

BROOKLYN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
FACULTY COUNCIL

Meeting of 3/11/2014

The Committee on Graduate Curriculum and Degree Requirements herewith submits its
recommendations in Curriculum Document 218

Respectfully submitted,

David Grubbs – Conservatory of Music
Wen-Song Hwu – Childhood, Bilingual and Special Education
Rosamond King – English
Sandra Kingan – Mathematics
Paula Whitlock – Computer and Information Science, Chairperson

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

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SECTION A-III: CHANGES IN A DEGREE PROGRAM
Department of Finance and Business Management

Date of Department Approval: February 11, 2014

Effective date: Fall 2014

M.S. in Business Economics-Administration
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~~ administration with 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 7020X or Business 7276X; Economics 7021X or Business 7279X; Economics 7010X or Economics 7215X or Business 7215X; 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, Economics 7010X or Economics 7215X or Business 7215X, Economics 7020X, Economics 7021X or Business 7279X, Economics 7025X or Business 7278X with any Business course. This will typically be allowed for those with previous undergraduate or graduate coursework in these course topics.

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: The MS degree in business economics has four options, three of which (Options 2, 3, and 4) are in business and accounting areas. Approximately, 90% of the M.S. students in this program are pursuing graduate degrees in these three areas. An MS in Business Administration is a more accurate representation of the program. This also is more consistent with what other Schools of Business offer in a graduate program.

Options 2, 3, and 4 are targeted to students interested in business and/or accounting. By providing these students with the choice of either Economics 7020X (Econometrics) or Business 7276X (Business Analytics), we provide students with flexibility and enhance the value of the degree. Business analytics (also known as Big data) is one of the hottest jobs of 2014. Every major business school is now offering a degree or certificate in it.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of Health and Nutrition Sciences

Date of approval by the department: February 20, 2014

Effective date: Fall 2014

M.S. in Nutrition

HEGIS code 1306. NYS SED program code 86173

The master of science degree in nutrition provides advanced level study of nutritional science and clinical nutrition. The program is appropriate for individuals who wish to become registered dietitians, nutrition educators, administrators of programs that provide nutritional services in commercial or institutional settings, nutritionists in community centers or private practice, researchers, or interpreters of research for the public employed by industry, government, academia, or mass media. Students whose baccalaureate degrees are in fields other than nutrition may take specified undergraduate courses to fulfill the prerequisites for application to the program. Students who wish to become registered dietitians will have to satisfy the undergraduate and/or graduate course requirements of our Dietetic Internship program before making a separate application to it.

Matriculation requirements

Applicants must offer undergraduate or graduate courses in general biology, physiology, general chemistry, organic chemistry, nutrition, biochemistry or nutritional chemistry, statistics, and medical nutrition therapy.

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

Degree requirements

Thirty to 39 credits are required for the degree.

Students must complete the following required core courses:

Health and Nutrition Sciences 7230X, 7210X, 7211X, 7213X, 7241X, and 7930X. Students must receive a grade of at least B in each of these courses or approval of the Graduate Deputy Chairperson for Nutrition in order to qualify for the comprehensive examination or thesis; courses may be repeated if necessary.

A minimum of 12 additional credits is required. Students may choose among the following courses: Health and Nutrition Sciences 7120X, 7161X, 7172X, 7183X, 7200X, 7201X, 7212X, 7220X, 7221X, 7222X, 7223X, 7224X, 7231X, 7232X, 7233X, 7234X, ~~7235X~~, 7240X, 7935X.

Students interested in the Dietetic Internship (DI) accredited by the Academy of Nutrition and Dietetics must take Health and Nutrition Sciences 7213X, 7240X, 7241X, and one additional graduate courses in nutrition before beginning the DI. The DI consists of Health and Nutrition Sciences 7200X, 7201X, 7202X, and 7203X. Separate applications must be made to the DI and to the M.S. program in nutrition.

Students must pass a comprehensive examination or submit a thesis acceptable to the department. Students who choose to write a thesis must complete Health and Nutrition Sciences 7999. Information about the requirements for the comprehensive examination and thesis is in the section “Academic Regulations and Procedures.”

Dietetic Internships (DI) The Academy of Nutrition and Dietetics accredited Dietetic Internship (DI) at Brooklyn College is a two semester program that provides the supervised practice experience required to sit for the Registered Dietitian (R.D.) examination. Students must be enrolled in the M.S. in nutrition program to be eligible for the DI, and they must file a separate application for the DI. Email diprogram@brooklyn.cuny.edu for details. The program enables students to apply theory and research to practice in clinical, community, and food service settings, thereby enriching their education and preparing them to make significant contributions to and rapid advancement in the profession.

Rationale: A typographical error was made in the Degree Requirements section of our previous document. The elective course should be HNSC 7935X and not HNSC 7235X. There is no course HNSC 7235X.

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of School Psychology, Counseling, and Leadership

Date of Department or program committee approval: August 28, 2012

Effective Date: Fall 2014

Advanced Certificate Program in Play Therapy

HEGIS code 0826.02; SED program code 01798

The Program in Play Therapy provides a culturally competent, imagination-based, creative approach to supporting children’s development and learning through environmental design, arts and play-based interventions. Play therapy is an applied approach that draws on the connection between emotional, creative and cognitive growth in childhood. It is applicable to a variety of environments with diverse children who present with typical development or with developmental, learning, linguistic, or behavioral concerns. It is the intervention of choice for children and their families who have experienced life disruptions including divorce, loss, dislocation and migration, illness, or trauma, including abuse, neglect, violence, war and natural disasters.

The Program provides graduate-level training for clinicians and graduate students in creative arts therapy, mental health counseling, school counseling, psychology, school psychology, social work, marriage and family therapy, psychoanalysis, medicine/ physician assistant, nursing or other appropriate professions.

Mental health clinicians who complete the Graduate Certificate in Play Therapy may apply for the RPT Registered Play Therapist (RPT) and Supervisor (RPT-S) credentials conferred by the Association for Play Therapy (APT). Brooklyn College’s Play Therapy Project, of which the Advanced Certificate Program in Play Therapy is a key component, has been designated by APT as both an Approved Center of Play Therapy Education and an Approved Provider of Play Therapy Continuing Education.

Program description

The Advanced Certificate Program in Play Therapy presents a sequence of four courses for a total of 16 credits, structured sequentially to provide background in play therapy and to develop students’ proficiency in the practice and supervision of play therapy with diverse populations. The applied emphasis of the Program will strengthen students’ clinical skills with children and families and enhance their professional opportunities in a variety of settings.

Matriculation requirements

Candidates should hold a professional license in a related profession or be an advanced student enrolled in a program that leads to certification in a mental health or health related profession.

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

Advanced certificate requirements (16 credits)

Sixteen credits of coursework completed with a grade point average of B or better are required for the advanced certificate.

Students must complete all of the following courses:

SPCL7946: Historical, Theoretical and Social Foundations of Play Therapy

SPCL 7947: Play Therapy Methods and Approaches

SPCL 7948: Play Therapy Applications for Special Populations

SPCL 7949: Advanced Seminar in Play Therapy Practice and Supervision

Rationale :

The Advanced Certificate in Play Therapy received CUNY Board of Trustees approval via Chancellor’s University Report of June 2013, and NYS Department of Education approval December 12, 2013. This document provides matriculation and degree requirements.

The Department of School Psychology, Counseling, and Leadership currently sponsors an M.S. in Ed. program, School Psychologist (SED program code 01998), an Advanced Certificate program, School Psychologist (SED program code 79597), an M.S. in Ed. program, School Counseling (SED program code 01846), an Advanced Certificate program, School Counseling (SED program code 01890), and an M.S. in Ed. program in Educational Leadership (SED codes 29127, 29128). The Advanced Certificate in Play Therapy Program builds on the foundation and institutional resources of the existing registered programs.

The Advanced Certificate in Play Therapy Program is consistent with Brooklyn College’s mission of “seek(ing) to extend its educational mission to graduate students through advanced programs offered by the Division of Graduate Studies. The academic goals of the division build on the college’s tradition of academic excellence in the liberal arts and sciences and in teacher education programs. The division offers studies in specialized areas to serve the growing number of adults who seek to continue their intellectual pursuits and broaden their professional goals. In addition, in order to meet the changing needs of society, the College has developed new interdisciplinary degree and certificate programs as well as new concentrations of courses in existing programs.”

The Advanced Certificate in Play Therapy Program seeks to achieve the following goals, consistent with the BC mission statement excerpted above.

Increase enrollment of candidates who seek to work therapeutically with children and families
Maintain high level of graduate-level instruction consistent with Department of SPCL standards.
Faculty and candidate satisfaction with program.

The Advanced Certificate in Play Therapy Program presents a comprehensive sequence of four courses for a total of 16 credits, structured sequentially to provide background in play therapy and to develop students’ proficiency in the practice and supervision of play therapy with diverse populations. The following courses (all are new) are required:

SPCL 7946: Historical, Theoretical and Social Foundations of Play Therapy (4 credits)

SPCL 7947: Play Therapy Methods and Approaches (4 credits)

SPCL 7948: Play Therapy Applications for Special Populations (4 credits)

SPCL 7949: Advanced Seminar in Play Therapy Practice and Supervision (4 credits)

Goal 1: Enrollment

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019					
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
F-T	32	0	32	29	32	29	32	29	32	29
Sub-totals	32	0	32	29	32	29	32	29	32	29
Totals	32	61	61	61	61					

Student surveys will be administered each semester to provide feedback; faculty will be asked to provide feedback each semester, as well.

Program faculty will hold meetings regularly each semester to review program progress and to suggest changes, in consultation with Department chair.

SECTION A-III: CHANGES IN A DEGREE PROGRAM

Department of Secondary Education

Date of Department Approval: December 10, 2013

Effective date: Fall 2014

Clearance: Mathematics Department December 12, 2013

M.S. in Education degree program: middle childhood education teacher, mathematics specialist (grades 5-9)

HEGIS code 0804.03, SED program code 26723

This program leads to the M.S. in Education and both New York State Initial and Professional Certificates in Middle Childhood Education with a specialization in teaching mathematics (grades 5-9).

Matriculation requirements

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

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

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

Degree requirements

Thirty to ~~forty-four~~ five credits are required for the degree, depending on applicants' qualifications. Students will enroll in the appropriate course of studies listed below (Option A or B or C or D) based upon teaching experience, previous course work, and the teaching certificates they hold. Students must complete the following education courses in the stated sequence: SEED 7452X, SEED 7453X, SEED 7454T, SEED 7455T. All required education courses and some education electives require permission for registration as indicated in the Schedule of Classes.

Option A: 30 credits

This option leads to New York State Professional Certification in Middle Childhood Education with a specialization in teaching mathematics (grades 5-9) or to Professional Certification for holders of Initial Certification in another area.

Matriculation requirements

Applicants must hold a New York State Initial Certificate in Middle Childhood Education (grades 5-9) or its equivalent or be seeking Professional Certification through attainment of a Masters Degree. Applicants must present 18 credits of mathematics, including two semesters of calculus before they can begin to take graduate mathematics classes.

Degree requirements

Thirty credits are required for the degree.

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

SEED 7451X, SEED 7452X, SEED 7453X, SEED 7454T, and SEED 7455T.

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

MATH 7271T, MATH 7273T, MATH 7274T, MATH 7275T, MATH 7276T, MATH 7277T;

One of the following elective education courses, or an education course approved by the program advisor:

SEED 7671X, SEED 7502T, SEED 7472X, SEED 7503X, SEED 7465X.

Option B: 30-32 credits

This option leads to both New York State Initial and Professional Certification in Middle Childhood Education with a specialization in teaching mathematics (grades 5-9).

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 Adolescence Education (grades 7-12) or its equivalent and be seeking certification in Grades 5-9. Applicants must present 18 credits of mathematics, including two semesters of calculus before they can begin to take graduate mathematics courses.

Degree requirements

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

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

SEED 7451X, SEED 7452X, SEED 7453X, SEED 7454T, and SEED 7455T.

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

MATH 7271T, MATH 7273T, MATH 7274T, MATH 7275T, MATH 7276T, MATH 7277T;

One of the following elective education courses, or an education course approved by the program advisor:

SEED 7671X, SEED 7502T, SEED 7472X, SEED 7503X, SEED 7465X.

(c) One semester of student teaching in grades 7-8 for those with Initial Certification in Childhood Education (Grades 1-6) (~~SEED 7542T~~); or one semester of student teaching in grades 5-6 for those with Initial Education Certification in Adolescence Education (Grades 7-12) (~~CBSE 7214T~~). SEED 7542T or SEED 7543T.

Option C: ~~44~~ 30-45 credits

This option leads to both New York State Initial and Professional Certificates in Middle Childhood Education with a specialization in teaching mathematics (grades 5-9).

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

Matriculation requirements

Applicants must present 18 credits of mathematics, including two semesters of calculus before they can begin to take graduate mathematics courses.

Degree requirements

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

This option, for students without certification to teach, leads to both New York State Initial and Professional Certification in Adolescence Education in teaching mathematics for grades 5-9.

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

The following two student teaching courses are required unless candidates have a New York State waiver: SEED ~~7542T~~ 7538T, and SEED ~~7543T~~ 7539T.
(SEED 7500X and SEED 7501X must be completed before student teaching).

The following mathematics education courses, or mathematics education courses approved by the program adviser, are required:
SEED 7451X, SEED 7452X, SEED 7453X, SEED 7454T, and SEED 7455T.

Four of the following mathematics courses, or mathematics courses approved by the mathematics

department chair or designee, are required:

MATH 7271T, MATH 7273T, MATH 7274T, MATH 7275T, MATH 7276T, MATH 7277T.

Option D: 30-39 credits

This option leads to both New York State Initial and Professional Certificates in Middle Childhood Education with a specialization in teaching mathematics (grades 5-9).

Matriculation Requirements

Applicants must hold a New York State Transitional B Certificate in Middle Childhood Education (grades 5-9) or its equivalent.

Applicants must present 18 credits of mathematics, including two semesters of calculus before they can begin to take graduate mathematics classes.

Degree requirements

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

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

The following mathematics education courses, or mathematics education courses approved by the program adviser, are required:
SEED 7451X, SEED 7452X, SEED 7453X, SEED 7454T, and SEED 7455T.

Four of the following mathematics courses, or mathematics courses approved by the mathematics department chair or designee, are required:
MATH 7271T, MATH 7273T, MATH 7274T, MATH 7275T, MATH 7276T, MATH 7277T.

Rationale:

The change in degree program reflects:

- (i) changes in Graduate Admissions which have resulted in doing away with program codes and require ranges of credits for options within a program rather than separate programs,
- (ii) The addition of two new courses that add seminar hours to the student teaching practica to reflect the demands of the newly introduced New York State mandate of EdTPA that includes the requirement that teacher certification candidates must construct an extensive portfolio of their teaching practice including video and units of study. The seminar time will be dedicated to students working on the requirements of this new regulation.

SECTION A-III: CHANGES IN A DEGREE PROGRAM

Department of Secondary Education

Date of Department Approval: December 10, 2013

Effective date: Fall 2014

Clearance: Mathematics Department December 12, 2013

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

HEGIS code 1701.01, SED program code 26734

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

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

Matriculation requirements

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

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

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

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

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

Degree requirements

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

Option A: 30 credits

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

Matriculation requirements

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

Degree requirements

Thirty credits are required for the degree.

The following mathematics education courses, or mathematics education courses approved by the program adviser, are required:
SEED 7461T, SEED 7462T, SEED 7463T, SEED 7544T, and SEED 7464T.

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

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

Option B: ~~43~~ 30-45 credits

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

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

Degree requirements

Thirty to Forty-three ~~three~~ five credits are required for the degree.

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

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

The following two student teaching courses are required unless candidates have a New York State waiver: SEED ~~7542T~~ 7538T, and SEED ~~7543T~~ 7539T.

(SEED 7500X and SEED 7501X must be completed before student teaching).

The following mathematics education courses, or mathematics education courses approved by the program adviser, are required: SEED 7461T, SEED 7462T, SEED 7463T, SEED 7544T, and SEED 7464T.

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

Option C: 30-39 credits

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

Matriculation Requirements

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

Thirty to thirty-nine ~~39~~ credits are required for the degree.

Degree requirements

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

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

SEED 7461T, SEED 7462T, SEED 7463T, SEED 7544T, and SEED 7464T.

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

Section A-V: CHANGE IN AN EXISTING COURSE

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

Rationale:

The change in degree program reflects:

- (i) changes in Graduate Admissions which have resulted in doing away with program codes and require ranges of credits for options within a program rather than separate programs,
- (ii) The addition of two new courses that add seminar hours to the student teaching practica to reflect the demands of the newly introduced New York State mandate of EdTPA that includes the requirement that teacher certification candidates must construct an extensive portfolio of their teaching practice including video and units of study. The seminar time will be dedicated to students working on the requirements of this new regulation.

Department of Finance and Business Management

Changes in prerequisite

Date of departmental approval: February 11, 2014

Effective date: Fall 2014

FROM:

BUSN 7279X Applied Business Research

30 hours plus conference; 3 credits

Students will learn how to define a research problem, to evaluate secondary data, to choose the appropriate research design, to develop measurement instruments, to evaluate different sample designs, to collect primary data, to use various statistical techniques to analyze data, and to present data, research findings, and recommendations in an ethical manner.

Prerequisite: Economics 7020X [720].

TO:

BUSN 7279X Applied Business Research

30 hours plus conference; 3 credits

Students will learn how to define a research problem, to evaluate secondary data, to choose the appropriate research design, to develop measurement instruments, to evaluate different sample designs, to collect primary data, to use various statistical techniques to analyze data, and to present data, research findings, and recommendations in an ethical manner.

Prerequisite: Economics 7020X [720] or Business 7276X or Business 7278X.

Rationale: The applied business research course requires any comprehensive statistics course as a prerequisite. Business 7276X (Business Analytics) or Business 7278X (Applied Data Analysis) are appropriate prerequisites for this course.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Early Childhood Education and Art Education Change in title and course description

Date of Department Approval: January 7, 2014

Effective date: Fall 2014

FROM:

ECAE 7013T ~~Children's Temperament 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.

TO:

ECAE 7013T Developmental and Temperamental Challenges in Young Children

45 hours; 3 credits

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

Rationale: This course title and description was updated to emphasize early childhood work with infants and young children with developmental challenges rather than focusing on their behavioral problems. "Developmental challenges" is a more age appropriate term than "behavioral problems" when referring to infants and toddlers. The course description better reflects the actual content covered in the course.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Early Childhood Education and Art Education Change in course description

Date of Department Approval: January 7, 2014

Effective date: Fall 2014

FROM:

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

30 hours lecture 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.

TO:

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

30 hours lecture 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. Focus on family-centered practice, evidence-based practice, and collaborations with other professionals, diverse families, early intervention programs, and community organizations. 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.

Rationale: This course description was updated to include emphasis on working with families since that is a focus when working with infants and young children. This course description better reflects the content actually covered in the course.

SECTION A-V: CHANGES IN EXISTING COURSES

**Department of Early Childhood Education and Art Education
Change in title and course description**

Date of Department Approval: January 7, 2014
Effective date: Fall 2014

FROM:

**ECAE 7683T 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, 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.

TO:

**ECAE 7683T Typical and Atypical Physical Development in Infants, Toddlers and Young
Children: Prevention and Early Intervention**
30 hours plus conference; 3 credits

In-depth knowledge of typical and atypical physical development in infancy, 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: This course title and description was updated to include emphasis on both typical and atypical development in infants and young children. Since our graduate students are working with young children with and without disabilities, the course needs to add the content of typical development. The course description better reflects the actual content covered in the course.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Early Childhood Education and Art Education Change in course description and credits

Date of Department Approval: January 7, 2014

Effective date: Fall 2014

FROM:

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.

TO:

ECAE 7885T Advanced Human Development I: Psychosocial Development in Early Childhood
30 hours lecture plus conference; 3 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.

Requires 60 hours of 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, which are done in consultation with the instructor.

Rationale: These changes reflect the national trend toward deeper earlier clinical experiences. These changes also improve the quality of our program.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Early Childhood Education and Art Education Change in course description and credits

Date of Department Approval: January 7, 2014

Effective date: Fall 2014

FROM:

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 ~~2nd 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.

TO:

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

30 hours lecture plus conference; 3 credits

Theories of social and emotional development from birth through kindergarten. Moving from theory to practice: 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. Requires 120 hours of 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, which are done in consultation with the instructor.

Rationale: These changes reflect the national trend toward deeper earlier clinical experiences. This course would only focus on infants, toddlers and young children (not school age), since the goal is for our students to have deeper experiences with very young children. These changes also improve the quality of our program.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of History Change in course descriptions

Date of Department Approval: November 12, 2013

Effective Date of Change: Fall, 2014

From:

HIST 7210X ~~The Civilization of Medieval Europe~~
30 hours plus conference; 3 credits.

~~Society, culture, and the economy of western Europe from late antiquity to the early fourteenth century. Classical, Jewish, Christian, and Islamic interactions. Political ideas and institutions. The Germanic kingdoms. Varieties of lordship and community. Papal monarchy. The Crusades. Revival of urban culture. Medieval intellectual life, art, and architecture.~~

To:

HIST 7210X Medieval Europe
30 hours plus conference; 3 credits.

Topics in the culture and society of western Europe from late antiquity to the fifteenth century. The transition from the Roman world. The Carolingians. Feudal society. Agricultural change and the commercial revolution. The Crusades. Jewish-Christian-Muslim relations. Universities and Scholasticism. Chivalry. Mysticism. The Church and the Papacy. The Black Plague. Romanesque and Gothic art and architecture. The development of the nation states and empires of Europe. The 'birth' of 'modernity.'

Rationale

These changes best reflect the course as it is currently being taught. They also reflect the most recent interpretations of the topics in current scholarship.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of History Changes in Title, Course Descriptions, and Prerequisites

Date of Department Approval: February 11, 2014

Effective Date of Change: Fall, 2014

From:

HIST 7710X Colloquium in Medieval History

30 hours plus conference; 3 credits

~~Critical readings, discussions, and analytical student papers on significant works in political, socioeconomic, religious, intellectual, and cultural history from late antiquity to the fifteenth century. Three short essays and a final examination. Prerequisite: History 7000X [700X] with a grade of A or B.~~

To:

HIST 7710X Colloquium in Medieval History

30 hours plus conference; 3 credits

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

From:

HIST 7720X Colloquium in Early Modern European History

30 hours plus conference; 3 credits

~~Critical readings, discussions, and analytical student papers on significant works in political, intellectual, and socioeconomic history from the fifteenth through the eighteenth centuries. Three short essays and a final examination. Prerequisite: History 7000X [700X] with a grade of A or B.~~

To:

HIST 7720X Colloquium in Early Modern European History

30 hours plus conference; 3 credits

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

SECTION A-V: CHANGES IN EXISTING COURSES

From:

HIST 7730X Colloquium in Modern and Recent European History

30 hours plus conference; 3 credits

~~Critical readings, discussions, and analytical student papers on significant works in political, intellectual, social, and cultural history from the end of the eighteenth century to the end of the twentieth century. Prerequisite: History 7000X [700X] with a grade of A or B.~~

To:

HIST 7730X Colloquium in Modern and Recent European History

30 hours plus conference; 3 credits

Critical readings, discussions, and analytical papers on significant works and/or research papers in European history from the end of the eighteenth century to the twenty-first century.

From:

HIST 7740X Colloquium in Early American History

30 hours plus conference; 3 credits

~~Critical readings, discussions, and analytical student papers on significant works in political, intellectual, and socioeconomic history from the colonial to the antebellum periods. Three short essays and a final examination. Prerequisite: History 7000X [700X] with a grade of A or B.~~

To:

HIST 7740X Colloquium in Early American History

30 hours plus conference; 3 credits

Critical readings, discussions, and analytical papers on significant works and/or research papers in American history from the colonial to the early U.S. Republic.

SECTION A-V: CHANGES IN EXISTING COURSES

From:

HIST 7750X Colloquium in ~~the Civil War and Reconstruction~~

30 hours plus conference; 3 credits

~~A reading-intensive course focusing on the U.S. Civil War and Reconstruction in scholarly discourse, popular memory, and public ritual. Historiography of the causes and consequences of sectional conflict with special reference to slavery, race, and the "Peculiar South"; westward expansion; new forms of mass politics, and economic and cultural changes within northern society that shaped the antislavery movement; the impact of class, gender, and racial affiliations; the war's influence on concepts of citizenship, states' rights, and national identity. Prerequisite: History 7000X [700X] with a grade of A or B.~~

To:

HIST 7750X Colloquium in Nineteenth-Century American History

30 hours plus conference; 3 credits

Critical readings, discussions, and analytical papers on significant works and/or research papers in U.S. history during the nineteenth century.

From:

HIST 7760X Colloquium in Twentieth-Century American History

30 hours plus conference; 3 credits

~~Critical readings, discussions, and analytical student papers on significant works in United States history since 1900. Prerequisite: History 7000X [700X] with a grade of A or B.~~

To:

HIST 7760X Colloquium in Twentieth-Century American History

30 hours plus conference; 3 credits

Critical readings, discussions, and analytical papers on significant works and/or research papers in United States history since 1900.

SECTION A-V: CHANGES IN EXISTING COURSES

From:

HIST 7770X Colloquium in Asian History

30 hours plus conference; 3 credits

~~Critical readings, discussions, and research papers on themes in the comparative history of China, Japan, India, and Vietnam in the nineteenth and twentieth centuries.~~

~~History 206 Prerequisite: History 7000X [700X] with a grade of A or B.~~

To:

HIST 7770X Colloquium in Asian History

30 hours plus conference; 3 credits

Critical readings, discussions, and analytical papers on significant works and/or research papers in comparative Asian history.

From:

HIST 7780X Colloquium in Middle Eastern History

30 hours plus conference; 3 credits

~~Critical readings, discussions, student oral reports and papers on documents and significant works in social, economic, political, religious, intellectual, and cultural history of the Middle East from the mid-fifteenth century to the end of the Ottoman Empire in 1923. Prerequisite: History 7000X [700X] with a grade of A or B. Research and Independent Study courses.~~

To:

HIST 7780X Colloquium in Middle Eastern History

30 hours plus conference; 3 credits

Critical readings, discussions, and analytical papers on significant works and/or research papers in Middle Eastern History.

Rationale: The History Department's colloquia are broadly conceived courses designed to explore different topics in different semesters. The colloquium on Middle Eastern history, for example, has explored the Ottoman Empire one semester and the Arab-Israeli conflict another. Over time, however, some of the colloquia titles and descriptions have evolved in more specific directions, and the place of

the colloquia themselves has changed within the curriculum (as described below). The proposed changes are intended to realign the course titles, descriptions, and prerequisites with the intended purpose of these courses.

Title: The only title change is to History 7750. The change is intended to (1) restore the “X” to the end of the course number, since it seems to have been dropped inadvertently at some time in the past; and (2) more accurately reflect the varied content of the course, which can be on any aspect of nineteenth-century U.S. history rather than just the Civil War.

Course Description: Some of the course descriptions have become so specific that they no longer reflect the varied content of the courses. The proposed revisions rewrite all of the course descriptions to be more general and uniform so that they better reflect the wide range of approaches that the courses might take.

Prerequisite: A number of years ago, the colloquia were upper-level courses that required more advanced preparation. As a result, the department required students to take HIST 7000X (Introduction to the Study of History) and occasionally other courses before taking a colloquium. But since the colloquia are no longer upper-level courses and function instead in the same way as the department’s other classroom-based courses, prerequisites are no longer needed.