

BROOKLYN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
FACULTY COUNCIL

Meeting of 4/8/2014

The Committee on Graduate Curriculum and Degree Requirements herewith submits its
recommendations in Curriculum Document 219

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-I: SPECIAL ACTIONS

Department of Early Childhood Education and Art Education

Date of Department Approval: February 11, 2014

Effective date: Fall 2014

Advanced Certificate in Art Education
HEGIS code 0899.50; SED program code 26751

RESOLVED, that the graduate certificate program in Art Education to be offered at Brooklyn College be approved, effective Fall 2014, subject to financial availability.

Rationale: The curriculum for the above certificate program in Advanced Certificate in Art Education (K through 12th grade) was originally registered with the New York State Department of Education in 2002. It was previously listed in CD 175 as an extended part of the M.A. Art Teacher (all grades.) This resolution is listing it as an independent program.

SECTION A-I: SPECIAL ACTIONS

Department of Early Childhood Education and Art Education

Date of Department Approval: February 11, 2014

Effective date: Fall 2014

Advanced Certificate in Early Intervention and Parenting
HEGIS code TBA; SED code TBA

RESOLVED, that the graduate certificate program in Early Intervention and Parenting to be offered at Brooklyn College be approved, effective Fall 2014, subject to financial availability.

Rationale: The curriculum for the above certificate program in Early Intervention and Parenting is a subset of the program in Early Childhood Education (birth through grade 2) leading to the award of the M.S. in Education that is currently offered at the college (SED program code 26736; HEGIS code 0823).

The purpose of this unique 18-credit certificate program is to provide a comprehensive education in early intervention (EI) and parenting to professionals currently working with infants and toddlers (birth to 3 years) with disabilities and their families in EI and other early childhood and family settings and to the next generation of EI professionals across disciplines so they have expertise in early child development and family-centered, best practices, which meets the requirements set by the Early Intervention Program at the federal level and the mission of Part C of IDEA (Individuals with Disabilities Education Act). This program has been done in collaboration with NYC DOHMH's Bureau of Early Intervention to better prepare early intervention professionals to work closely with families and their infants and toddlers with developmental disabilities.

SECTION A-I: SPECIAL ACTIONS

Discontinuation of Program

Department of Speech Communication Arts and Sciences

Date of Departmental Approval: February 11, 2014

Effective date: Fall 2014

M.S. In Audiology

HEGIS code 1220; SED code 77741

RESOLVED, that the program in Audiology leading to the MS degree at Brooklyn College be deregistered effective Fall 2014.

Rationale: A MS degree is no longer accepted as the entry level degree for the profession of audiology. A doctorate is required. There have been no students registered in this program since 2006.

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of Art

Date of Department Approval: February 11, 2014

Effective date: Fall 2014

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

Certificate requirements

Twelve credits are required for the certificate in addition to the thirty credits required for the MA in Art History.

Matriculation Requirements:

Matriculation in the Masters in Art History program (30 credits)

Degree Requirements:

Museum Education I (ARTD 7184G) and Museum Education II (ARTD 7185G), 3 credits each

Two 60 hour internships, Internship in a Museum (ARTD 7193G) and Internship in an Arts Organization (ARTD 7194G), 3 credits each

Students will begin the program with art history courses. They must take the Museum Education I seminar before the internships. The internships can either be completed during the summer or during the fall or spring semesters along with their regular coursework in Art History. The final Museum Education II seminar will take place in the second year. For Museum Education students, the master's thesis may consist of a strictly art historical subject or may have some research directed at Museum Education.

Rationale

In recent years museum jobs, especially those in curatorial departments, have gone increasingly to Ph.D.s; meanwhile people with Master's degrees compete against BAs for entry-level positions because they do not have the special skills required for other careers within the museum world, such as in Education, Collections Management, or Development. Museum Education departments desire MA art historians who have the advanced content-based preparation that an undergraduate does

not have, but which does not require a PhD. In addition, practical knowledge about the ways in which museums work and skills needed to teach in a museum setting to K-12 learners as well as adults, are required for positions in museum education. Museum Education is, thus, an area where, with some additional courses, we can prepare our graduates for rewarding careers. This certificate program will provide these additional skills to our graduates in two seminars in combination with two museum internships.

In addition, the Brooklyn College MA Art History program with a Certificate in Museum Education will be unique, thereby distinguishing students from other MAs on the job market. Currently there are few Museum Education programs nationally; Museum Studies programs exist, but according to our research, museums do not regard these programs highly and still desire people trained in Art History. Because of the unique combination of a Masters in Art History with this specialized study in Museum Education, we are hopeful that we will graduate students who will be competitive in this field.

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of Early Childhood Education and Art Education

Date of Department Approval: February 11, 2014

Effective date: Fall 2014

Advanced Certificate in Art Education
HEGIS code 0899.50; SED program code 26751

Program Description

The Advanced Certificate in Art Education (25-credits) is a non-degree path leading to a teaching certificate for students who already hold a Master's degree in art or an appropriate discipline, or an MFA. The curriculum consists of education courses, field experiences, 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.

This program is open to both Masters and MFA students.

By completing this Advanced Certificate program, students will learn about integrating multiple perspectives of teaching art by understanding human functioning and development across art education (K-12) domains, and culture.

Matriculation requirements:

Entrance requirements for acceptance include an earned graduate degree with a grade point average of at least 3.0. Applicants must have completed a graduate degree in art or related field. Additional courses may be required prior to admission to remedy any deficiency in a prospective student's ability to meet matriculation requirements.

Program Requirements:

The 25-credit Advanced Certificate is a masters or post-masters and requires nine sequential courses that currently exist in the ECAE department:

ECAE 7506X *Projects in Creative Art for the Classroom*, 3 credits

ECAE 7530T *Diverse Classrooms in a Visual Culture*, 3 credits

ECAE 7507T *Critical Issues in Education--Social Values and Individual Needs*, 3 credits

ECAE 7533T *Advanced Seminar in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Art*, 3 credits

ECAE 7538T *Seminar I in Pedagogy and Curriculum: Art*, 3 credits

ECAE 7542T *Art Education Student Teaching Practicum 1*, 2 credits

ECAE 7520T *Teaching Seminar II in Pedagogy and Curriculum*, 3 credits

ECAE 7543T *Art Education Student Teaching Practicum II*, 2 credits

CBSE 7671X or SEED 7671X *Children and Youth with Special Needs*, or ECAE 7104T *Environment for Infants, Toddlers, and Young Children with Special Needs*; 3 credits

Rationale: The curriculum for the above certificate program in Advanced Certificate in Art Education (K through 12th grade) was originally registered with the New York State Department of Education in 2002. The curriculum appeared as an extension to the M.A. Art Teacher (all grades) that was approved by Brooklyn College Faculty Council in 2007 (Curriculum Document #175). It will now have its own independent listing in the College Bulletin as described above. Its listing in the Academic Programs Inventory by College and Academic Program is: "Art Teacher, All Grades (Alternative Transitional B Certification) Advanced Certificate, Post Bacc. (SED program code 26751; HEGIS code 0899.50)."

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of Early Childhood Education and Art Education

Date of Department Approval: February 11, 2014

Effective date: Fall 2014

Advanced Certificate in Early Intervention and Parenting

HEGIS code TBA; SED code TBA

Program Description:

The Advanced Certificate in Early Intervention and Parenting program (18-credits) is clinically rich, with an emphasis on relationship-based and evidence-based, family-centered practices, the parent-infant dyad and infant mental health, typical and atypical development, and a trans-disciplinary approach to working in partnership with culturally diverse families with infants and toddlers with disabilities (or at-risk for developmental delays).

This program is open to both master's students and post-master's professionals including early childhood educators, mental health professionals, speech and language pathologists, occupational therapists, and physical therapists currently working in Early Intervention (EI) and in other early childhood and family settings. For graduate students across disciplines, this unique program aims to support the next generation of EI professionals to develop expertise in early childhood development and effective family-centered, best practices. For early childhood professionals, already competent and working in the field, to integrate their professional knowledge and skills with family-centered, best practices that will enhance the parent-child relationship, support children's development, and help prevent long-term developmental delays.

By completing this Advance Certificate program, both students and skilled professionals will learn about integrating multiple perspectives by understanding children's functioning and development across domains as well as working with caregivers and their children within the context of the families' concerns, priorities, and culture.

Matriculation requirements:

Entrance requirements for acceptance include an earned baccalaureate degree with a grade point average of at least 3.0 in the undergraduate major, and a minimum overall grade point average of 3.0. Applicants must have completed an undergraduate or graduate degree in early childhood special

education, occupational therapy or related field. Applicants must present coursework or equivalent work experience in knowledge of child development and foundations in special education. Additional courses may be required prior to admission to remedy any deficiency in a prospective student's ability to meet matriculation requirements.

Program Requirements:

The 18-credit Advanced Certificate is a masters or post-masters and requires six sequential courses that currently exist in the ECAE department:

ECAE 7663T Communication Development and Assessment of Young Multilingual Children with and without Special Needs, 3 credits

ECAE 7675T Supporting Diverse Families and Parent-Child Relationships, 3 credits

ECAE 7678T Developmental and Educational Assessment of Infants and Young Children with Special Needs, 3 credits

ECAE 7683T Typical and Atypical Physical Development in Infants, Toddlers and Young Children: Prevention and Early Intervention, 3 credits

ECAE 7885T Advanced Human Development I: Psychosocial Development in Early Childhood, 3 credits

ECAE 7886T Advanced Human Development II: Parent-Child Interactions, 3 credits

This certificate requires 280 hours of supervised clinical fieldwork (and reflective supervision) in families' homes as well as center-based programs and hospitals. It is designed to be completed in one year (summer, fall, spring, summer).

Rationale:

The purpose of this unique 18-credit certificate program is to provide a comprehensive education in early intervention (EI) and parenting to professionals currently working with infants and toddlers (birth to 3 years) with disabilities and their families in EI and other early childhood and family settings and to the next generation of EI professionals across disciplines so they have expertise in early child development and family-centered, best practices, which meets the requirements set by the Early Intervention Program at the federal level and the mission of Part C of IDEA (Individuals with Disabilities Education Act). This program has been done in collaboration with NYC DOHMH's

Bureau of Early Intervention to better prepare early intervention professionals to work closely with families and their infants and toddlers with developmental disabilities.

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

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**Department of Early Childhood Education and Art Education**

Date of department approval: March 14, 2014

Effective date of the change: Fall 2014

M.S. in Education degree program: Early childhood education teacher (birth through grade 2)
HEGIS code 0823; SED program code 26736

The program in early childhood education prepares reflective teachers of children from birth through grade 2. Our unique approach considers child development (typical and atypical) 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-economically 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 and clinical 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 Lincoln Center ~~Institute~~ Education, in which 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 neighborhood 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. Faculty and students are currently involved in international partnerships and research in Sweden and China.

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).

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). 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). 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.

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 7013T or 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 7885T or 7886T 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~~ Graduate Early Childhood Education program coordinator. All courses in the early childhood degree sequence require departmental permission for 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.

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 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.

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.

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~~ teaching performance exam completed during student teaching. A student must complete student teaching with a B or higher, students who receive a grade lower than a B must apply to the ECAE chairperson for permission to reregister to repeat 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 Education may be added to base of an early childhood teaching certificate by meeting New York State Education Department criteria for the Bilingual Extension. New York State requirements for the Early Childhood Bilingual Extension includes the following ~~15 credits of~~ coursework: Early Childhood and Art Education 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 7667T, 7668T, 7669T, and 7670T. Permission from the Graduate Early Childhood Education program coordinator is required.

Requirements for the Extension in Students with Disabilities (SWD) in Early Childhood Education

The New York State Education Department Extension in Students with Disabilities may be added to the base of an early childhood teaching certificate by meeting New York State Education Department requirements that include 15 credits of coursework: Early Childhood and Art Education 7101T, 7102T, 7104T, 7113T, and 7678T. 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 advisor~~ Early Childhood Education program coordinator. All courses in the early childhood degree sequence, the early childhood bilingual extension, ~~and~~ the early childhood gifted extension, and the early childhood students with disabilities extension require departmental permission for registration.

Rationale: Three early childhood education courses, ECAE 7013T, ECAE 7885T and ECAE 7886T were unintentionally omitted as course options for students in our 30-credit program.

All courses in the Students with Disabilities extension are already part of the Early Childhood Education program (birth through grade 2) leading to the award of the M.S. in Education that is currently offered at the college (SED program code 26736; HEGIS code 0823). Three of the courses, ECAE 7101T, 7102T, and 7678T are required courses in the ECE program. The majority of our ECE graduate students' therefore take the additional two courses, ECAE 7104 and ECAE 7113 as electives and apply individually to New York State for their extension in SWD in Early Childhood. This method is expensive and time consuming for the student and due to inconsistency in the State evaluators' decisions, the process may be delayed for 6 to 12 months which has prevented several graduates from accepting teaching positions they've been offered. The Graduate Deputy, Program Head and the Chair have spent hours writing letters to the State explaining the courses. We are asking to make this a State approved pathway, this making it easier for the

students, faculty and administration.

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Earth and Environmental Sciences

Date of Departmental Approval: March 11, 2014

Effective Date: Fall 2014

M.A. degree program in Earth and environmental sciences

HEGIS code 1914, SED program code 02091

Matriculation requirements

Applicants must offer an undergraduate major in geology, environmental science, or a related field, completed with a grade point average of 3.00 (B) or higher.

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

Degree requirements

Thirty credits in courses in Earth and Environmental Sciences are required for the M.A. degree, including the required courses EESC 7155, 7521, and 7771. Pertinent courses in other science departments may be included in the 30 credits with permission of the Graduate Deputy.

Students must ~~pass a comprehensive examination~~ maintain a professional portfolio, and submit the complete document for approval by the Earth and Environmental Science Department prior to graduation.

Courses in the Earth and Environmental Sciences Department offered toward the degree must be numbered 7100 or above.

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

Rationale:

A set of skills-based and professional-preparation courses have been added as requirement of the MS degree because most graduates of this program continue into doctoral studies and academic careers. Skills such as technical communication, quantitative analysis, and GIS proficiency are

essential for such a career. In addition, the range of experience, skills, and career opportunities continues to expand. Accordingly, a professional portfolio requirement replaces the comprehensive exam requirement in order to support students in taking greater ownership of their education, reflect critically on their professional development, and more accurately reflect the learning that they have achieved in the program.

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of Earth and Environmental Sciences

Date of Departmental Approval: March 11, 2014

Effective Date: Fall 2014

M.S. degree program in Earth and environmental sciences

HEGIS code 1914, SED program code 36028

Matriculation requirements

Applicants must offer an undergraduate major in geology, environmental science or a related field, completed with a grade point average of 3.00 (B) or higher, and have completed EESC 7150 with a grade of B+ or higher.

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

Degree requirements

Thirty credits in courses in Earth and Environmental Sciences are required for the M.S. degree, including the following required courses: EESC 7151, 7155, 7521, and 7771. Pertinent courses in other science departments may be included in the 30 credits with permission of the Graduate Deputy.

Students must register for 1 to 3 credits of Thesis Research (EESC 7951, 7952, or 7953), ~~and~~ Prior to enrolling in a Thesis Research Course, the student must assemble a Thesis Committee consisting of the thesis advisor and one other faculty member. Students must maintain a professional portfolio and submit the complete document for approval by the Earth and Environmental Science Department prior to graduation. In addition, students must defend a thesis acceptable to a thesis defense committee appointed by the Graduate Deputy. ~~and submit a thesis research proposal acceptable to the Earth and Environmental Sciences Department.~~

Information about requirements for the thesis is in the Bulletin section "Academic Regulations and Procedures."

Courses in the Earth and Environmental Sciences Department offered toward the M.S. degree must be numbered 7100 or above.

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

Rationale:

Presentation of an acceptable thesis proposal (the required product of EESC 7150) has been switched from a program requirement to a matriculation requirement. This will better ensure that students opting to switch from the MA to the MS program will be capable of meeting the challenges associated with completion of a research thesis, which is a requirement of program completion.

A set of skills-based and professional-preparation courses have been added as requirement of the MS degree because most graduates of this program continue into doctoral studies and academic careers. Skills such as technical communication, quantitative analysis, and GIS proficiency are essential for such a career. In addition, the range of experience, skills, and career opportunities continues to expand. Accordingly, a professional portfolio requirement has been added to support students in taking greater ownership of their education, and reflect critically on their professional development.

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of Health and Nutrition Science

Date of departmental approval: March 12, 2014

Effective Date: Spring 2015

M.S. degree program in nutrition

HEGIS code 1306; 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~~ 7931. 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.

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 course 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 7999X. Information about the requirements for the comprehensive examination and thesis is in the section "Academic Regulations and Procedures."

Health and Nutrition Sciences 197

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: The new course HNSC 7931 was specifically developed to replace HNSC 7930 as a required course for the MS in Nutrition. We wish to implement the requirement for students beginning in Spring 2015 in order to allow a smoother transition in our pattern of course offerings. HNSC 7161 is being removed as an elective course for the degree since it is no longer offered and it is not listed in the current Graduate Bulletin.

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of Secondary Education

Date of departmental approval: March 11, 2014

Effective date: Fall, 2014

Change to Bulletin Description

Education, Secondary Education

Department office: 2608 James Hall

Phone: 718.951.5325

Full-time Faculty

Professors: Florence, Miele, Shanley, Taubman, Winslow

Associate Professors: Adams, Alexakos, Meagher, Murrow, Parmar, Rubel, Zolkower

Assistant Professors: Jeffery, ~~Murrow~~

The Department of Secondary Education at Brooklyn College offers programs in secondary education and special subjects leading either to the master of arts or master of science in education degree. The 30-plus credit programs are registered with the New York State Education Department and lead to initial and/or professional teacher certification in the following subjects: biology (grades 7-12); chemistry (grades 7-12); English (grades 7-12); general science teacher (5-9); mathematics (grades 5-9); mathematics (grades 7-12); music (all grades); ~~physical education (all grades)~~; physics (7-12); social studies (7-12); modern languages (French, Spanish) (grades 7-12). The Secondary Education department also offers two master of arts in teaching (M.A.T.) programs: the M.A.T. in Adolescence Science Education (grades 7-12), with specialization in biology, chemistry, earth science or physics teacher, and the M.A.T. in Earth Science Teacher (grades 7-12).

The Department of Secondary Education is committed to urban education and serving the needs of our city's teachers. We are proud that almost 80 percent of Brooklyn's high school teachers are graduates of our programs. Our courses are particularly sensitive to the rich diversity of New York's population and we continue to forge links with the borough's schools.

The graduate programs in secondary education and special subjects are responsive to the needs and experiences of those individuals who have chosen to devote themselves to teaching. Our programs offer experienced and beginning teachers opportunities to develop their classroom

practice and to expand their knowledge of their particular discipline and the field of education as a whole. Courses are taught by nationally known scholars who have had experience teaching at elementary and secondary levels. Our programs combine rigorous and rewarding study in each discipline with intensive study of curriculum, pedagogy, and schools.

Graduates of our programs are trained in their specific discipline, in research methodologies, and in the critical analysis of curriculum, pedagogy, school culture, and the sociopolitical dimensions of schooling. The requirements below contain both general and program-specific information about these programs.

Please consult specific department listings for further information about these programs and matriculation requirements. Master's degrees are offered in the following subject areas:

Secondary Education (grades 7–12):

- M.A., Biology teacher HEGIS code 0401.01; SED code 26742
- M.A., Chemistry teacher HEGIS code 1905.01; SED code 26766
- M.A., English teacher HEGIS code 1501.01; SED code 26811
- M.A., French teacher HEGIS code 1102.01; SED code 26797
- M.A., Mathematics teacher HEGIS code 1701.01; SED code 26734
- M.A., Physics teacher HEGIS code 1902.01; SED code 26762
- M.A., Social studies teacher HEGIS code 2201.01; SED code 26753
- M.A., Spanish teacher HEGIS code 1105.01; SED code 26800
- M.A.T. Adolescence Science Education (grades 7–12) HEGIS code 0834.00; SED program code 32663 (Concentration A); 32662 (Concentration B)
- M.A.T. Earth Science Teacher HEGIS code 1917.01; SED program code 33640 (Concentration A); 33641 (Concentration B)

Special Subjects (all grades):

- M.A., Music teacher HEGIS code 0832; SED code 26816
- Advanced Certificate, music education HEGIS code 0832; SED code 26817
- ~~M.S. in Ed., Physical education teacher HEGIS code 0835; SED code 26745.~~

Middle school subject areas (grades 5–9):

- M.A. General science teacher HEGIS code 0804.04; SED program code 26821 & 26820
- M.S., Middle childhood education teacher, mathematics specialist HEGIS code 0804.03; SED program code 26723

In addition, Brooklyn College, in conjunction with the New York City Department of education, offers an Alternative Certification program for qualified individuals who attend the college under a

contractual arrangement with the Department of Education. After completing a pre-service preparation program at the college, individuals are recommended by the Department of Education for a Transitional B Certificate, which validates the individual's service in a public school while completing the masters degree program. The masters degree program requirements in each subject area, as registered with the State Education Department under criteria set for Alternative Certification, differ from requirements set for individuals who are not holders of Transitional B Certificates and are not part of the NYC DOE/Brooklyn College collaboration. Not all programs operate all years.

RATIONALE: The M.S. in Ed. Degree in Physical education teacher HEGIS code 0835; SED code 26745 has been officially moved to the Department of Kinesiology.

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of School Psychology, Counseling, and Leadership

Date of departmental approval: March 11, 2014

Effective Date: Fall 2014

M.S. in Education degree program: educational leadership: school building leader; school district leader

HEGIS code 0828.00; 0827.00; SED program code 31971; 31972

This master's degree program prepares students for leadership careers in public and private pre-K-12 education. Students who successfully complete the three-semester, 36-credit program become simultaneously eligible for both the New York State School Building Leader (SBL) and School District Leader (SDL) certificates. The educational leadership program's curriculum is uniquely structured in both scope and sequence to combine small-group, cohort-based colloquiums with content in management and instructional leadership.

Matriculation Requirements

Applicants must obtain and file a program application form in the Graduate Admissions Office in addition to the regular college admission form. Selection of applicants is based on a faculty committee review of the following requirements, all of which must be satisfied: a master's degree from an accredited institution (~~for Program Options B and C~~); a permanent or professional certificate in the classroom teaching service or pupil personnel service or demonstration of the potential for instructional leadership based on prior experiences (~~for Program Options A and C~~); evidence of superior scholarship; evidence of a high level of professional vision and effectiveness; and outstanding promise of professional leadership possessing the nine essential characteristics of effective leaders as a result of their prior experiences as attested by records, written references from supervisors, interviews, essay, and/or other sources of evidence the faculty committee may request. As required by Commissioner's Regulations, the nine characteristics of effective leaders are: (1) leaders know and understand what it means and what it takes to be a leader; (2) leaders have a vision for schools that they constantly share and promote; (3) leaders communicate clearly and effectively; (4) leaders collaborate and cooperate with others; (5) leaders persevere and take the long view; (6) leaders support, develop and nurture staff; (7) leaders hold themselves and others responsible and accountable; (8) leaders never stop learning and honing their skills; and (9) leaders have the courage to take informed risks.

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 ~~of~~ the Brooklyn College
Bulletin of Graduate Programs.

Degree requirements

A minimum of 36 credits is required for the Master's degree. The credits must be completed within three years after admission to the program.

Students are required to complete a capstone fieldwork portfolio project under advisement of a faculty member.

Students must complete 36 credits in the following courses: SPCL 7751X, 7752X, 7753X, 7762X, 7763X, 7764X, 7754T, 7755T, 7756T, 7757T, 7758T, and 7759T. ~~(Students who have completed a course equivalent to one or more of these courses may, with department permission and consistent with State regulations, substitute another 7000-level educational leadership course for each such course.)~~

~~There shall be three Program Options: Program Option A leading to New York State School Building Leader certification only; Program Option B leading to New York State School District Leader certification only; and Program Option C leading to both School Building Leader and School District leader certification. Students without a prior Master's degree shall only be eligible for Program Option A. Students without prior school-based certification shall only be eligible for Program Option B. Students who fail to pass the School District Leader qualifying examination shall only be eligible for Program Option A.~~

Rationale: The Brooklyn College Educational Leadership Program leads to both Building Level and District Level New York State certification. These changes are required in order to align program requirements with the standards of the Educational Leadership Constituent Council, the organization that nationally approves programs in Educational Leadership,

Section A-III: CHANGES IN DEGREE REQUIREMENTS

Department of Television and Radio

Date of Departmental Approval: March 11, 2014

Effective date: Fall, 2014

M.S. degree program in Media Studies

HEGIS code 0603; SED program code 77735

Department Requirements (30 credits)

This program is a research and theory based program that emphasizes the connection between theory and practice. The curriculum examines the environments and impact of electronic media from social, political, cultural and economic perspectives. Students gain in-depth knowledge of the television and radio industries, emerging digital media industries, media literacy, and key critical, theoretical and research perspectives on ~~the media~~ broadly. The program prepares students to apply their education in a variety of professional positions or to continue their education by enrolling in a doctoral program.

~~Only six of the thirty credits necessary to fulfill degree requirements are assigned by the department. The other eight courses are drawn from a pool of electives so that students may select a critical analysis, broadcast management, or programming area of study.~~

Matriculation requirements

Applicants must offer a well-rounded undergraduate record of at least a 3.0 GPA that suggests promise of success in the program. Each applicant's record is considered individually in this respect. Applicants must submit an essay about contemporary media and society, which can be an original essay written to accompany the application, or a 5 – 10 page scholarly paper that was written as an undergraduate. Alternatively, applicants may submit a scholarly paper in any subject related to their undergraduate major. General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission."

Applicants must submit the Graduate Record Examination Aptitude Test score or the Miller Analogy Test Score. International applicants are required to pass the Test of English as a Foreign Language (TOEFL) with a score of at least 580 on the paper-based test or 237 on the computer-based test or 92 on the internet-based test, before being considered for admission.

Degree requirements

Thirty credits are required for the degree. Other than required courses, credits required for the degree must be in courses chosen in consultation with the graduate deputy chairperson or program advisor. The program of study must be approved by the department. Courses in the Television and Radio Department offered toward the degree must be 7000-level courses. Students must complete 30 credits, at least 24 credits of which must be taken in the Television and Radio Department. Students may choose one of two possible tracks of study in the program. The first track is the M.S. in Media Studies, and the second track is the M.S. in Media Studies, Media Literacy Concentration. ~~Six credits must be taken in required courses offered by the department; the remaining 24 credits are elective, and must be approved in consultation with the deputy chairperson.~~

Every student shall be required to successfully complete ~~the department's graduate core, which consists of Television and Radio 7701X, to be taken the following six core graduate courses:~~ 7701X, 7710X, 7712X, 7713X, 7714X, and 7945

Students in the M.S. in Media Studies, Media Literacy concentration are required to take, in addition to the six core graduate courses, the following:
7716X, and 7769X.

Students in both tracks are encouraged to take the following:
7716X, 7772X, 7726X, and 7728X.

~~in the first semester, and 7710X, to be taken in the student's final semester of course work. The M.S. degree emphasizes two areas of study: broadcast management and critical/cultural media studies. When choosing credits, students are encouraged to balance their course of study in both areas for a well-rounded degree program.~~
~~Television and Radio 290~~

~~Courses in the department that follow the media management emphasis include: Television and Radio 7722X, 724X, 7725X, 7726X, 7727X, 7945X.~~

~~Courses in the department that follow the critical/cultural media studies emphasis include: Television and Radio 7713X, 7714X, 7715X, 7728X.~~

~~M.S. Students are also eligible to take as electives the following two television production courses: Television and Radio 7730X and 7740G. All other television production courses are closed to M.S. students.~~ Television and Radio 7769X and 7796X will be available each semester. Students may take each of these courses only once during their program of study. Up to 6 credits may be taken outside the department with the approval of the graduate deputy chairperson or program advisor.

Students must pass a written comprehensive examination. The examination will consist of questions in areas in which the student has taken courses during his/her course of study. Information about the comprehensive examination is in the section "Academic Regulations and Procedures."

Rationale:

The current M.S. in Media Studies program lacks structure; it has too few required courses and too many electives. This has resulted in students themselves not having enough academic structure or rigor, and in course offerings each semester that often do not meet student needs. TVR faculty

have expressed overwhelming support to grow and re-vamp the program to both create needed structure and respond to growing national and international demand for media literacy. To that end, the M.S. in Media Studies will offer two possible tracks of study: 1) MS in Media Studies, and 2) MS in Media Studies, Media Literacy Concentration. Within the new two-track degree program, most of the courses will remain the same; the biggest difference is that before, where most of the courses were electives,

they are now required courses to provide students the missing academic structure in such a way that they received a well-rounded graduate level experience in theory, research and practice. Three courses will be changed to reflect changes in the media landscape/industry and to align with a well-rounded course of study. The courses which will change are: 7945X (previously Audience Research) which will broaden to become Media Research Methods; 7712X (previously Mass Media and Society) which will become The Digital Media Environment; and 7726X (previously Seminar in Media Management) which will become Seminar in Media Industries. Only one new course has been created: 7716X , Seminar in Media Literacy, which is required of students in the Media Literacy concentration. That course will be followed with 7769X, Internship, which will be, for students specifically in this track, a field experience specifically with a local, national or international media literacy organization procured with the help of the program advisor.

Given changes in the industry, in the media environment socially and culturally, and in the discipline of media studies, the M.S. course sequence and offerings need re-structuring to give students a broad theoretical/practical experience that will prepare them fully for further graduate study and/or for media-related careers in the industry, in the community in various capacities, or of their own crafting.

SECTION A-IV: NEW COURSE

Department of Art

Date of departmental approval: December 10, 2013

Effective date: Fall 2014

ARTD 7905G Techniques and Analysis of Contemporary Art
45 hours; 3 credits

Critical analysis of studio practice with an eye toward advanced techniques and a cross-disciplinary approach.

Prerequisite: Matriculation in MFA or MA Art Education

Frequency of offering: Every other year

Projected enrollment: 10-15 students

Rationale: This course has been taught as an independent study but now warrants being made into a full course due to student demand. Furthermore, our Graduate MFA program is in need of more courses as many students take several independent studies to graduate.

SECTION A - IV: NEW COURSE

Department of Earth and Environmental Sciences

Date of Approval by Department: March 11, 2014

Effective Date: Fall 2014

EESC 7155X Professional Portfolios for Earth and Environmental Scientists

7.5 hours lecture, 30 hours seminar; 1.5 credits

Bulletin Description:

Purpose of a professional portfolio; design and format; selecting material; reflection on education and career preparedness and planning

Prerequisites: None

Frequency of Offering: Once per year

Projected Enrollment: 12 students

Rationale: The workforce and doctoral programs in the Earth and Environmental Sciences is becoming increasingly broad and competitive. Students need to make informed and strategic decisions on acquisition of skills and knowledge necessary for their desired career objectives. Professional portfolios are used commonly in development of professionals in certified careers, because the reflective component of a portfolio makes current and future education more intentional and effective. Furthermore, a well-designed and well-written portfolio provides students with an advantage in seeking a position, both in the application and the interview process. In addition, EES requires a means by which to evaluate and improve the effectiveness of our graduate programs, which by their nature, lack specific requirements, and are essentially student-directed. A portfolio will be the means by which outcomes assessment data is collected by EES for its masters programs.

SECTION A-IV: NEW COURSE

Department of Earth and Environmental Sciences

Date of Departmental Approval: March 11, 2014

Effective Date: Fall 2014

EESC 7525X Advanced Geological Field Mapping

15 hours lecture, 60 hours supervised field and laboratory work; 3 credits

Bulletin Description: Approximately 10 days of supervised field and laboratory work in deformed sedimentary or metamorphic sequences. Field preparation of geologic maps and sections; data collection with Brunton compass and GPS units; map construction with GIS. Builds upon prior experience with geological mapping and ArcGIS. Travel and material expenses.

Prerequisite: Permission of chairperson

Frequency of offering: Every other year

Projected enrollment: 5 students

Rationale: At its core, geology is a field science. Our hypotheses and theories seek to understand Earth processes, both present and past, and so they must be tested in the natural laboratory of the field. This course will provide students an opportunity to improve their skills of field observation and interpretation. In addition, the course will provide students with a concrete geological application of GIS. The course can run concurrently with our undergraduate field course of the same duration, with graduate students focusing on producing more detailed maps of the most structurally complex areas of the field area. In this way, sufficient total enrollment can be maintained, the course can be offered on a regular 2-year rotation, and expenses to students can be minimized. In addition, graduate students can act as mentors to the undergraduates, providing near-peer learning opportunities.

SECTION A-IV: NEW COURSE

Department of Earth and Environmental Sciences

Date of Approval by Department: March 11, 2014

Effective Date: Fall 2014

EESC 7825X Ore Deposit Models

45 hours lecture; 3 credits

Bulletin Description:

Examination of models for the formation of metallic ore deposits with relation to their environment of formation and primary mineralization processes. Prior familiarity with igneous petrology and geochemistry is required.

Prerequisites: None

Frequency of Offering: Every other year

Projected Enrollment: 12 students

Rationale:

Resources are an important aspect of Earth science, both from the perspectives of mining/exploration, and environmental assessment/remediation. No ore deposit course is active in our current graduate curriculum despite having several graduate students who are working on ore-based thesis topics.

SECTION A - IV: NEW COURSE

Department of Earth and Environmental Sciences

Date of Approval by Department: March 11, 2014

Effective Date: Fall 2014

EESC 7830X Seminar in Advanced Ore Deposit Geology

45 hours seminar; 3 credits

Bulletin Description:

Examination of the current issues and priorities in ore geology; emphasis on current methodologies, controversies in ore genesis, and current exploration priorities.

Prerequisites: EESC 7825

Frequency of Offering: Every other year

Projected Enrollment: 6 students

Rationale:

Resources are an important aspect of Earth science, both from the perspectives of mining/exploration, and environmental assessment/remediation. They are complex systems that require the atypical convergence of multiple geological factors, with no two deposits sharing identical histories. Ore geology serves to reinforce and unify numerous sub-disciplines in Earth science, including petrology, structural geology, and geochemistry. Approaches to studying ore deposits evolve with the invention and availability of technology, particularly new geochemical and geophysical methods. This course will build on the fundamental ore deposit model concepts of EESC 7825 with a focus on how new approaches have changed our understanding of ore deposits, and the current controversies that exist as these new data test established models.

SECTION A-IV: NEW COURSE

Department of Film

Date of departmental approval: March 11, 2014

Effective date: Fall 2014

FILM 7014G Narrative Structure

60 hours; 3 credits

Bulletin Description: This course provides an understanding of the dynamics of storytelling. Beginning with Aristotle's *Poetics* and continuing to Robert McKee's *Story*, the elements that constitute narrative structure are deconstructed and the principles that make for a compelling screenplay and an engaging work of cinema are explored.

Prerequisite: Matriculation in the M.F.A. in Cinematic Arts and permission of the program director

Frequency of offering: Every Fall semester

Projected enrollment: 38 students

Rationale: This is a first year foundation course required for all students in the M.F.A program in Cinematic Arts. Story is, of course, everything. Story is the foundation for all the crafts in cinema. This course will provide a foundation in the knowledge and craft of storytelling, through teaching the fundamentals of narrative structure, as they have been practiced and developed over the millennia. After taking the course, students will be prepared to develop their craft, in the cinematic arts, with a deep understanding of how everything is in service to the story.

SECTION A-IV: NEW COURSE

Department of Film

Date of departmental approval: March 11, 2014

Effective date: Fall 2014

FILM 7015G Integrated Media

60 hours; 3 credits

Bulletin Description: This course provides an opportunity to explore the impact of the rapidly evolving media environment on contemporary film production, post-production and distribution. Students will venture beyond the confines of the traditional media silos and explore the implications of new convergent thinking and technology. The course will offer a historical and theoretical understanding of the issues as well as an opportunity to create work that brings together work across various platforms.

Prerequisite: Matriculation in the M.F.A. in Cinema Arts and permission of the program director.

Frequency of offering: Every Fall semester

Projected enrollment: 38 students

Clearances: PIMA

Rationale: This course will be required in the second semester for all M.F.A. students. Filmmakers in the 21st century work in a media-saturated environment without strict divisions between media forms. Therefore, this class will investigate convergent thinking, transmedia texts, and recent technological advances in order to provide graduates of the program with background knowledge and experience that will enable them to work effectively with contemporary media technologies that intersect with cinema. Topics covered will include new media art and installation, gaming, music, social networking, interactivity, computer graphics, internet culture, and related subject matter.

SECTION A-IV: NEW COURSE

Department of Film

Date of departmental approval: March 11, 2014

Effective date: Fall 2014

FILM 7303G Reading (Screen)writers

60 hours; 3 credits

Bulletin Description: Study and analysis of cinema from the standpoint of the screenplay. Screenplays will be analyzed for structure, plot and genre, character, rhythm and pacing, and dialogue.

Prerequisite: FILM 7014G

Frequency of offering: Every Spring semester

Projected enrollment: 20 students

Rationale: From the standpoint of the screenplay, FILM 7303G will familiarize students with the important works of cinema, domestic and international, historical and contemporary. Understanding how cinema works requires close textual analysis of the basis of the form - the screenplay. Great writers are great readers. This is true in literature and it is also true in cinema.

SECTION A-IV: NEW COURSE

Department of Film

Date of departmental approval: March 11, 2014

Effective date: Fall 2014

FILM 7323G Adaptation for the Screen

60 hours; 3 credits

Bulletin Description: This course will focus on the process of adapting fiction (short and long), stage plays, true-to-life stories, myth and fairy tale into short and feature-length screenplays. Issues of rights acquisitions will be examined. Classic and contemporary theories of adaptation will also be considered.

Prerequisite: FILM 7312G or permission of the program director.

Frequency of offering: Every Spring semester

Projected enrollment: 20 students

Rationale: Many of the theatrical feature films released today are adapted from other sources. An essential competency for a screenwriting student is an understanding of theories of film adaptation, both classical and contemporary, and the ability to complete an adaptation from another source for the screen.

In this course, students will learn the various theories of film adaptation; learn to identify fertile source material (news stories, novels, short fiction, plays, myths and fairytales) and to critically analyze its adaptability. Students will learn how to condense source material, how to combine characters, and how to recognize when adding new material to the source is a necessity. Students will also learn about rights acquisition and options of source material.

SECTION A-IV: NEW COURSE

Department of Film

Date of department approval: March 11, 2014

Effective date: Fall 2014

FILM 7422G Producing for New Media
60 hours; 3 credits

Bulletin Description: In the increasingly complex, technologically driven media environment, learning to produce for new and emerging media, in addition to cinema and television, is an essential competency for a producer today. This course offers an in-depth exploration of topics and issues at the forefront of new media production.

Prerequisite: Matriculation in the M.F.A. in Cinema Arts and permission of the program director.

Frequency of offering: Every Fall semester

Projected enrollment: 14 students.

Rationale: Digital media and technological advancement are changing the modes of content production, distribution and consumption at a dizzying rate. Today these changes are affecting all manner of production and its processes. In its simplest form, new media usually refers to internet-delivered programming but more broadly it also represents the powerful and irresistible march of digital technology to bend all content forms - television and feature films—to its standards. The digital world is collapsing and converging the rules of our content forms to where “old” is now “new”.

This is a mandatory second-year course for all MFA students in the producing track. At its conclusion, producing students will understand the interplay between technology innovation and content with an emphasis on serial content for television and the Internet. The course will view the digital revolution from both micro and macro vantage points and will provide students with the opportunity to create and produce their own web series from scratch.

SECTION A-IV: NEW COURSE

Department of Film

Date of departmental approval: March 11, 2014

Effective date: Fall 2014

FILM 7423G Finance for Film and Other Media
60 hours; 3 credits

Bulletin Description: An essential function of the producer is to recognize, source and capitalize on financing opportunities. Toward that goal, this course provides a comprehensive understanding of how the money chase works beginning with a survey of traditional finance structures such as co-productions, tax credits and equity investment and concluding with a hands-on crowd-funding campaign run by students in support of their capstone thesis projects.

Prerequisite: Matriculation in the M.F.A. in Cinema Arts and permission of the program director.

Frequency of offering: Every Spring semester.

Projected enrollment: 14 students

Course Summary: Successful producing involves the bridging of the creative with the commercial. Effective producers need the skills to structure and manage fundraising efforts on behalf of their productions and establish a comfort level in defining and promoting their projects as commercial ventures.

This is a mandatory second-year course in the second semester for all MFA producing track students and runs in parallel with FILM 7942. At its conclusion, producing track students should have a working command of both the theory and the practice of raising money for film, television and new media productions and the skill-base to embark confidently on their own fundraising efforts. Students will learn of the various mindsets of attorneys, financiers, studio managers and other professionals and master the vocabulary of content as investment. Finally, students will understand how to mix-match financing strategies and approaches as is appropriate for each particular project.

SECTION A-IV: NEW COURSE

Department of Film

Date of departmental approval: March 11, 2014

Effective date: Fall 2014

FILM 7513G: Editor's Symposium

60 hours; 3 credits

Bulletin Description: This course is an opportunity for students to study the work of master editors and also meet guest editors who will talk about their process.

Prerequisite: Matriculation in the M.F.A. in Cinematic Arts and permission of the program director.

Frequency of offering: Every Spring semester

Projected enrollment: 14 students

Rationale: This is a first year foundation course required for all students in the Post-Production track, designed to complement the course, Picture Editing, taken concurrently. Students will study cinema history through the lens of editing and editors, closely examining groundbreaking films with innovative editing styles. Through regular screenings organized by fundamental craft principles, students will investigate differing editorial approaches and analyze their impact on visual storytelling. Over the course of the semester, each editing student will research and present examples from the body of work of one master editor, including George Tomasini, Dede Allen, Walter Murch, Thelma Schoonmaker, Sally Menke, and Tim Squyres. Class time will also be dedicated to a number of guest lectures by outstanding editors, who will present examples of their work and discuss a variety of post-production topics relevant to the industry. Students will have the opportunity to have their first-year reels reviewed by a panel of professionals.

SECTION A-IV: NEW COURSE

Department of Film

Date of departmental approval: March 11, 2014

Effective date: Fall 2014

FILM 7523G Visual Effects

60 hours; 3 credits

Bulletin Description: This course is an overview and introduction to visual effects techniques that are used in the film industry. The course will include the terminology, theory, and practice of Visual Effects, focusing on compositing techniques. The basics of industry-standard compositing software will be taught and used in the hands-on creation and execution of visual effects shots and sequences.

Prerequisite: FILM 7522G or permission of the program director

Frequency of offering: Every Spring semester

Projected enrollment: 16 students

Rationale:

This is a course for filmmakers. Visual effects are collaborations between VFX artists, post-production specialists, directors, producers, and cinematographers. This course is required for everyone in the Post-Production and Cinematography concentrations, and is an elective for the Directing and Producing concentrations. The objective is to provide filmmakers and post-production specialists with a working knowledge of visual effects and compositing, so they are conversant and knowledgeable about the common uses of visual effects in the industry, and can fully collaborate on the execution of shots and sequences that include visual effects and compositing. Students should be capable at executing, planning, scheduling, budgeting, and troubleshooting projects that include visual effects and compositing after taking the course.

SECTION A-IV: NEW COURSE

Department of Film

Date of departmental approval: March 11, 2014

Effective date: Fall 2014

FILM 7524G Advanced Visual Effects

60 hours; 3 credits

Bulletin Description: This course provides understanding and practical, applied knowledge of advanced compositing, building on the techniques studied in *Visual Effects*. Additionally this course provides an overview and introduction to CG techniques that are used in the industry of filmmaking. The course will include the terminology, theory, and practice of 3D computer graphic and advanced compositing techniques.

Prerequisite: FILM 7522G, FILM 7523G, or permission of the program director

Frequency of offering: Every semester

Projected enrollment: 16 students

Rationale: Digital post-production and computer graphics have revolutionized filmmaking. This course is designed for post-production specialists with a working knowledge of advanced visual effects and CG, so they will be conversant and knowledgeable about the uses of visual effects in the industry, and can fully collaborate on the execution of shots and sequences that include advanced visual effects and CG. Students should be capable at executing, planning, scheduling, budgeting, and troubleshooting projects that include advanced visual effects and CG after taking the course. This course is required for everyone in the Post-Production concentration, and is an elective for the Cinematography, Directing, and Producing concentrations.

SECTION A-IV: NEW COURSE

Department of Film

Date of departmental approval: March 11, 2014

Effective date: Fall 2014

FILM 7524G Advanced Visual Effects

60 hours; 3 credits

Bulletin Description: This course provides understanding and practical, applied knowledge of advanced compositing, building on the techniques studied in *Visual Effects*. Additionally this course provides an overview and introduction to CG techniques that are used in the industry of filmmaking. The course will include the terminology, theory, and practice of 3D computer graphic and advanced compositing techniques.

Prerequisite: FILM 7522G, FILM 7523G, or permission of the program director

Frequency of offering: Every semester

Projected enrollment: 16 students

Rationale: Digital post-production and computer graphics have revolutionized filmmaking. This course is designed for post-production specialists with a working knowledge of advanced visual effects and CG, so they will be conversant and knowledgeable about the uses of visual effects in the industry, and can fully collaborate on the execution of shots and sequences that include advanced visual effects and CG. Students should be capable at executing, planning, scheduling, budgeting, and troubleshooting projects that include advanced visual effects and CG after taking the course. This course is required for everyone in the Post-Production concentration, and is an elective for the Cinematography, Directing, and Producing concentrations.

SECTION A-IV: NEW COURSE

Department of Film

Date of Department Approval: March 11, 2014

Effective Date: Fall 2014

FILM 7951G Thesis Project 1: Production

120 hours, 6 credits

Bulletin Description: Under the mentorship of production professors, students in the four production tracks will each be expected to play a key creative role in producing a 15-20 minute narrative film, according to their specialization. The project should evidence a firm grasp of the craft and the ability to create a work of originality and imagination. In addition, all production students will be expected to work in a collaborative manner on each other's projects, rotating through the various positions, according to their specialized discipline.

Prerequisite: FILM 7942G

Frequency of offering: Every Fall semester

Projected enrollment: 42 students

Rationale: In this course students will apply their practical knowledge of filmmaking by working on three, 15-20 minute film projects; one in their key creative specialization (Producer, Director, Cinematographer, Editor) and also crew on the 2 others in different capacities, based on their discipline. The projects will require a proficiency in all facets of preproduction and production, and emphasize the importance of teamwork, collaboration, and professional level filmmaking.

SECTION A-IV: NEW COURSE

Department of Film

Date of departmental approval: March 11, 2014

Effective date: Fall 2014

FILM 7952G Thesis 1: Screenwriting

60 hours; 3 credits

Bulletin Description: In this two-semester M.F.A. capstone sequence, students will complete two feature-length screenplays, one of which must be an original script; the second may be an adaptation from an existing work. At the conclusion of FILM 7962G, the Spring semester will culminate in staged readings of student work.

Prerequisite: FILM 7942G

Frequency of offering: Every Fall semester

Projected enrollment: 20 students

Rationale: In the final year of the M.F.A., students in the screenwriting track will complete two polished feature film screenplays as part of their M.F.A. portfolio, at least one script being based on an original concept.

In FILM 7952G, students will conceive of an original idea for a feature-length screenplay and write a treatment, a step outline, first draft and polish. Students may bring work begun in an earlier semester into the M.F.A. Thesis.

This course is designed as a workshop to explicitly develop the critical eye cultivated in the first two years of the M.F.A. program. Students will post work online and all writing will be read outside of class. In a rotational schedule, script segments will be work-shopped in class (work is submitted in groups, however, all students read the work of all their classmates). Students will have the option to hear a selection of pages read aloud in class.

SECTION A-IV: NEW COURSE

Department of Film

Date of Department Approval: March 11, 2014

Effective Date: Fall 2014

FILM 7953G Thesis Project 1: Post-Production
60 hours, 3 credits

Bulletin Description: Under the mentorship of production professors, students in the Post-Production track will each be expected to prep and begin the first stages of editing on a 15-20 minute narrative film. The project should evidence a firm grasp of the craft and the ability to create a work of originality and imagination.

Prerequisite: FILM 7942G

Frequency of offering: Every Fall semester

Projected enrollment: 14 students

Rationale: In this course students will apply their practical knowledge of editing to a 15-20 minute film project in collaboration with a Producer and Director. Post Production students will also crew on two projects as Sound Mixer and Boom Operator. The projects will require a proficiency in all facets of preproduction and production, and emphasize the importance of teamwork, collaboration, and professional level filmmaking.

SECTION A-IV: NEW COURSE

Department of Film

Date of Department Approval: March 11, 2014

Effective Date: Fall 2014

FILM 7961G Thesis Project 2: Production
60 hours, 3 Credits

Bulletin Description: Under the mentorship of production professors, students in the 3 production tracks will complete post-production requirements on the films shot during the previous semester in FILM 7951G. The project should evidence a firm grasp of the craft and the ability to create a work of originality and imagination. All production students will be expected to work in a collaborative manner on their projects, with an emphasis on their specialized discipline.

Prerequisite: FILM 7951G

Frequency of offering: Every Spring semester

Projected enrollment: 42 students

Rationale: In this course students will be immersed in the post-production process through working on their 15-20 minute film projects shot in FILM 7951G. A proficiency in those facets of post-production relative to their area of specialization should be demonstrated as the films are completed.

SECTION A-IV: NEW COURSE

Department of Film

Date of departmental approval: March 11, 2014

Effective date: Fall 2014

FILM 7962G Thesis 2: Screenwriting

120 hours; 6 credits

Bulletin Description: In the second part of this two-semester MFA capstone experience, students will complete two feature-length screenplays, one of which must be an original script; the second may be an adaptation from an existing work or an original script. The spring semester—FILM 7962G—will culminate in staged readings from students' completed screenplays.

Prerequisite: FILM 7961G

Frequency of offering: Every Spring semester

Projected enrollment: 20 students

Rationale: In the final year of the M.F.A., students concentrating in writing will complete two polished feature film screenplays as part of their M.F.A. portfolio.

In *Thesis 2* (spring semester) students are expected to bring a strong critical and analytical eye to their own work and the work of others in the class. Students will learn to revise material by being assigned the work of another student and creating a formal rewrite plan, and by writing a critical self-analysis of his or her own work. But, most importantly, students will complete a feature-length screenplay at a level of professional proficiency.

Students choose between writing an adaptation of a work that is either in the public domain, or for which they have obtained the rights, or of writing a second original script. (Students may bring work begun in an earlier semester into the M.F.A. Thesis.)

This course is designed as a workshop to explicitly develop the critique and analysis cultivated in the first two years of the M.F.A. program. Students will post work online and all writing will be read outside of class. In a rotational schedule, script segments will be work-shopped in class (work is submitted in groups; however, all students read the work of all their classmates). Students will have the option to hear a selection of pages read aloud in class.

At the conclusion of the semester, students will hold staged readings of their work outside of regular class meetings. Writers may choose to direct their own writing, or engage a student director. Professional or student actors will be utilized.

SECTION A-IV: NEW COURSE

Department of Film

Date of Department Approval: March 11, 2014

Effective Date: Fall 2014

FILM 7963G Thesis Project 2: Post-Production
120 hours, 6 Credits

Bulletin Description: Under the mentorship of a post-production professor, students in Post Production track will complete post-production requirements on the films shot during the previous semester in FILM 7953G. The project should evidence a firm grasp of the craft and the ability to create a work of originality and imagination. All production students will be expected to work in a collaborative manner on their projects, with an emphasis on their specialized discipline.

Prerequisite: FILM 7953G

Frequency of offering: Every Spring semester

Projected enrollment: 14 students

Rationale: In this course students will be immersed in the post-production process through working on their 15-20 minute film projects shot in FILM 57953G. A proficiency in all facets of post-production should be demonstrated as the films are completed.

SECTION A-IV: NEW COURSE

Department of Film

Date of departmental approval: March 11, 2014

Effective date: Fall 2014

FILM 7964G Portfolio Development: Ready for the Biz
60 hours; 3 credits

Bulletin Description:

This course provides students with an opportunity to develop the tools they will need to enter the film industry, and a familiarity with the structure and function of the film industry in New York and Hollywood, both the studio system and the world of indie film production.

Prerequisite: FILM 7951G, FILM 7952G, or FILM 7953G

Frequency of offering: Every Spring semester

Projected enrollment: 76 students

Rationale: Students will be instructed in the creation and organization of a professional resume, cover letter, show-reel, website and other tools to promote their work and themselves, as essential preparation for entering the job market and the film industry. There will be regular appearances by industry experts who will help students develop their competency in pitching, networking, taking a meeting, and generally getting prepared for the “real world.” Guests will include agents, managers, entertainment attorneys, financiers, foreign sales experts and other industry professionals.

SECTION A-IV: NEW COURSE

Department of Health and Nutrition Sciences

Date of Departmental Approval: March 11, 2014

Effective date for the course becoming part of the curriculum: Spring 2015

HNSC 7931X Principles of Nutrition Research

45 hours; 3 credits

Bulletin Description

Examination of experimental design as applied to nutrition research, including intervention, observational, survey, and animal models. Development of research topics; methods of data collection; interpretation and presentation of results; ethical considerations; application of principles for development of research proposals and evaluation of the nutrition literature.

Prerequisites: advanced coursework in Nutrition and a course in Biostatistics

Frequency of offering: Once per year

Projected enrollment: 25 students

Rationale: Students in the MS in Nutrition must understand, evaluate and utilize the findings of primary research in their field. Given that Nutrition spans biological science and behavioral disciplines, there is a great variety of research design that is employed. In the past, Nutrition students were required to take HNSC 7930 (Research Seminar I) to address this need. However, given that HNSC 7930 was developed for students in the field of Public Health, it mainly focused on survey based research design and did not encompass the main types of research that Nutrition graduate students utilize. The proposed course will concern this multiplicity of designs and utilize examples from the Nutrition literature. In addition, students will be able to have their own research proposals substantively evaluated by instructors and peers in their field.

SECTION A-IV: NEW COURSE

Department of Mathematics

Date of Departmental Approval : March 11, 2014

Effective date: Fall, 2014

MATH 7278T Applied Number Theory for Middle School Mathematics

45 hours; 3 credits

Bulletin Description

Introduction to number theory and its applications. Figurate numbers; Fibonacci, Lucas, and Fermat numbers; Diophantine equations; linear and multilinear congruences; factoring algorithms; theorems of Fermat, Euler, and Wilson. Applications to cryptology and other areas.

Prerequisite: Permission of graduate deputy or chair.

Frequency of offering: Once per year.

Projected enrollment: 35 students

Rationale:

The new common core standards for middle school education place a strong emphasis on problem solving; mathematical modeling; and mathematical reasoning; they also mandate that students should “attend to precision”; look for and make use of structure” and “look for and make use of regularity in repeated reasoning.”

This change in national and state standards informs a re-examination of the middle school mathematics teacher program by the Departments of Mathematics and Education to better reflect student preparation and allow students to complete their program with four 3-credit mathematics courses. We have determined that a course in number theory, along with the existing courses in algebra, geometry, and probability/statistics, will give students the best possible preparation for teaching middle school mathematics.

Section A-IV: NEW COURSE

Department of Television and Radio

Date of departmental approval: March 11, 2014

Effective date: Fall, 2014

TVRA 7716X Seminar in Media Literacy

45 hours; 3 credits

Historical development and current practices of the media literacy movement nationally and internationally; principles of media literacy. Students will engage with leaders and practitioners of media literacy, and will construct projects around media literacy needs and issues in the community.

Prerequisite: TVRA 7701X

Frequency of offering: Once every third semester (fall or spring).

Projected enrollment: 20 students

Rationale: Media Literacy is a growing education and activist movement in schools and community organizations, and among parent and teacher groups as well as local and national policy makers. Media literacy efforts, in the form of workshops, productions, events and programs are being implemented nationally and internationally. In order to facilitate and meet the needs of this growing interest in critical awareness and understanding of media messages and technologies among many constituents, graduate students with an interest in working in media literacy at the grass-roots level need guidance in the history and principles of media literacy practice to date.

Very few higher education institutions offer courses specifically in Media Literacy. This course is one of the first of its kind, particularly at the graduate level. It fulfills one of the requirements of the M.S. in Media Studies, Media Literacy Concentration track of the newly-revised M.S. in Media Studies program.

SECTION A-IV: NEW COURSE

Department of Theater

Date of departmental approval: March 11, 2014

Effective date: Fall 2014

THEA 7416X Costume Construction for the Stage and Screen II
45 hours; 3 credits

Bulletin description: Continued theory and practice of costume construction in performance based media.

Prerequisite: THEA 7413.

Frequency of offering: Once per year

Projected enrollment: 8 students

Fees: Materials fee for muslin and notions used in class plus cost of fabric and notions for the final project

Rationale: Students will continue to study the theory and practice of costume construction and its application in the field. Students will delve deeper into patterning techniques and solve more complex construction issues.

SECTION A-IV: NEW COURSE

Department of Theater

Date of departmental approval: March 11, 2014

Effective date: Fall 2014

THEA 7417X Costume Construction for the Stage and Screen III

45 hours; 3 credits

Bulletin description: Advanced theory and practice of costume construction in performance based media.

Prerequisite: THEA 7413X and 7416X.

Frequency of offering: Once per year

Projected enrollment: 8 students

Fees: Materials fee for muslin and notions used in class plus cost of fabric and notions for the final project

Rationale:

Students will continue to study the theory and practice of costume construction and it's application in the field. Students will delve deeper into patterning techniques and solve more complex construction issues addressing the more advanced stages of costume construction.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Early Childhood Education and Art Education

Change in conference hours

Date of departmental approval: March 14, 2014

Effective date: Fall 2014

FROM:

ECAE 7520T Seminar II in Pedagogy and Curriculum: Art
45 hours, ~~plus conference~~, 3 credits

Advanced theories and methods of teaching Art at all grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in Art; teaching Art to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing and evaluating Art curriculum in urban classrooms.

Prerequisite: ECAE 7506X, 7533T, 7530T, 7538T, and 7542T

Corequisite: ECAE 7543T

TO:

ECAE 7520T Seminar II in Pedagogy and Curriculum: Art
45 hours, 3 credits

Advanced theories and methods of teaching Art at all grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in Art; teaching Art to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing and evaluating Art curriculum in urban classrooms.

Prerequisite: ECAE 7506X, 7533T, 7530T, 7538T, and 7542T

Corequisite: ECAE 7543T

Rationale: The art education program is incorporating the conference component of seminar into individual student teaching site visits.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Early Childhood Education and Art Education

Change in conference hours

Date of departmental approval: March 14, 2014

Effective date: Fall 2014

FROM:

ECAE 7538T Seminar I in Pedagogy and Curriculum: Art
45 hours seminar, ~~plus conference~~, 3 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction, curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching specific subject areas at grade levels appropriate for State certification requirements.

Prerequisite: ECAE 7506T and 7533T

Corequisite: ECAE 7542T

TO:

ECAE 7538T Seminar I in Pedagogy and Curriculum: Art
45 hours seminar, 3 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction, curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching specific subject areas at grade levels appropriate for State certification requirements.

Prerequisite: ECAE 7506T and 7533T

Corequisite: ECAE 7542T

Rationale: The art education program is incorporating the conference component of seminar into individual student teaching site visits.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Economics

Changes in prerequisite

Date of departmental approval: March 11, 2014

Effective date: Fall 2014

FROM:

ECON 7215X Money and Capital Markets
30 hours plus conference; 3 credits

Sources and uses of funds in financial markets. Market structure of interest rates. Flow of funds analysis. This course is the same as Business 7215X [711X].

Prerequisite: ~~admission to the accounting specialization or permission of the graduate deputy chairperson.~~

TO:

ECON 7215X Money and Capital Markets
30 hours plus conference; 3 credits

Sources and uses of funds in financial markets. Market structure of interest rates. Flow of funds analysis. This course is the same as Business 7215X [711X].

Prerequisite: undergraduate course in macroeconomics.

Rationale: An undergraduate course in macroeconomics is an appropriate prerequisite for this course.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Film

Change in course description and prerequisite

Date of departmental approval: February 11, 2014

Effective date: Fall 2015

FROM:

FILM 7811G Production Workshop II

60 hours; 3 credits

Bulletin Description: ~~Creation of dramatic and comedic character-driven scenes. Students will be working in crews made up of director, cinematographer, producer, set designer, picture editor and sound editor/designer on pre-production, production, and post-production.~~

Prerequisite: ~~Production Workshop I~~

TO:

FILM 7811G Production Workshop II

60 hours; 3 credits

Bulletin Description: Hands-on course that teaches students the art and techniques of editing picture, sound and music and offers an understanding of the post-production workflow.

Prerequisite: FILM 7801G*

Rationale: This course is a first year foundation course for directing, producing and cinematography students. It is a required in the second year for screenwriting students. In this course students learn all aspects of post-production and the creative contribution of the editor to the overall filmmaking process. In addition to formal instruction in the art and craft of editing, students will learn creative and practical approaches to collaboration between the editor and the director. Other topics will include: sound editing, sound design, color correction, graphics, music, visual effects and outputting to various formats. Students will create individual and group projects, inside and outside of class.

Changes in the description align this course with the content in FILM 7801G and function as a

bridge to FILM 7821G.

*The prerequisite change is in course number only. FILM 7801G is Production Workshop 1

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Finance and Business Management

Changes in prerequisite

Date of departmental approval: March 11, 2014

Effective date: Fall 2014

FROM:

BUSN 7215X Money and Capital Markets
30 hours plus conference; 3 credits

Sources and uses of funds in financial markets. Market structure of interest rates. Flow of funds analysis. This course is the same as Economics 7215X [711X].

Prerequisite: ~~admission to the accounting specialization or permission of the graduate deputy chairperson.~~

TO:

BUSN 7215X Money and Capital Markets
30 hours plus conference; 3 credits

Sources and uses of funds in financial markets. Market structure of interest rates. Flow of funds analysis. This course is the same as Economics 7215X [711X].

Prerequisite: undergraduate course in macroeconomics.

Rationale: An undergraduate course in macroeconomics is an appropriate prerequisite for this course.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of School Psychology, Counseling, and Leadership

Change in course description and corequisite

Date of departmental approval: March 11, 2014

Effective Date: Fall, 2014

From:

SPCL 7758T Colloquium in Educational Leadership
15 hours lecture, 75 hours field work plus conference; 3 credits

Selected aspects of educational leadership through lectures, readings, case analyses, and directed on-site assignments. Students devote 75 hours to supervised field work during the term. ~~The content of the colloquium varies from term to term, increasing each term in focus and depth of analysis.~~

Prerequisite: permission of the head of the educational leadership program.

Corequisite: SPCL 7758T [~~775.05T~~] must be taken with SPCL 7764X [~~777.1X~~].

To:

SPCL 7758T Colloquium in Educational Leadership
15 hours lecture, 75 hours field work plus conference; 3 credits

Selected aspects of district-level educational leadership through lectures, readings, case analyses, and directed on-site assignments. Coursework focuses on constituencies in a district, instructional policy, fiscal and human resources, legal and equity issues, accountability, and external relationships. Students devote 75 hours to supervised field work during the term.

Prerequisite: permission of the head of the educational leadership program.

Corequisite: Education 7758T must be taken with Education 7764X.

Rationale: The Educational Leadership Program leads to both School Building and District Level certification. SPCL 7754T, SPCL 7755T, SPCL 7756T, and SPCL 7757T involve both school level

and district level topics. The content of SPCL 7758T has always focused on District Level topics. This change reflects an attempt to create greater clarity in Bulletin language and to align curriculum with the standards of the Educational Leadership Constituent Council, the organization that nationally approves programs in Educational Leadership.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of School Psychology, Counseling, and Leadership

Change in course description and corequisite

Date of departmental approval: March 11, 2014

Effective Date: Fall, 2014

From:

SPCL 7759T Colloquium in Educational Leadership
15 hours lecture, 75 hours field work plus conference; 3 credits

Selected aspects of educational leadership through lectures, readings, case analyses, and directed on-site assignments. Students devote 75 hours to supervised field work during the term. ~~The content of the colloquium varies from term to term, increasing each term in focus and depth of analysis.~~

Prerequisite: permission of the head of the educational leadership program.

Corequisite: SPCL 7759T [~~775.06T~~] must be taken with SPCL 7751X [~~770X~~].

To:

SPCL 7759T Colloquium in Educational Leadership
15 hours lecture, 75 hours field work plus conference; 3 credits

Selected aspects of district-level educational leadership through lectures, readings, case analyses, and directed on-site assignments. Coursework focuses on constituencies in a district, instructional policy, fiscal and human resources, legal and equity issues, accountability, and external relationships. Students devote 75 hours to supervised field work during the term.

Prerequisite: permission of the head of the educational leadership program.

Corequisite: SPCL 7759T must be taken with SPCL 7751X.

Rationale: The Educational Leadership Program leads to both School Building and District Level certification. SPCL 7754T, SPCL 7755T, SPCL 7756T, and SPCL 7757T involve both school level

and district level topics. The content of SPCL 7759T has always focused on District Level topics. This change reflects an attempt to create greater clarity in Bulletin language and to align curriculum with the standards of the Educational Leadership Constituent Council, the organization that nationally approves programs in Educational Leadership.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Television and Radio

Changes in course titles, description and prerequisite

Date of departmental approval: March 11, 2014

Effective date: Fall 2014

From:

TVRA 7726X Seminar in Media ~~Management~~
45 hours; 3 credits

~~Principles of management. Problems of prevailing practices in television, radio, and other media.~~
~~Fall term.~~

Prerequisite or corequisite: Television and Radio 7701X ~~and 725X [725X]; or 7725X [725X]~~ and permission of the deputy chairperson.

To:

TVRA 7726X Seminar in Media Industries
45 hours; 3 credits

Current practices of media industries including program development and distribution across platforms, convergence, shifting audiences. Contemporary case studies used to illustrate issues and changes in the digital media industry.

Prerequisite or corequisite: Television and Radio 7701X or permission of the deputy chairperson.

Rationale: This course remains an industry-focused course. Since the TVRA Dept. has a media management course (TVRA 7725X) it is necessary to formally make changes to this particular course as a way to better reflect the shifts and current state of the media industry broadly, and also to reflect how the department has already been teaching the course. This course will be taught by a professional working in the industry.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Television and Radio

Changes in course title, description and prerequisite

Date of departmental approval: March 11, 2014

Effective date: Fall 2014

From:

TVRA 7945X ~~Television and Radio Audience Research~~
45 hours; 3 credits

~~Survey of methods of measuring audiences for radio and television programs. Types of data collection and reporting. Use of demographic data to make programming and management decisions. Original research and reports.~~

~~Prerequisite:~~ Television and Radio 7701X.

~~Prerequisite or corequisite:~~ Television and Radio ~~7725X [725X]~~

To:

TVRA 7945X Media Research Methods
45 hours; 3 credits

Survey of various quantitative and qualitative media and audience research methods, including content analysis, survey analysis, focus groups, ethnography and discourse analysis. Students complete original research data collection and written reports.

~~Prerequisite:~~ Television and Radio 7701X.

Rationale: While learning specific audience measurement techniques for television and radio programs is important to understand the industry, students need a course that includes qualitative methods as well in order to prepare them for all aspects of the research process, including data collection, analysis and written report within a number of theoretical/methodological domains, and for many purposes, including industry, academic and professional.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Television and Radio

Changes in course title and description

Date of departmental approval: March 11, 2014

Effective date: Fall 2014

From:

TVRA 7712X ~~Mass Media in Society~~
45 hours; 3 credits

Examination of the relationship between ~~mass~~ media and society within the contexts of social and cultural theory.

Prerequisite or corequisite: Television and Radio 7701X.

To:

TVRA 7712X The Digital Media Environment
45 hours; 3 credits

Examination of the relationship between digital media and society within the contexts of social and cultural theory. Emphasis on perspectives of cultural studies and media ecology. Analysis of changes in industry, audience, content, everyday practices and consciousness.

Prerequisite or corequisite: Television and Radio 7701X or permission of the graduate deputy chairperson.

Rationale: Since communication media are not “mass” in the same way that they were even 10 years ago, it is important to study how they have shifted and changed, particularly as a result of digital media forms and practices. Media studies students must have a comprehensive understanding of, and perspective on, the nature of the changes within this new, emerging environment.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Theater

Change in course name, description, prerequisites and corequisites.

Date of Department Approval: March 11, 2014

Effective Date: Fall 2014

FROM:

THEA 7413X Costume Construction for ~~the~~ Stage

45 hours; 3 credits

~~Theory and practice of constructing the stage costume for educational, community, professional theater. Application of these theories and techniques to current departmental productions. Spring term.~~

TO:

THEA 7413X Costume Construction for Stage and Screen I

45 hours; 3 credits

Theory and practice of costume construction in performance based media.

Rationale:

In anticipation of future costume construction opportunities in fields beyond theater into the entertainment industry at large and in consideration of the proposed courses, Costume Design for Stage and Screen II and Costume Design for Stage and Screen III, it is necessary to change the name and description of the entry level Costume Construction class to reflect this change.

SECTION A-VI: OTHER CHANGES

Department of Earth and Environmental Sciences

Withdrawing a Course

Date of Departmental Approval: March 11, 2014

Effective Date: Fall 2014

~~EESC 7105G: Earth's Internal Processes~~

~~2 hrs lecture, 2 hrs lab; 3 credits~~

~~Processes driven by the Earth's internal heat. The structure, composition, and dynamics of the Earth's crust, mantle, and core; the methods and reasoning by which these have been deduced; causal mechanism for plate tectonics.~~

Rationale:

Earth's Internal Processes used to be a required course in the EES doctoral program, and 7105 was the associated course for Brooklyn College MA students. The course no longer exists at the Graduate Center, and the overly general content of the course is no longer appropriate for our course offerings.

Department of Earth and Environmental Sciences

Withdrawing a Course

Date of Departmental Approval: March 11, 2014

Effective Date: Fall 2014

~~EESC 7106G: Earth's Surface Processes~~

~~2 hrs lecture, 2 hrs lab; 3 credits~~

~~Composition and dynamics of the hydrosphere and atmosphere; physical and chemical weathering; origin and evolution of land forms; human interaction with surface processes.~~

Rationale:

Earth's Surface Processes used to be a required course in the EES doctoral program, and 7106 was

the associated course for Brooklyn College MA students. The course no longer exists at the Graduate Center, and the overly general content of the course is no longer appropriate for our course offerings.

SECTION A-VI: OTHER CHANGES

Department of Earth and Environmental Sciences

Withdrawing a Course

Date of Departmental Approval: March 11, 2014

Effective Date: Fall 2014

~~EESC 7710G: Geochemistry~~

~~2 hrs lecture, 4 hrs lab; 4 credits~~

~~Origin of the elements; age determination; implications of isotope ratio variations. Brief survey of some aspects of the chemistry of the atmosphere, hydrosphere, lithosphere. Laboratory experiments in counting, tracer, activation analysis techniques.~~

Rationale:

With geochemistry as a requirement in our undergraduate programs, many of our students are entering our graduate program with a foundation in the subject. Thus, general geochemistry courses do not meet the more directed needs of our graduate students.

Department of Earth and Environmental Sciences

Withdrawing a Course

Date of Departmental Approval: March 11, 2014

Effective Date: Fall 2014

~~EESC 7010T Geology of New York City with Field Studies~~

~~15 hours lecture, 60 hours laboratory/field; 3 credits~~

~~Principles of the geologic record, geologic history of New York City and neighboring areas; **rock formations, structures, age, glaciation, and other related features; laboratory study of rocks, fossils, and structures of the region; field trips, mostly on weekends, to various locations in and around New York City; environmental considerations.**~~

Rationale:

This course was made redundant with the introduction of EESC 7013 and 7042. It has not been offered in many years.

SECTION A-VI: OTHER CHANGES

Department of Earth and Environmental Sciences

Withdrawing a Course

Date of Departmental Approval: March 11, 2014

Effective Date: Fall 2014

~~EESC 7030T Global Environmental Change~~

~~45 hours lecture; 3 credits~~

~~Natural global cycles of water, carbon, nitrogen, phosphorus, and sulfur; biogeochemical changes in terrestrial ecosystems, freshwater wetlands, lakes, rivers, estuaries, and oceans; global climatic changes including global warming; anthropogenic aspects of global environmental change.~~

Rationale:

The courses offered in our MAT program were designed to meet the content areas specified by the NYS DOE. This course predates the MAT program, and its content does not address the specific needs of NY teachers. It has not been offered in many years.

Department of Earth and Environmental Sciences

Withdrawing a Course

Date of Departmental Approval: March 11, 2014

Effective Date: Fall 2014

~~EESC 7700G Principles of Geochemistry~~

~~45 hours; 3 credits~~

~~Chemical processes involved in the development of the earth and the distribution of the elements in the earth's crust, atmosphere, and ocean.~~

Rationale:

With geochemistry as a requirement in our undergraduate programs, many of our students are

entering our graduate program with a foundation in the subject. Thus, general geochemistry courses do not meet the more directed needs of our graduate students.

SECTION A-VI: OTHER CHANGES

Department of Earth and Environmental Sciences

Withdrawing a Course

Date of Departmental Approval: March 11, 2014

Effective Date: Fall 2014

~~EESC 7210G Structural Geology~~

~~45 hrs Lecture 30 hrs lab; 4 credits~~

~~Physical properties of rocks and rock behavior in different tectonic environments: deformation by fracturing, folding deformation, collapse structures, gravitational gliding, interpretation of linear and planar elements, petrofabric analysis. Fundamental concepts of geotectonics: orogenesis and mountain chains, island arcs, shield areas, basins and blocks, magnetic phases. Laboratory experiments with scale models. Determination of structural parameters. Mathematical solution of structure problems. Interpretation of geological maps and stereophotos.~~

Rationale:

The course content is antiquated, and the course has not been offered in many years.

Department of Earth and Environmental Sciences

Withdrawing a Course

Date of Departmental Approval: March 11, 2014

Effective Date: Fall 2014

~~EESC 7218G Field Geology~~

~~4 credits~~

~~Comprehensive geologic field investigation involving a minimum of three weeks of supervised fieldwork and a detailed field report of acceptable standards with geologic maps, diagrams, illustrations.~~

~~Prerequisite: Geology 710G or permission of the chairperson.~~

Rationale:

The course content, credit load, duration of course, and lack of integration of GIS make this old course unworkable. The course has not been offered in many years.

SECTION A-VI: OTHER CHANGES

Department of Earth and Environmental Sciences

Withdrawing a Course

Date of Departmental Approval: March 11, 2014

Effective Date: Fall 2014

~~EESC 7221G Industrial Mineralogy~~

~~45 hrs lecture; 3 credits~~

~~A detailed examination of the geology applications and economics of industrial materials (clays, refractories, and raw materials for the class, agriculture, chemical, and waste disposal industrials).~~

Rationale:

No longer corresponds to departmental expertise or research interests, and the course has not been offered in many years.

Department of Earth and Environmental Sciences

Withdrawing a Course

Date of Departmental Approval: March 11, 2014

Effective Date: Fall 2014

~~EESC 7223G Advanced Research Methods in Geology~~

~~30 hrs lecture or seminar, 30 hrs lab 3 credits~~

~~Principles and methods of qualitative and quantitative analysis of geologic materials. Laboratory techniques applicable to petrologic studies: statistical analysis, universal stage, electron microprobe, differential thermal analysis.~~

Rationale:

The course content is antiquated, and the course has not been offered in many years.

SECTION A-VI: OTHER CHANGES

Department of Earth and Environmental Sciences

Withdrawing a Course

Date of Departmental Approval: March 11, 2014

Effective Date: Fall 2014

~~EESC 7430G Sedimentary Petrology~~

~~30 hrs lecture, 30 hrs lab 3 credits~~

~~Origin, texture, composition, classification of sedimentary rocks. Modern analytical techniques.~~

~~Study of thin sections, grain mounts, hand specimens.~~

~~Prerequisite: familiarity with petrographic microscope.~~

Rationale:

No longer corresponds to departmental expertise or research interests, and the course has not been offered in many years.

Department of Earth and Environmental Sciences

Withdrawing a Course

Date of Departmental Approval: March 11, 2014

Effective Date: Fall 2014

~~EESC 7490G Well Hydraulics~~

~~45 hrs lecture, 3 credits~~

~~Groundwater flow to wells. Aquifer boundaries and groundwater flow nets. Aquifer tests in confined,~~

~~leaky artesian, and water table aquifers. Slug tests. Development and management of ground water~~

~~resources. Problem solving and computer and graphical analysis of aquifer test and slug test data,~~

~~aquifer boundary conditions and contaminant plume capture zones.~~

~~Prerequisite: Geology 747G or permission of chairperson.~~

Rationale:

No longer corresponds to departmental expertise or research interests, and the course has not been offered in many years.

SECTION A-VI: OTHER CHANGES

Department of Earth and Environmental Sciences

Withdrawing a Course

Date of Departmental Approval: March 11, 2014

Effective Date: Fall 2014

~~EESC 7520G Map Interpretation~~

~~15 hours Lecture, 60 hrs Lab; 3 credits~~

~~Interpretation of topographic and geologic maps. Their use in the study of landforms, lithologies, geologic structures, applied geology.~~

Rationale:

The course content is antiquated, and the course has not been offered in many years.

Department of Earth and Environmental Sciences

Withdrawing a Course

Date of Departmental Approval: March 11, 2014

Effective Date: Fall 2014

~~EESC 7590G Global Biogeochemical Change~~

~~45 Hrs; 3 credits~~

~~Biogeochemical changes in the biosphere, terrestrial ecosystems, freshwater wetlands, lakes, rivers, estuaries, and oceans. Global water, carbon, nitrogen, phosphorous and sulfur cycles. Changes in Earth's climate system.~~

Rationale:

The course content and approach need to be redesigned to reflect current faculty expertise and research interests, and the course has not been offered in many years.

SECTION A-VI: OTHER CHANGES

Department of Earth and Environmental Sciences

Withdrawing a Course

Date of Departmental Approval: March 11, 2014

Effective Date: Fall 2014

~~EESC 7770G Quantitative treatment of Geological Data~~

~~15 hrs lecture, 30 hrs, lab; 2 credits~~

~~Nature, collection, storage and quantitative treatment of geological data.~~

Rationale:

The course has been replaced by EESC 7771G.

Department of Earth and Environmental Sciences

Withdrawing a Course

Date of Departmental Approval: March 11, 2014

Effective Date: Fall 2014

~~EESC 7850G Natural Resources: Petroleum~~

~~45 hrs; 3 credits~~

~~The nature and occurrence of petroleum; surface and subsurface geological exploration; geophysical and geochemical survey methods; oil well and well-site analyses~~

Rationale:

This course has been replaced by EESC 7840G.

SECTION A-VI: OTHER CHANGES

Department of Film

Withdrawal of course

Date of department approval: February 11, 2014

Effective date: Fall 2014

~~FILM 7112G Acting in Film~~

~~60 hours; 3 credits~~

~~The art and craft of the film actor. Acting techniques and working methods.~~

~~Prerequisite: Matriculation for the M.A. in Cinema Studies, for the M.F.A. in Cinema Arts, for the M.S. in Entertainment Industry Management, or permission of the program director.~~

Rationale: The content of FILM 7112G has been incorporated into other courses in the M.F.A. directing track, including FILM 7101G (Directing Workshop) and FILM 7121G (Directing the Actor).

Department of Film

Withdrawal of course

Date of department approval: February 11, 2014

Effective date: Fall 2014

~~FILM 7461G Entertainment Industry in NY~~

~~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.~~

Rationale: The content of FILM 7461G has been incorporated into other courses in the M.F.A. program, including FILM 7964G (Portfolio Development: Ready for the Biz).