

**Outcomes Anticipated:**

Students will be able to:

1. Consider supervisory feedback from peers and instructor, and incorporate supervision into their applied, diversity-sensitive play therapy practice
2. Demonstrate familiarity with principles of diagnostic play assessment and child forensic interviewing with diverse populations
3. Demonstrate supervisory principles during in-vivo peer-supervision

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

## SECTION A-V: CHANGE IN AN EXISTING COURSE

### Department of Early Childhood Education and Art Education

Change in title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7008T ~~Education and Theories of Mind~~**

30 hours plus independent work; 3 credits

Logic of learning (believing, knowing, thinking, understanding). Analysis of the concept of learning in educational theory and practice. Implications of ~~the philosophy of mind for the evaluation of teaching and learning.~~

~~Prerequisite: a master's degree or matriculation in a teacher education program; and Education 731T or the equivalent.~~

**TO:**

**ECAE 7008T Learning Theories and Early Education**

30 hours plus independent work; 3 credits

Current theories and research of learning (believing, knowing, thinking, understanding) and memory during early childhood. Analysis of the concept of learning in educational theory and practice. Implications of children's learning and memory in teaching.

**Rationale:** The title and course changes focus on approaches to working with young children.

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

**Department of Early Childhood Education and Art Education**

Change in title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7009T ~~Programmed Instruction~~**

30 hours plus conference and independent work; 3 credits

Critical evaluation of the theories underlying ~~programmed~~ instruction. Examination of research findings concerning the effectiveness of ~~teaching machines, programmed texts,~~ and related devices. Practice in the ~~preparation of programmed materials.~~

~~Prerequisite: a course in educational psychology or the psychology of learning.~~

**TO:**

**ECAE 7009T Educational Technology and Instruction**

30 hours plus conference and independent work; 3 credits

Critical evaluation of the theories underlying educational technology and instruction. Examination of research findings concerning the effectiveness of educational technology and related devices in teaching. Practice in the use of technology in the classroom.

**Rationale:** The title and course changes focus on approaches to using technology in the classroom rather than programming.

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

**Department of Early Childhood Education and Art Education**

Change in title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**~~ECAE 7013X Mental Hygiene and Behavior Problems~~**

45 hours; 3 credits

~~Contributions of mental hygiene to understanding dynamics of behavior. Dynamic aspects of personality development. Typical behavior problems in school, home, and community. Clinical methods in diagnosing and treating personality difficulties. Study and evaluation of typical case materials. Teacher's role in dealing with behavior problems. (Not open to students who have completed Education 7673X [726.3X].)~~

~~Prerequisite: a course or courses in learning, evaluation, and mental health.~~

**TO:**

**ECAE 7013T Children's Temperament and Behavior Problems**

45 hours; 3 credits

Dynamic aspects of temperament and personality development in early childhood. Children's emotional and behavior problems in the family home and school environment. Clinical methods in diagnosing and treating young children with difficult temperaments and with emotional and behavioral difficulties. Study and evaluation of typical case materials. Early childhood teacher's role in understanding and dealing with young children with difficult temperaments and behavior challenges.

**Rationale:** The title and course changes focus on approaches to working with young children.

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

**Department of Early Childhood Education and Art Education**

Change in title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7037X Teaching ~~Lexicography and~~ Vocabulary across the Curriculum**

30 hours lecture, 30 hours laboratory; 3 credits

Methods and techniques of vocabulary improvement in the classroom setting. Application to classroom practice of the study of ~~the history~~ of the English language, the science of lexicography, and principles of etymology and semantic change. Analysis of selected words and word roots areas taught throughout secondary schools with special emphasis on vocabulary development, the nature of language, ~~and the relationships among languages.~~

**TO:**

**ECAE 7037T Teaching Vocabulary across the Curriculum in Early Childhood Classroom**

30 hours lecture, 30 hours laboratory; 3 credits

Methods and techniques of vocabulary improvement in the early childhood classroom setting. Application to classroom practice of the study of the English language, the science of lexicography, and principles of etymology and semantic change. Analysis of selected words and word roots across content areas taught in early childhood education with special emphasis on vocabulary development and the nature of language.

**Rationale:** The title and course changes focus on approaches to working with young children.

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

**SECTION A-V: CHANGES IN EXISTING COURSES**

**Department of Early Childhood Education and Art Education**

Change in course title and description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7100T Seminar in Principles, Practices and Environments in Early Childhood Education**

45 hours; 3 credits

Analysis of case studies, ~~relevant~~ research, classroom interactions, and environments as related to early childhood teacher practice with culturally and linguistically diverse young children, including children with special needs. Selected current issues in classroom organization and design for ~~children from birth through the second grade. Other topics derived from students' classroom experience.~~ Development of a reflective approach to teaching; individualized instruction, organizing for effective support, guidance of learning, ~~and~~ ~~planning.~~

**TO:**

**ECAE 7100T Seminar in Principles, Practices and Environments in Early Childhood Settings, including Dual Language and Special Education**

45 hours; 3 credits

Analysis of case studies, research, classroom interactions, and environments as related to early childhood teacher practice with culturally and linguistically diverse young children, including children with special needs. The development of an integrated curriculum (math, science, literacy, social studies and the use of technology) emphasizing enduring understandings and standards within developmentally appropriate practices context. Selected current issues in classroom organization and design for early childhood, early childhood dual language and early childhood special education classrooms. Development of a reflective approach to teaching; individualized instruction, organizing for effective support, and guidance of learning.

**Rationale:**

The addition of curriculum and standards aligns the course to current practices in the field of early childhood education. Relevant was deleted because all the analysis listed are relevant, not just research. The inclusion of enduring understandings and standards reflect changes in the field of education. The changes also address the growing need for deeper understanding of early childhood special education and dual language classrooms.

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

**Department of Early Childhood Education and Art Education**

Change in course title and description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7101 Infant and Child Development in Family, Community and Educational Contexts**

30 hours plus conference; 3 credits

Advanced seminar that focuses on observing, assessing, and understanding child development from birth through grade two, as well as prenatal development. Childrearing and early education in diverse family and cultural contexts, with a focus on urban settings. Theoretical approaches to understanding child development, including English language learners and children with special needs; parental ethnotheories; the interactive relationship between the child and the social context. Culture and early childhood education practice from a comparative perspective; teacher-child and peer relationships; including children with special needs; developmentally appropriate curriculum; educational policies.

**TO:**

**ECAE 7101 Infant and Child Development in Family, Community and Educational Contexts: Typical and Atypical**

30 hours plus conference; 3 credits

Advanced seminar that focuses on observing, assessing, and understanding typical and atypical child development from birth through grade two, as well as prenatal development. Childrearing and early education in diverse family and cultural contexts, with a focus on urban settings. Theoretical approaches to understanding child development, including English language learners and an examination of the developmental nature, causes, and characteristics of young children with special needs, including children with autism; parental ethnotheories; the interactive relationship between the child and the social context. Culture and early childhood education practice from a comparative perspective; teacher-child and peer relationships; including children with special needs; developmentally appropriate curriculum in home, and early childhood settings; early intervention/educational policies.

**Rationale:** This course description was updated to include emphasis on both typical atypical development in infants and young children. Since our graduate students are working with young children with and without disabilities, the course includes atypical development. The course description better reflects the content actually covered in the course.

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



**Department of Early Childhood Education and Art Education**

Change in course title and description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7116T Families, Communities, and Social Studies in Early Childhood Education**

30 hours; 30 hours supervised field experience; 3 credits

~~Approaches to integrating parents, families, and communities into educational environments. and curriculum for young children, including children with special needs and children who are English language learners. Teaching social studies to young children beginning with study of the family and community, and leading to Study of larger social, political and historical frameworks Focus on culturally and linguistically diverse urban settings. Students who possess a New York State Initial Certificate in Early Childhood Education or its equivalent may complete the field experience in their own early childhood classrooms; students who do not possess a New York State Initial Certificate in Early Childhood Education or its equivalent will complete the field experience under the direct supervision of a certified teacher.~~

Prerequisite: Early Childhood and Art Education 7101T or 7102T.

**TO:**

**ECAE 7116T Culturally and Linguistically Diverse Families, and Communities, and the Teaching of Social Studies in Early Childhood Education**

30 hours; 30 hours supervised field experience; 3 credits

A study of teaching young children about the social world, including culture, language, and the role of the community. The use of social studies as a framework for an integrated curriculum including math, science and English Language Arts in single language, bi-lingual and dual language programs. Approaches to integrating parents and families into culturally and linguistically diverse early childhood educational environments. Study of social, educational, political and historical frameworks that affect early childhood education

Prerequisite: Early Childhood and Art Education 7101T or 7102T or permission from the Early Childhood Graduate Coordinator.

**Rationale:**

The course revisions reflect the use of integrated curriculum in early childhood education and the focus on culturally and linguistically diverse settings. An explanation of field requirements is not required in this brief description. The prerequisites may be waived if students are in the 30 credit program or are coming for the bilingual additional certification.

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

**Department of Early Childhood Education and Art Education**

Change in recitation, course description, and course requirements.

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7120T Seminar and Comprehensive Student Teaching: Early Childhood Education**  
3 hours recitation, weekly supervised teaching (at least 300 hours); 6 credits

Student teaching in one or more of the following age levels: preschool, kindergarten, grades 1 and 2 as required to qualify for initial certification in early childhood education. Design of developmentally appropriate environments, curricula and pedagogy for young children birth-grade 2. Emphasis on learning needs of children in culturally and linguistically diverse urban settings. Reflection on practice. Development of professional portfolio. Open only to students who have completed all program courses with a grade point average of 3.00 or higher.

Prerequisite: Early Childhood and Art Education 7101T; 7102T; 7100T; 7104T; 7111T or 7115T; 7116T; 7108T; 7105T or 7106T or 7107T; 7109T and a cumulative graduate education index of 3.0 or higher.

**TO:**

**ECAE 7120T Seminar and Comprehensive Student Teaching: Early Childhood Education**  
4 hours recitation, weekly supervised teaching (at least 300 hours); 6 credits

Student teaching in one or more of the following age levels: infants and toddlers, preschool, kindergarten, grades 1 and 2 as required to qualify for initial certification in early childhood education. Design of developmentally appropriate environments, curricula and pedagogy for young children birth-grade 2. Emphasis on learning needs of children in culturally and linguistically diverse urban settings. Reflection on practice. Development of professional portfolio and preparation for the Teacher Performance Assessment (EdTPA). Open only to students who have completed all program courses with a grade point average of 3.00 or higher. A student who received a grade lower than a B in student-teaching must apply to the ECAE chairperson for permission to reregister for student teaching.

Prerequisite: Early Childhood and Art Education 7101T; 7102T; 7100T; 7104T; 7111T or 7115T; 7116T; 7108T; 7105T or 7106T or 7107T; 7109T and a cumulative graduate education index of 3.0 or higher.

**Rationale:** The seminar was increased an hour to allow more one-on-one conferencing between the professor and students, inclusion of and critique of teacher-candidates teaching using videotape teacher-student interactions, and to help students prepare for the EdTPA exam. Finally, these changes improve the quality of our program.

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

**Department of Early Childhood Education and Art Education**

Change in prerequisites, title, and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7359X Assessment of Second Language**

30 hours plus conference; 3 credits

Assessment of English language learners, including those with special needs. Emphasis on qualitative and quantitative procedures. Examination of ~~major~~ language instruments for ~~all ages~~ and proficiency levels, development of ~~self-made language tests and~~ informal assessment techniques, ~~and practical reflection on~~ linking language assessment to instruction. Consideration of linguistic, cultural, and socioeconomic background in modifying and adapting testing procedures. Applications to educational and community settings. ~~This course is the same as English 779.1X and Speech 7536X [735.1X].~~

~~Prerequisite: either Education 7354T [760.49T] and 761.49T or a course in normal development of language or permission of the deputy chairperson.~~

**TO:**

**ECAE 7359T Assessment and Intervention of Early Childhood Bilingual and Second Language Learners**

30 hours plus conference; 25 hours supervised field experience; 3 credits

Assessment and interventions of English language learners, including those with special needs. Emphasis on qualitative and quantitative procedures. Examination of formal language instruments for young children and the study of proficiency levels, development of formal and informal assessment techniques, the linking of assessment to developmentally appropriate instruction. Consideration of linguistic, cultural, and socioeconomic background in modifying and adapting testing and instructional procedures. The relationship between bilingual and second language instructional approaches and the Pre-Kindergarten Foundations of the Common Core State Standards and the Common Core State Standards.

**Rationale:** The course now focuses clearly on young children rather than across all age groups. This is important in that young children require different teaching and assessment strategies. The assessments and interventions reflect changes in educational standards, assessments and developmentally appropriate practices.

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

**Department of Early Childhood Education and Art Education**

Change in prerequisites, title, and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7381T Seminar ~~in Applied Theory and Research in Literacy~~ †**

45 hours plus conference; 3 credits

Advanced concepts of educational research, including design of research proposals and data collection. Application of techniques of research using ~~materials relevant~~ to literacy.

Consultation and application in appropriate field settings. Design and implementation of an original research project. ~~It must be continued and completed in 7382T.~~

~~Prerequisite: 21 credits completed in the Graduate Literacy Program.~~

**TO:**

**ECAE 7381T Seminar and Applied Research in Early Literacy**

45 hours plus conference; 3 credits

Advanced concepts of educational research, including design of research proposals and data collection. Application of techniques of research using mixed methods to study language acquisition and early literacy.

Consultation and application in appropriate early childhood field settings. Design and implementation of an original research project.

**Rationale:** The title and this research course focus on language acquisition and literacy of young children.

## Department of Early Childhood Education and Art Education

Change in prerequisites, title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7382T Seminar in Applied Theory and Research in Literacy II**

45 hours plus conference; 3 credits

~~Continuation of Education 7381T.[702.12T].~~

~~Prerequisite: 24 credits completed in the Graduate Literacy Program.~~

**TO:**

**ECAE 7382T Seminar in Designing and Evaluating Programs and Applied Research in Early Childhood Education**

45 hours plus conference; 3 credits

Reviews early childhood intervention programs and strategies aimed to serve low-income children (birth to second grade) and their families; addresses developmental and health risks associated with growing up in the context of poverty; develops an evaluation proposal.

**Rationale:** The title and research course has a focus on language acquisition and literacy of young children.

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

**Department of Early Childhood Education and Art Education**

Change in prerequisites, title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7383T Methods and Practicum in Literacy, Kindergarten to Grade 2**

30 hours, 30 hours supervised field; 3 credits

Development, application, and implementation of literacy strategies with children of diverse abilities. Development of curriculum materials based on the theories and research findings discussed in the area of literacy from birth to grade 2. Presentation of supervised cases study in formal setting.

Prerequisite: Education 7001T [700.12T] and 7380T [701.12T].

**TO:**

**ECAE 7383T Methods and Practicum in Literacy for Struggling Readers and Writers: Pre-Kindergarten to Grade 2**

30 hours, 30 hours supervised field; 3 credits

Development, application, and implementation of literacy (reading and writing) strategies with young children of diverse abilities, particularly struggling readers and writers. Development of curriculum instruction and adaptation of materials and strategies based on the theories and research findings discussed in the area of literacy from birth to grade 2. Presentation of supervised cases study in formal setting.

**Rationale:** The title and course change focuses on approaches to working with young children and emphasizes struggling readers and writers.

**Department of Early Childhood Education and Art Education**

Change in prerequisites, title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7386T Literacy Education: Communication**

45 hours lecture; 3 credits

Analysis of recent research findings in language acquisition and in the development and use of verbal and nonverbal communication skills from birth to grade 6. The influence of group membership and cultural pluralism on the development of these skills with special attention to the bi-dialectal child and the English language learner. Analysis of the implications for literacy education, with emphasis on ~~media literacy and new literacies~~.

~~Prerequisites: Education 7001T [700.12T] and 7380T [701.12T].~~

**TO:**

**ECAE 7386T Literacy Education: Diagnosis in Communication and Reading Difficulties**

45 hours lecture; 3 credits

Analysis of recent research findings and factors related to children's delay in language acquisition, development and use of verbal and nonverbal communication skills, and reading difficulties from birth to grade 3. The influence of group membership and cultural pluralism on the development of these skills with special attention to the bi-dialectal child and the English language learner. Analysis of the implications for literacy education, with emphasis on diagnosing language and reading delays.

**Rationale:** The title and course change focuses on approaches to working with young children and emphasizes struggling readers and writers.

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

**Department of Early Childhood Education and Art Education**

Change in prerequisites, title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7387T ~~Literacy Skills, Instructional Strategies, and Assessment~~**

45 hours; 3 credits

Approaches to assess and ~~improve students'~~ literacy abilities through the use of records, interviews, observations, portfolios, and formal and informal assessments. Procedures for the selection, administration, and evaluation of test materials. Study of illustrative case studies including English language learners and ~~students with special needs. (Not open to students who have completed 715.12T, 718.12T and 7021T [745.1T].)~~

~~Prerequisites: Education 7001T [700.12T] and 7380T [701.12T].~~

**TO:**

**ECAE 7387T Instructional Strategies and Assessment of Young Children's Literacy Skills**

45 hours; 3 credits

Approaches to teaching and assessing young children's literacy abilities through the use of records, interviews, observations, portfolios, and formal and informal assessments to inform instruction. Procedures for the selection, administration, and evaluation of test materials and meeting NYS English Language Arts performance standards. Study of illustrative case studies including English language learners and young children with special needs.

**Rationale:** The course changes focus on approaches to working with young children.

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



**Department of Early Childhood Education and Art Education**

Change in title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7551T Critical Issues in Education: ~~Social Values and Individual Needs: Health and Nutrition~~**

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of ~~people and environments~~ in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques.

**TO:**

**ECAE 7551T Critical Issues in Education: Teacher-Child Interactions**

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on teacher-child interactions in early childhood educational settings. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques.

**Rationale:** The title and course changes focus on approaches to working with young children.

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

**Department of Early Childhood Education and Art Education**

Change in course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7663T Communication Development and Assessment of Young Multilingual Children with and without Special Needs**

30 hours plus conference; 3 credits

Study of language acquisition, focusing on the development and assessment of multi-lingual young children. Examination of theories, research, models and methods regarding multi-language learning, including nonverbal behavior and communication. Language disorders in young children and language acquisition problems. Assistive technology and augmentative communication devices for enhancing communication with young children Review of collaborations with other professionals, diverse families, and community organizations along with policy implications.

Prerequisite: Early Childhood and Art Education 7101T and 7102T or permission of the program head.

**TO:**

**ECAE 7663T Communication Development and Assessment of Young Multilingual Children with and without Special Needs**

30 hours plus conference; 3 credits

Study of language acquisition, focusing on the development and assessment of multi-lingual infants and young children. Examination of theories, research, models and methods regarding multi- language learning. including nonverbal behavior and communication. Language disorders in young children and language acquisition problems. Assistive technology and augmentative communication devices for enhancing communication with young children Review of collaborations with other professionals, diverse families, early intervention programs, and community organizations along with policy implications. Field experiences in a variety of settings including hospitals, home- and center-based early intervention programs, early childhood centers, and inclusive early childhood special education classrooms.

**Prerequisite:** Early Childhood and Art Education 7101T and 7102T or permission of the program head.

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

**Rationale:** The inclusion of infancy and working with families in home- and center-based early intervention in the course description better reflect our Early Childhood Education program's focus on working with infants with special needs and their families as well as the needs of our graduate students. Also, the Board of New York City Early Intervention Program (which is part of NYS Department of Health) has found it difficult finding professionals specifically educated in early intervention and working with infants and their families in the home and have requested specific early intervention courses in our EC program.

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

**Department of Early Childhood Education and Art Education**

Change in course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7675T Supporting Diverse Families and Parent-Child Relationships**

30 hours plus conference; 3 credits

Study of families developing relationships with their infants and young children with and without special needs beginning at their transition to parenting. Focus on helping parents/parent-figures (including fathers) understand their young child's behavior and temperament; engagement in responsive and sensitive behaviors, and developmental guidance; assessment of the parent/parent-figure relationship with child; infant mental health; co-parenting relationship, and parents' own family history. Emphasis on urban, linguistic, and cultural perspectives, resource access, and development of parent-community partnerships. Students will develop skills to support positive parenting and to work collaboratively with parents and professionals including mental health providers. Field experiences in hospitals, early intervention programs, early childhood centers ~~and/or school settings~~ and a variety of community settings.

Prerequisite: Early Childhood and Art Education 7101T and 7102T or permission of the program head.

**TO:**

**ECAE 7675T Supporting Diverse Families and Parent-Child Relationships**

30 hours plus conference; 3 credits

Study of families developing relationships with their infants and young children with and without special needs beginning at their transition to parenting. Focus on helping parents/parent-figures understand their infant/young child's behavior and temperament; engagement in responsive and sensitive behaviors, and developmental guidance; assessment of the parent/parent-figure relationship with child; infant mental health; co-parenting relationship, and parents' own family history. Emphasis on urban, linguistic, and cultural perspectives, resource access, and development of parent-community partnerships. Students will develop skills to support positive parenting and to work collaboratively with parents and professionals including mental health providers. Field experiences in hospitals, home- and center- based early intervention programs, early childhood centers, inclusive early childhood special education classrooms settings and a variety of community settings.

Prerequisite: Early Childhood and Art Education 7101T and 7102T or permission of the program head.

**Rationale:** The inclusion of infancy and working with families in home- and center-based early intervention in the course description better reflect our Early Childhood Education program's focus on working with infants with special needs and their families as well as the needs of our

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

graduate students. Also, the Board of New York City Early Intervention Program (which is part of NYS Department of Health) has found it difficult finding professionals specifically educated in early intervention and working with infants and their families in the home and have requested specific early intervention courses in our EC program.

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

**Department of Early Childhood Education and Art Education**

Change in course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7678T Developmental and Educational Assessment of Infants and Young Children with Special Needs**

45 hours seminar plus conference; 3 credits

Formal and informal developmental and educational assessment tools for children birth through second grade with special needs and English language learners will be reviewed, including screening tools, standardized tests, and curriculum-based assessments. Attention will be given to understanding cultural, linguistic and societal factors in identification of young children with special needs and adapting assessment procedures; uses and limitations of assessment tools; collaboration with related service professionals and parents; initial training in one screening and one assessment tool, which includes administration, interpretation, and recommendations for developmental and educational goals. Field experiences in a variety of settings including early intervention programs and inclusive early childhood special education classrooms.

Prerequisite: Early Childhood and Art Education 7101T and 7102T or permission of the program head.

**TO:**

**ECAE 7678T Developmental and Educational Assessment of Infants and Young Children with Special Needs**

45 hours seminar plus conference; 3 credits

Formal and informal developmental and educational assessment tools for children birth through second grade with special needs and English language learners will be reviewed, including screening tools, standardized tests, and curriculum-based assessments. Attention will be given to understanding cultural, linguistic and societal factors in identification of young children with special needs and adapting assessment procedures; uses and limitations of assessment tools; collaboration with related service professionals and parents; initial training in one screening and one assessment tool, which includes administration, interpretation, and recommendations for developmental and educational goals. Field experiences in a variety of settings including hospitals, home and center based early intervention programs, early childhood centers and inclusive early childhood special education classrooms.

Prerequisite: Early Childhood and Art Education 7101T and 7102T or permission of the program head.

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

**Rationale:** The inclusion of infancy and working with families in home- and center-based early intervention in the course description better reflect our Early Childhood Education program's focus on working with infants with special needs and their families as well as the needs of our graduate students. Also, the Board of New York City Early Intervention Program (which is part of NYS Department of Health) has found it difficult finding professionals specifically educated in early intervention and working with infants and their families in the home and have requested specific early intervention courses in our EC program.

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

**Department of Early Childhood Education and Art Education**

Change in course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7683 Atypical Physical Development in Infants, Toddlers and Young Children: Prevention and Early Intervention**

30 hours plus conference; 3 credits

In-depth knowledge of atypical physical development in infancy, ~~and~~ toddlerhood, including sensory, motor, and neurological developmental processes and overall health and chronic health conditions; early identification and effective interventions; and appropriate positioning techniques and curriculum in home, child care, preschool, and early intervention settings. Implications and development of enriched and nurturing home and classroom environments for infants, toddlers and young children with atypical development. Focus on family-centered practice, evidence-based practice, and multidisciplinary professional collaborations across cultural, linguistic, and ethnic contexts. Field experiences in a variety of settings including hospitals, early intervention programs and inclusive early childhood special education classrooms.

Prerequisite: Early Childhood and Art Education 7101T and 7102T or permission of the program head.

**TO:**

**ECAE 7683 Atypical Physical Development in Infants, Toddlers and Young Children: Prevention and Early Intervention**

30 hours plus conference; 3 credits

In-depth knowledge of atypical physical development in infancy, ~~and~~ toddlerhood, and early childhood, including sensory, motor, and neurological developmental processes and overall health and chronic health conditions; early identification and effective interventions; and appropriate positioning techniques and curriculum in home, child care, preschool, and early intervention settings. Implications and development of enriched and nurturing home and classroom environments for infants, toddlers and young children with atypical development. Focus on family-centered practice, evidence-based practice, and multidisciplinary professional collaborations across cultural, linguistic, and ethnic contexts. Field experiences in a variety of settings including hospitals, home- and center-based early intervention programs, early childhood centers, and inclusive early childhood special education classrooms.

Prerequisite: Early Childhood and Art Education 7101T and 7102T or permission of the program head.

**Rationale:** The inclusion of infancy and working with families in home- and center-based early intervention in the course description better reflect our Early Childhood Education program's focus on working with infants with special needs and their families as well as the needs of our graduate students. Also, the Board of New York City Early Intervention Program (which is part of NYS Department of Health) has found it difficult finding professionals specifically educated in

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



early intervention and working with infants and their families in the home and have requested specific early intervention courses in our EC program.

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

**Department of Early Childhood Education and Art Education**

Change in title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7668T ~~Students with Special Needs: Gifted Education~~**

30 hours plus conference; 3 credits

Investigation of the developmental nature, causes, and characteristics of diverse gifted and talented ~~students~~. Implications for classroom teachers and other professionals in areas of interpersonal interactions, collaboration, and instruction. Focus on historical, social, and legal foundations of gifted education. Theories of learning and development. Influence of gender, class, language, race/ethnicity, disabilities, and sexuality on the construction of giftedness, as interpreted within and across cultures. 10 hours of field experience in a variety of schools and classroom settings.

**TO:**

**ECAE 7668T Young Children with Special Needs: Gifted Education**

30 hours plus conference; 3 credits

Investigation of the developmental nature, causes, and characteristics of diverse gifted and talented young children. Implications for classroom teachers and other professionals in areas of interpersonal interactions, collaboration, and instruction. Focus on historical, social, and legal foundations of gifted education. Theories of learning and development. Influence of gender, class, language, race/ethnicity, disabilities, and sexuality on the construction of giftedness, as interpreted within and across cultures. 10 hours of field experience in a variety of schools and classroom settings.

**Rationale:** The title and course changes focus on approaches to working with young children.

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

**Department of Early Childhood Education and Art Education**

Change in title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7669T Assessment of Diverse Gifted and Talented ~~Students~~**

30 hours plus conference; 3 credits

Critical review of formal and informal assessments of the cognitive, social, and affective characteristics of diverse gifted and talented ~~students~~, including gifted and talented ~~students~~ with special needs. Cultural, linguistic, and societal factors involved in identification, placement, and the academic performance of diverse gifted and talented ~~students~~. Implications for classroom settings, teaching, and collaboration with parents and other professionals. 10 hours of field experience in a variety of school and classroom settings.

**TO:**

**ECAE 7669T Assessment of Diverse Gifted and Talented Young Children**

30 hours plus conference; 3 credits

Critical review of formal and informal assessments of the cognitive, social, and affective characteristics of diverse gifted and talented young children, including gifted and talented young children with special needs. Cultural, linguistic, and societal factors involved in identification, placement, and the academic performance of diverse gifted and talented young children. Implications for classroom settings, teaching, and collaboration with parents and other professionals. 10 hours of field experience in a variety of school and classroom settings.

**Rationale:** The title and course changes focus on approaches to working with young children.

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

**Department of Early Childhood Education and Art Education**

Change in title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7670T Curriculum Design for Diverse Gifted and Talented ~~Students~~**

30 hours plus conference; 3 credits

Principles, rationale, and research-validated methods for differentiating curriculum and instruction for diverse gifted and talented ~~students~~, including gifted and talented ~~students~~ with disabilities. Inquiry processes across all content areas. Use of technology for differentiation of instruction. Approaches to the design, management, and evaluation of learning environments across a variety of settings. Collaboration with other professionals. Focus on the New York State Learning Standards and educational experiences of students from diverse cultural and linguistic backgrounds. 20 hours field experience in a variety of schools and classroom settings.

**TO:**

**ECAE 7670T Curriculum Design for Diverse Gifted and Talented Young Children**

30 hours plus conference; 3 credits

Principles, rationale, and research-validated methods for differentiating curriculum and instruction for diverse gifted and talented young children, including gifted and talented children with disabilities. Inquiry processes across all content areas. Use of technology for differentiation of instruction. Approaches to the design, management, and evaluation of learning environments across a variety of settings. Collaboration with other professionals. Focus on the New York State Learning Standards and educational experiences of students from diverse cultural and linguistic backgrounds. 20 hours field experience in a variety of schools and classroom settings.

**Rationale:** The title and course changes focus on approaches to working with young children.

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

**Department of Early Childhood Education and Art Education**

Change in title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 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:**

**ECAE 7682T Seminar in Teaching Young Children Experiencing Emotional and Behavioral Problems**

30 hours plus conference; 3 credits

Analysis of theory and research-validated practices related to the teaching of young children experiencing emotional, social and/or behavior problems. Discussion of daily classroom and instructional management and implementation and effectiveness of instructional strategies. Exploration of teacher/student interactions and teacher reflective practice.

**Rationale:** The title and course changes focus on approaches to working with young children.

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

**Department of Early Childhood Education and Art Education**

Change in prerequisites, title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7692T Seminar in Special Education: ~~Literacy and Communication~~**

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.~~)

~~Corequisite: Education 7214T [764.2T] or 7542T [764.5T], or employment as a teacher in a public or approved private school.~~

**TO:**

**ECAE 7692T Seminar in Early Childhood Special Education**

45 hours; 3 credits

Seminar concerning problems and issues with curriculum-based assessments, differentiated instruction, response-to-intervention, classroom management, school-community and family relations in inclusive and early childhood special education settings. Attention is given to the particular needs and interests of young children, with provision for individual and group study.

**Rationale:** The title and course changes focus on approaches to working with young children with special needs.

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

**Department of Early Childhood Education and Art Education**

Change in department prefixes and prerequisites, title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7695T Inclusive Teaching Practicum**

10 hours seminar and 100 hours of supervised student teaching per course; 1 credit

~~Prerequisite: Matriculation in the M.S in Education: Teacher of students with disabilities.~~

**TO:**

**ECAE 7695T Student-teaching in an Inclusive Teaching Practicum**

10 hours seminar and 100 hours of supervised student teaching in inclusive early childhood setting per course; 1 credit

**Rationale:** The title and course changes focus on approaches to working with young children.

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

**Department of Early Childhood Education and Art Education**

Change in prerequisites, title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7820T Supervised Laboratory and Field Experience**

30 hours seminar, 60 hours laboratory and directed independent activity; 4 credits

Consideration of specific aspects of human behavior in a variety of work or community settings.

Observation and discussion of behavior. Preparation of materials.

~~Prerequisite: matriculation in the guidance and counseling program and Education 709.1T and 7886T [724.3T] and permission of the program head.~~

~~Corequisite: Education 709.2T.~~

**TO:**

**ECAE 7820T Supervised Laboratory and Applied Field Experience in Child Development**

30 hours seminar, 60 hours laboratory and directed independent activity; 4 credits

Consideration of current issues and applied child development in a variety of community and center-based settings. Observation and discussion of child development.

**Rationale:** The course changes focus on approaches to working with young children.

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



**Department of Early Childhood Education and Art Education**

Change in prerequisites, title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7885T Advanced Human Development I**

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

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

~~Prerequisite: matriculation in the guidance and counseling program and Education 724.1T and permission of the program head.~~

~~Corequisite: Education 7118T [712.2T].~~

**TO:**

**ECAE 7885T Advanced Human Development I: Psychosocial Development in Early Childhood**

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

Theories of social and emotional development from birth through kindergarten. Introduction to developmental, psychoanalytic, and social psychological theories. The role of relationships in development and effects of socialization experiences and culture. Observations of infants, toddlers, young children and parent-child interactions.

**Rationale:** The title and course changes focus on approaches to working with young children.

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

**Department of Early Childhood Education and Art Education**

Change in prerequisites, title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7886T Advanced Human Development II**

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

Relation of theories of development to the function of ~~the counselor on the job~~. Effect of institutions on individual development. ~~Relationship of theories of career development and decision making to general theories of human development.~~

~~Prerequisite: matriculation in the guidance and counseling program and Education 7822T [756.3T] and permission of the program head.~~

~~Corequisite: Education 709.1T.~~

**TO:**

**ECAE 7886T Advanced Human Development II: Parent-Child Interactions**

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

Theories of social and emotional development from birth through 2<sup>nd</sup> grade. Relation of theories of development to the function and assessment of the parent-child relationship. Emphasis is placed on sensitive listening, providing emotional support, and developmental guidance to child and parents.

**Rationale:** The title and course changes focus on approaches to working with young children and the parent-child relationship.

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

**Department of Early Childhood Education and Art Education**

Change in prerequisite, title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**ECAE 7908X Cognitive and ~~Intellectual Development~~**

45 hours; 3 credits

~~Critical exposition, in light of recent research, of developments in the fields of cognitive and intellectual development. Examination of the psychological bases for such representative educational issues as readiness, grouping, learning to learn, curriculum structure, transfer and concept learning.~~

~~Prerequisite: a course in educational psychology and a course in child or adolescent development.~~

**TO:**

**ECAE 7908X Cognition and Information Processing**

45 hours; 3 credits

Current topics in the fields of early cognition and information processing, including communication. Examination of these issues in relation to children's readiness, grouping, learning to learn, and concept learning as well as social information processing.

**Rationale:** The title and course changes focus on approaches to working with young children.

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

**Department of Early Childhood Education and Art Education**

Change in department prefixes and prerequisites, title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**~~EDUC 6002T Issues and Strategies in Education~~**

15 hours each term; 1 credit each term.

~~Timely~~ issues, strategies, and techniques of ~~modern~~ educational practice. Course content varies from term to term. This course is not creditable toward the degrees in education. ~~Not open to all students who have taken EDUC 6001T.~~

~~Prerequisite: license or certificate to serve as teacher, paraprofessional, or supervisor in day care center, kindergarten, or elementary or secondary school.~~

**TO:**

**ECAE 6002T Current Issues and Evidence-based Practices in Education**

15 hours each term; 1 credit each term.

Current issues, strategies, and techniques of evidence-based professional practices in teaching. Course content varies from term to term. This course is not creditable toward the degrees in education.

**Rationale:** The ECAE department is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education. This course was inadvertently left out of the department course prefix changes that were done for the entire School of Education in March 2012 (CD 207). The title and course changes focus on current issues that are research-based.

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

**Department of Early Childhood Education and Art Education**

Change in department prefixes, title and course description

**Date of departmental approval:** March 12, 2013

**Effective date:** Fall 2013

**FROM:**

**~~EDUC 7667T Education of Diverse Gifted Children and Youth~~**

45 hours; 3 credits

Educational approaches for working with diverse gifted and talented children ~~and youth~~; models and strategies for differentiating instruction. Focus on contemporary theories and research. Field experiences in schools and/or community settings.

**TO:**

**ECAE 7667T Education of Diverse Gifted Young Children**

45 hours; 3 credits

Educational approaches for working with diverse gifted and talented young children; models and strategies for differentiating instruction. Focus on contemporary theories and research. Field experiences in schools and/or community settings.

**Rationale:** The ECAE department is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education. This course was inadvertently left out of the department course prefix changes that were done for the entire School of Education in March 2012 (CD 207). The title and course changes focus on approaches to working with young children.

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

**Department of School Psychology, Counseling, and Leadership**

Change in hours

**Date of department approval:** March 12, 2013

**Effective date:** Fall 2013.

**FROM:**

**SPCL 7911X Cognitive and Academic Assessment II**

~~45~~ hours plus 30 hours conference; 3 credits

Theories and research findings regarding children who have difficulty learning in school. Diagnosis, etiology and interventions for children with learning difficulties. Evaluation and interpretation of assessment and contextual factors in learning difficulties.

Prerequisite: matriculation in the school psychologist program, SPCL 7910X [726.6X] with a grade of B- or better, and permission of the program head.

**TO:**

**SPCL 7911X Cognitive and Academic Assessment II**

30 hours plus 30 hours conference; 3 credits

Theories and research findings regarding children who have difficulty learning in school. Diagnosis, etiology and interventions for children with learning difficulties. Evaluation and interpretation of assessment and contextual factors in learning difficulties.

Prerequisite: matriculation in the school psychologist program, SPCL 7910X [726.6X] with a grade of B- or better, and permission of the program head.

**Rationale:** In 2007 the Graduate Program in School Psychology submitted an extensive curriculum revision document, which can be found in the June 2007 Chancellor's Report. In the June Report, the course Educ 721X (later SPCL 7911X) was 4-credits with comparable hours. This was an error. Therefore, in an errata submitted and approved in the November 2007 Chancellor's Report, we changed the course to a 3-credit course, but in error, we did not change the hours to comply with the one less credit.

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

**SECTION A-VI: OTHER CHANGES**

**Department of Economics**

Re-activation of a course

**ECON 7309: Economics of Environmental Protection and Resource Conservation**

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

**Department of Speech Communication Arts and Sciences**

Errata

**From:**

SPEC 7536X Assessment & Intervention for Bilingual and of Second Language Learners  
30 hours plus conference; 3 credits

Prerequisite: Either Education 7354T [760.49T] and 761.49T or a course in normal development of language; or permission of the deputy chairperson.

**To:**

SPEC 7536X

Prerequisite: ~~Either Education 7354T [760.49T] and 761.49T~~ or a course in normal development of language; or permission of the deputy chairperson.

**Rationale:** The beginning of the prerequisite line was meant to be stricken and was not in GCD 213.

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



## **Appendix**

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

This topic is being offered for the first time:

**Psychology 7109G: Special Topics in Human Relations Training**  
45 hours; 3 credits

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