

BROOKLYN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
FACULTY COUNCIL

Meeting of 05/10/2016

The Committee on Graduate Curriculum and Degree Requirements herewith submits its
recommendations in Curriculum Document 234

Respectfully submitted,

Beth Evans – Library, Chairperson
Min Hee Go – Political Science
Daniel Kurylo - Psychology
Paula Massood - Film
Howard Zeng – Kinesiology

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

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SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of Early Childhood Education and Art Education

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

Advanced certificate in early intervention and parenting

HEGIS code 0823.00; NYS SED program code 36844

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, early childhood special instructors, 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.

Note: To qualify as a Special Instructor for the Early Intervention Program (EIP), a certification in students with disabilities (SWD; Birth - Grade 2) is required. To obtain additional certification in SWD, Birth - Grade 2, students are required to complete the following ECAE courses: ECAE 7101, 7102, 7104, 7113 and 7678 and pass the required CST-Students with disabilities exam. Completion of the EI Advanced Certificate prepares professionals to work with infants and toddlers with disabilities and their families in their homes. Students are advised to meet with EC Graduate program coordinator for guidance.

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.

Degree Requirements:

The 18-credit Advanced Certificate is a masters or post-masters and requires six sequential courses:

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~~ Psychosocial Development I: Psychosocial Development in Early Childhood Caregiver-Child Interactions with Emphasis on the First year of Life, 3 credits

ECAE 7886T ~~Advanced Human~~ Psychosocial Development II: Parent Caregiver-Child Interactions and Reflective Supervision, 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).

Note: Students must obtain fingerprinting clearance. See School of Education Web site for more information.

Rationale:

The revision to the Advanced certificate in early intervention and parenting are proposed to reflect the A-V changes for ECAE 7885T and ECAE 7886T that appear in the Supplement to the Faculty Council Graduate Curriculum Document 233 approved at Faculty Council on April 12, 2016.

SECTION A-IV: NEW COURSE

Conservatory of Music

Date of Departmental Approval: Oct. 12, 2015

Effective Date: Sept. 2016

MUSC 7851X Music of the World's People

45 hours; 3 credits

Course Description

Cross-cultural studies of world music repertoires. Development of new perspectives on music and its role in diverse societies. Emphasis on the ways in which musicians acquire and exercise their art and on the uses and meanings of music.

Prerequisites: Permission of the Director.

Frequency of Offering: Every 3 to 4 semesters

Expected Enrollment: 10-12

Clearances: None

Rationale: This course provides a cross-cultural overview of musical practices and repertoires from around the world. The focus will be on the relationship between music structure (the organization of sound as studied through form, texture, rhythm, harmony, melody, etc) and social structure, with an emphasis on how music is practiced and how it functions in different cultural contexts. Toward this end the course will survey music making in various settings including formal concerts, religious ritual, dance/recreation, festivals/celebrations, and the global market place. Examples will be drawn from the music cultures of Latin America, the Caribbean, the southern United States and Brooklyn, West Africa, Eastern Europe, the mid-East, India, and the far-East. Further emphasis will be on the movement of music across various geographic, political, and cultural borders and its practice in a variety of contemporary transnational settings.

The course will be useful to Master's degree seeking students in the fields of Global Jazz, New Music, Sonic Arts, Film Scoring, and Composition who want to become familiar with systems of musical organization, practice, and repertoires outside of the Western classical canon. Such knowledge is now indispensable for practicing musicians, music educators, and composers who find themselves operating in an increasingly diverse and globally connected world.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Conservatory of Music

Changes in title, description and prerequisites

Date of Departmental Approval: Oct. 12, 2015

Effective date: Sept. 2016

FROM:

MUSC 7380X Jazz Arranging

45 hours; 3 credits

~~Practical work in scoring for various jazz ensembles.~~

Prerequisite: Permission of the Director.

TO:

MUSC 7380 Jazz Arranging and Orchestration

45 hours, 3 credits

Course Description:

Technical and aesthetic aspects of jazz arranging and orchestration. Analysis of historically important works for large and small jazz ensemble, with an emphasis placed on the traditional big band.

Rationale:

This course has been revised to accommodate the proposed M.M. in Global and Contemporary Jazz Studies.

Jazz arrangers and orchestrators work in every facet of the music industry. Their skills and flexibility place them in a field of their own, where they straddle the worlds of musical theater, film scoring, classical orchestration, and popular music.

The artistic jazz market is varied and requires an arranger who is as comfortable writing string quartets as big band charts. In today's marketplace the traditional large ensemble is no longer the norm and a wide variety of configurations and instrumentations exist. The 21st century jazz arranger must be versatile and trained in a wide variety of styles.

SECTION A-V: A CHANGE IN EXISTING COURSE

Conservatory of Music

Changes in title, description, and prerequisite.

Date of Departmental Approval: Oct. 12, 2015

Effective date: Sept. 2017

FROM:

MUSC U7540X ~~Seminar in Advanced Musicianship: Jazz~~
45 hours; 3 credits

~~Work in advanced ear training, harmonic function, chordal progression, blues patterns, and vocabulary of jazz; aural and written transcriptions of improvisations; principles of major/minor, modal, pentatonic, altered, and whole-tone scale constructions; exploration of the relationship between improvisation and harmonic context.~~

Prerequisite: Permission of the Director

TO:

MUSC 7540 Fundamentals of Jazz Theory
45 hours 3 credits

Jazz theory, practice, and technique learned through analysis and performance. Intervallic construction through late chromatic harmony. Special emphasis on harmony and theory in twentieth century classical music and its relationship to jazz. Introduction to non-Western scales and modes, as well as avant-garde approaches to contemporary composition and improvisation.

Prerequisite: matriculation for the M.M. in Global and Contemporary Jazz Studies, or permission of the director

Rationale:

This course has been revised to accommodate our proposed M.M. in Global and Contemporary Jazz Studies. In addition, even for students who are not enrolled in this program, it is our belief that global and avant-garde techniques are required for modern jazz performers. The change of name makes more explicit that this is a foundational course that leads to new course MUSC 7545X, Contemporary Jazz Theory and Musicianship.

There is an assumed *lingua franca* that is expected of every jazz musician. There are a variety of skills and stylistic fluencies that determine the authenticity of jazz. Before one can explore a larger view of jazz through a more globally inclusive and modern stance, one has to understand the basic models from New Orleans jazz through bebop and eventually avant-garde musicians such as Sun Ra, as well as musicians such as Vijay Iyer and Rudresh Mahanthappa who employ

non-Western scales and techniques.

This course will help the student develop a theoretical understanding of the technical language of jazz theory. Through applied techniques in solo construction, harmonic devices, voicing and stylistic nuance, the student can authentically recreate, identify, and analyze the theoretical concepts of jazz. This course will fill in stylistic gaps that determine the viability and therefore the employability of a student performer/educator, scholar or administrator. This course builds on traditional harmonic and structural understandings while exploring techniques employed in global and contemporary models of jazz.

APPENDIX

SPECIAL TOPICS

Department of Psychology

PSYC 7209G Special Topics in Organizational Behavior

15 - 45 hours; 1 - 3 credits

Bulletin Description:

Topics vary from term to term. This course may be taken up to four times, so long as each involves a different Special Topic.

Prerequisites: none

Title of Topic being proposed: Occupational Health Psychology
45 hours; 3 credits

Date of Departmental approval: March 8, 2016

Semester offered: Fall 2016

Description: Occupational Health Psychology (OHP) is a relatively new interdisciplinary field within the field of Industrial and Organizational Psychology. The Centers for Disease Control and Prevention state: “*OHP concerns the application of psychology to improving the quality of work life, and to protecting and promoting the safety, health and well-being of workers.*” (<http://www.cdc.gov/niosh/topics/ohp/>). OHP focuses on psychological factors of work-related well-being, safety, and health. It applies psychological research and theory to improving and promoting a healthy work environment with regard to physical attributes (human factors) as well as organizational climate and culture. Occupational Health Psychology focuses on the science and practice of psychology in the promotion and development of workplace health- and safety-related initiatives. These include specifically topics such as occupational stress and burnout, work schedules and work-family conflict, negative affectivity, bullying and mistreatment, workplace violence, workplace accidents and safety, and post-traumatic stress. The goal of OHP is the prevention of occupational accidents and injuries and to design and improve programs that promote worker wellness, effectiveness, and quality of work life.

Prerequisite: Psychology 7210 or 7241 and permission of the chairperson.

Projected enrollment: 25 students per semester

Clearances: Department of Health and Nutrition Sciences (received April 13th, 2016)

Rationale: Occupational Health Psychology (OHP) is an increasingly important topic in contemporary working environments. According to the Bureau of Labor Statistics, the average American works 7.6 hours each weekday and 5.6 hours/day on weekends. Predictably, as work

hours have ballooned, workers are experiencing more stress, are more prone to accidents, and are more likely to develop stress-related cardiovascular disease and other health issues. While courses in occupational health deal with the physical issues, OHP specifically focuses on *psychological health*. Due to the increased impact work has on workers' well-being, it is imperative to provide students in Industrial and Organizational Psychology programs with a solid understanding of issues in OHP and with the knowledge of theory and research to address such issues in their future work places, such as Human Resource Departments, Training and Development Departments, and similar. This course will add a significant competitive advantage to our students' portfolio and increase their chances to be competitive in the job market, allowing them to apply psychological principles to the workplace. This relates directly to our mission for the Industrial and Organizational Psychology MA programs to provide cutting-edge education for our students that will allow them to become successful I/O Practitioners.

APPENDIX

SPECIAL TOPICS

Department of Television and Radio

TVRA 7797X: Special Topic in Mass Media

45 hours; 3 credits

Bulletin Description:

Topics vary from term to term. Students may take this course twice but may not repeat a topic.

Prerequisite: Television and Radio 7701X.

Title of Topic Being Proposed: Multimedia Sports Reporting

Date of Departmental Approval: April 12, 2016

Offered in: Fall 2016

Special Topic Description:

Multimedia Sports Reporting is a journalism course designed to familiarize students with the technical and aesthetic elements necessary for producing stories through a variety of media. Students will learn how to write and produce sports news stories on video. The course will have a strong emphasis on planning game coverage; on writing, shooting, and editing on location; and, on social media coverage.

Projected enrollment: 15 students

Clearances: Department of English (received April 25, 2016) and Department of Kinesiology (received April 22, 2016)

Rationale:

News coverage and sports coverage are two of the largest sectors in the world of television: this is a perfect complement for the students in the Department of Television and Radio because many of them are interested in broadcast news and sports. It is being proposed under the special topics rubric because of the unique opportunity to have it be taught by William Rhoden, world famous sports columnist for *The New York Times*. Rhoden is able to provide students with practical journalistic advice gathered from decades of experience. In addition, the media component of this course will prepare students who are production oriented for finding jobs with organizations such as ESPN, MLB and MLS—organizations our department has a close relationship with.