

BROOKLYN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
FACULTY COUNCIL

Meeting of 12/06/2016

The Committee on Graduate Curriculum and Degree Requirements herewith submits its
recommendations in Curriculum Document 237

Respectfully submitted,

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

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

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SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of Biology

Date of departmental or program committee approval: October 13, 2016

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

M.A. degree program in Biology

HEGIS code: 0401; SED program code: 01987

Degree program requirements: (30 credits)

Bulletin language and precise degree requirements

This master of arts program offers advanced instruction and research in many areas of biology. The degree program includes lectures, colloquia, seminars, and may include laboratory work, and fieldwork. Thesis research is may be conducted in one of the department's many laboratories, where faculty and students study cell, molecular, developmental, and behavioral biology. This degree prepares students to work in laboratories in academia as well as in biotechnology, pharmaceutical companies, and government laboratories within agencies such as the EPA or FDA. It also provides master's-level training for biology teachers. Students receiving the research-based degree are well prepared to go on to earn their doctorate.

The CUNY Ph.D. prepares students to teach at the college level and perform independent research in academia as well as in industrial and governmental labs.

Matriculation requirements

Applicants must offer adequate preparation in the following, with a grade point average of 3.00 or higher: a minimum of 8 credits of introductory biology; an appropriate general physics course; two terms of organic chemistry; and a minimum of two advanced courses selected from the following areas of study: botany, zoology, microbiology, biochemistry, cell biology, anatomy, ecology, evolution, general physiology, or genetics. The Biology Department's graduate admission committee selects candidates to be admitted to the program. An interview may be required of applicants. Candidates must submit 2 letters of recommendation and a personal statement and submit grades from the GRE.

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

Degree requirements

Thirty credits are required for the degree. Students must complete 21 credits in courses in the Biology Department.

Students may fulfill requirements for the MA through either of the following plans. Student's applications must indicate whether they are applying to the research or library thesis based program.

Plan A: A research-based thesis degree

This degree is designed to prepare students for a research career and prepare students to move on to the Ph.D. or to prepare students for a research-based technical career.

The following courses are required: BIOL 7991G, BIOL 7100, BIOL 7150, BIOL 7080 and a minimum of 3 courses from the following list: BIOL 7005, BIOL 7141, BIOL 7503, BIOL 7007 or additional courses approved by the graduate deputy. Students must submit a research thesis and presentation acceptable to the department. No more than 2 credits in Biology 7910G may be counted toward the degree. Only one research course (advanced study or thesis research) may be taken each semester

With permission of the deputy chairperson, the remaining credits required for the degree may be in courses in another science department.

Plan B: A library thesis based degree for students with education or pre-professional career plans. This option is designed to prepare students for non-research-based careers.

The following courses are required: BIOL 7991G, BIOL 7100, BIOL 7080 and a minimum of 2 courses from the following list: BIOL 7005, BIOL 7141, BIOL 7503, BIOL 7007 or additional courses approved by the graduate deputy. Students must take a comprehensive exam and submit a library thesis acceptable to the department.

No more than 2 credits of BIOL 7910G may be counted toward the degree. Students may not use BIOL 7922 towards the degree. Only one research course (advanced study or thesis research) may be taken each semester.

With permission of the deputy chairperson, the remaining credits required for the degree may be in courses in another science department.

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

Rationale:

We have included a comprehensive exam for Plan B students to provide an exit exam that will show they have mastered the important concepts taught in the program. In lieu of a thesis data presentation as required for students pursuing the MA degree under Plan A, students pursuing the MA degree under Plan B will take a comprehensive exam at the end of their studies. This exam will be used to evaluate competency and mastery of the following skills: clarity of writing, analysis and interpretation of scientific data, and

application of quantitative skills. Students pursuing Plan A are questioned on all aspects of their thesis research during the oral data presentation. Thus, they are evaluated on quantitative and qualitative reasoning skills and on data analysis and interpretation during the data presentation. We are instituting these changes to the program to insure that all students are evaluated by equivalent measures.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of Biology

Plan A

Supplemental Data

BIOL 7080G	Journal Club	1 credit
BIOL 7100G	Molecular Biology	5 credits
BIOL 7150G	Cell and Molecular Biology Techniques Lab	3 credits
BIOL 7991G	Thesis Research	2 credits

Choice of 3 from the list below:

BIOL 7005	Genetics	4 credits
BIOL 7141G	Cell Biology	4 credits
BIOL 7503X	Developmental Biology	4 credits
BIOL 7007G	Molecular and Macroevolution	3 credits

Additional electives	7-8 credits
Research Thesis	

Department of Biology

Plan B

Supplemental Data

BIOL 7080G	Journal Club	1 credit
BIOL 7100G	Molecular Biology	5 credits
BIOL 7991G	Thesis Research	2 credits

Choice of 2 from the list below:

BIOL 7005	Genetics	4 credits
BIOL 7141G	Cell Biology	4 credits
BIOL 7503X	Developmental Biology	4 credits
BIOL 7007G	Molecular and Macroevolution	3 credits

Additional electives	14-15 credits
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Comprehensive Exam

Library Thesis

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Childhood, Bilingual and Special Education

Date of departmental approval: November 8, 2016

Effective date: Fall 2017

M.S. in Education degree program: Advanced certificate in bilingual education HEGIS code 0899; SED program code 31826

Degree Program Requirements: 15 credits

This advanced certificate provides a New York State Bilingual Extension for graduate students who already possess an initial or professional certificate (from Birth-Grade 12 including teachers of Students with Disabilities and for Teachers of Students with Speech and Language Disabilities). This program of study prepares candidates to teach in bilingual settings where two languages are used as the mediums of instruction. The advanced certificate provides candidates with a solid foundation in the theory and practice of bilingual education; courses include the following topics: bilingualism, research, methodology, biliteracy, content instruction in bilingual settings and multicultural education. Applicants must have a minimum undergraduate grade point average of 3.00. Applicants must demonstrate proficiency in both English and in a language other than English (the language in which they seek the extension). Proficiency of the language other than English is determined by the Bilingual Education Assessment (BEA) which is offered by New York State. International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Degree requirements: Fifteen credits are required for the degree.

The Bilingual Extension consists of 15 credits. Required courses, which may be taken in any order, are listed below. This sequence of courses is applicable for candidates who already possess a certificate, except Teachers of Students with Speech and Language Disabilities (TSSLD) students. 7350T, 7351T, 7353T, and 7355T; and Puerto Rican and Latino Studies 7145X. TSSLD students must complete the following sequence of courses: CBSE 7350T, 7351T, 7353T, SPEC 7535/CBSE 7360, and SPEC 7536/CBSE 7359. All courses in the childhood bilingual education programs require departmental permission for registration. 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.

Rationale: The Advanced Certificate in Bilingual Extension is a New York State Education Department extension that applies to teachers who hold certification from Birth-Grade 12. We amended the description to reflect New York State's regulations.

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Childhood, Bilingual and Special Education

Date of departmental approval: November 8, 2016

Effective date: Fall 2017

M.S. in Education degree program: childhood education teacher (grades 1-6) – bilingual education HEGIS code 0802.00 NYSSSED program code 26823

Degree Program Requirements: Option A (36 credits); Option B (54 credits)

The program in bilingual childhood education prepares ~~students~~ candidates in English monolingual childhood classrooms as well as childhood classrooms where two languages are used as the mediums of instruction (also known as bilingual classrooms). ~~to teach in bilingual settings where two languages are used as the mediums of instruction.~~ This program provides candidates with a solid foundation in the theory and practice of bilingual education; courses include the following topics: bilingualism, research, methodology, biliteracy, content instruction in bilingual settings and multicultural education. The program consists of a 36-credit course of study and is intended for persons who have attained or are in the process of acquiring New York State Initial Certification as a teacher. Option A is designed for candidates who already hold certification in Childhood Education. Option B is designed for career changers and includes an additional 18 credits of education course work as well as one semester of student teaching in a bilingual setting. The ~~These courses~~ of study includes a 15-credit bilingual extension consisting of courses in bilingualism, research, methodology, biliteracy, content instruction and multicultural education. This 15-credit sequence can ~~which can~~ be taken as an advanced certificate (see Advanced Certificate in Bilingual Education). For those candidates who do not hold any certification as a teacher, an additional 18 credits are required for the degree as well as one semester of student teaching in a bilingual setting. Students will enroll in the appropriate course of studies listed below (Option A or B) based upon teaching experience, previous course work, and the teaching certificates they hold.

Option (A): 36 credits

Matriculation requirements

This program applies to students who hold a New York State Initial Certificate in Childhood Education and wish to attain a Professional Certificate in Childhood Education with an Extension in Bilingual Education. This program also applies to students who have a Professional Certificate in Childhood Education and wish to pursue an Extension in Bilingual Education. All students who wish to enroll should speak to the Bilingual Program Adviser. Applicants must have a minimum undergraduate grade point average of 3.00. Applicants must demonstrate proficiency in both English and in a language other than English (the language in which they seek the extension.) Proficiency in the language other than English is determined by the Bilingual Education Assessment (BEA) which is offered by New York State.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of 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. 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: Thirty-six credits are required for the degree.

Required courses are listed below; courses marked with an asterisk (*) are bilingual extension courses.

CBSE 7200T paired with CBSE 7351T*.

CBSE 7203T paired with Puerto Rican and Latino Studies 7145X*.

CBSE 7204T paired with Mathematics 7141T or 7142T or 7143T or 7145T or CBSE 7405T.

CBSE 7201T paired with any graduate level course in General Science or 7000-level course in Earth and Environmental Sciences.

~~CBSE 7202T paired with CBSE 7350T*;~~ ~~CBSE 7353T*;~~ ~~paired with CBSE 7355T*.~~

One elective course (approved by the Bilingual Program Adviser).

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

Option (B): 54 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 Childhood Education (grades 1-6) and a bilingual extension.

Matriculation requirements

This program applies to students who do not hold a New York State Initial Certificate in Early Childhood Education or Childhood Education and wish to attain a Professional Certificate in Childhood Education with an Extension in Bilingual Education.

Applicants must have a minimum undergraduate grade point average of 3.00.

Applicants must demonstrate proficiency in both English and in a language other than English (the language in which they seek the extension.) Proficiency in the language other than English is determined by the Bilingual Education Assessment (BEA) which is offered by New York State. International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of 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. 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: Fifty-four credits are required for the degree.

Required courses are listed below; courses marked with an asterisk (*) are bilingual extension courses.

CBSE 7205T, 7216X, 7440T, 7213T, 7671X, 7885T and 7471T.

CBSE 7200T paired with CBSE 7351T*.

CBSE 7203T paired with Puerto Rican and Latino Studies 7145X*.

CBSE 7204T paired with Mathematics 7141T or 7142T or 7143T or 7145T or CBSE 7405T.

CBSE 7201T paired with any graduate level course in General Science or 7000-level course in Earth and Environmental Sciences.

CBSE 7350T*; CBSE 7353T*; CBSE 7355T*.

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

All courses in the childhood education degree sequence and in childhood bilingual extension programs require departmental permission for registration.

Nonmatriculated students

Students with a New York State Initial Certificate in Childhood Education and/or a New York State Professional Certificate in Childhood Education or their equivalents who wish to complete an Extension in Bilingual Education without completing a master's degree in Childhood Education, may do so as a nonmatriculated student. The bilingual extension can be applied to all New York State Certifications including Teachers of Students with Speech and Language Disabilities (TSSLD). Permission from the head of the Program in Bilingual Education is required.

The Bilingual Extension in Childhood Education consists of 15 credits. Required courses, which may be taken in any order, are listed below. This option is applicable for candidates who hold initial certification, except TSSLD students.

CBSE 7350T, 7351T, 7353T, and 7355T; and Puerto Rican and Latino Studies 7145X. TSSLD students must complete the following course sequence: CBSE 7350, CBSE 7351, CBSE 7353, SPEC 7535/CBSE 7360, and SPEC 7536/CBSE 7359.

All courses in childhood education and in childhood bilingual extension programs require departmental permission for registration.

Rationale: In preparation for the Council of Accreditation (CAEP) for Educator Preparation visit to the Brooklyn College School of Education in 2018, we have revised our graduate curriculum to comply with CAEP mandates. For students who do not have certification, we must include a course in Human Development (CBSE 7885T) in their studies. We have also infused all graduate courses with research throughout the span of our students' study, and therefore are removing CBSE 7201T. Two options have been created Option A, for applicants who already hold Childhood certification. Option B is for applicants who do not hold certification.

Section A-III: CHANGES IN DEGREE PROGRAM

Department of Childhood, Bilingual and Special Education

M.S. in Education degree program: childhood education teacher (grades 1-6) – bilingual education

Supplemental Data

Option A:

Course Number	Course Title	Number of Credits
CBSE 7200T	Contextualizing Literacy Instruction: Teacher/Learner Interactions	3
CBSE 7203T	Advanced Study of Pedagogy and Curriculum in Childhood Education I	3
CBSE 7204T	Advanced Study of Pedagogy and Curriculum in Childhood Education II	3
CBSE 7202T	Seminar in Applied Theory and Research	3
CBSE 7350T	Bilingual and Multicultural Education	3
CBSE 7351T	Methods and Research in Teaching English Language Arts to Emergent Bilingual Students	3
CBSE 7353T	Biliteracy and Content Instruction	3
CBSE 7355T	Mathematics, Science, and Technology for Linguistically Diverse Students	3
PRLS 7145X	Bilingualism: Characteristics and Practices	3
	General Science Course or 7000-level course in Earth & Environmental Science	3

Math 7141T or 7142T or 7143 or 7145T or CBSE 7405T.	3
Elective	3

Department Requirements	36 credits
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Section A-III: CHANGES IN DEGREE PROGRAM**Department of Childhood, Bilingual and Special Education****M.S. in Education degree program: childhood education teacher (grades 1-6) – bilingual education****Supplemental Data****Option B:**

Course Number	Course Title	Number of Credits
CBSE 7200T	Contextualizing Literacy Instruction: Teacher/Learner Interactions	3
CBSE 7203T	Advanced Study of Pedagogy and Curriculum in Childhood Education I	3
CBSE 7204T	Advanced Study of Pedagogy and Curriculum in Childhood Education II	3
CBSE 7202T	Seminar in Applied Theory and Research	3
CBSE 7350T	Bilingual and Multicultural Education	3
CBSE 7351T	Methods and Research in Teaching English Language Arts to Emergent Bilingual Students	3
CBSE 7353T	Biliteracy and Content Instruction	3
CBSE 7355T	Mathematics, Science, and Technology for Linguistically Diverse Students	3
PRLS 7145X	Bilingualism: Characteristics and Practices	3
	General Science Course or 7000-level course in Earth & Environmental Science	3

Math 7141T or 7142T or 7143 or 7145T or CBSE 7405T. 3

CBSE 7205T Social Discourses in Education: 3
 Integrating Social Sciences in Childhood Education

CBSE 7216X Literacy: Issues and Analysis 3
 CBSE 7440T Teaching Mathematics in Childhood Education 3

CBSE 7213T Teaching and Learning Science in Childhood Education 3

CBSE 7671X Children and Youth with Special Needs 3

CBSE 7885T Human Development Birth to Young Adulthood 3

CBSE 7471T Childhood Education: Student Teaching Practicum 3

Department Requirements 54 credits

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Childhood, Bilingual and Special Education

Date of departmental approval: November 8, 2016

Effective date: Fall 2017

M.S. in Education degree program: childhood education teacher (grades 1-6) - liberal arts
HEGIS code 0802.00 NYSSSED program code 26826

Degree Program Requirements: Option A (30 credits); Option B (33 credits); Option C (45 credits)

The program in childhood education prepares teachers of children in first through sixth grade for initial and/or professional certification in liberal arts, bilingual education, science and environmental education, and mathematics. Through collaborative action, teaching and research, we develop our students' capacities to create socially just, intellectually vital, aesthetically rich, and compassionate communities that value equity and excellence, access and rigor. We design our programs in cooperation with liberal arts and sciences faculties and in conjunction with local schools in order to provide our students with opportunities to develop the knowledge, proficiencies, and understandings needed to work with New York City's racially, ethnically, and linguistically diverse populations. Our program is unique in that our students become highly skilled in content and methodology courses, adept in diversified literacy skills, and have the ability to integrate pragmatic tools of technology, including free and interactive Web 2.0 tools such as blogs, wikis, and podcasts. Our reflective graduates are astutely aware of the digital divide and the need to use source ware (free software) so no child is left behind in the Information Age, and the need to produce globally competitive students regardless of their socioeconomic status.

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 Childhood Education (grades 1-6) or its equivalent. This program leads to a New York State Professional Certificate in Childhood Education (grades 1-6).

Matriculation requirements:

Applicants must hold a New York State Initial Certificate in Childhood Education (grades 1-6) 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 courses is required to maintain matriculation. International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of 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.

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: Thirty credits are required for the degree.

CBSE 7200T and English 7602X or 7701X or 7502X or 7503X.
CBSE 7203T and History 7110X or 7430X or Political Science 7030X or 7610X or Puerto Rican and Latino Studies 7415X or 7420X or Africana Studies 7020X or 7030X. CBSE 7204T and Mathematics 7141T or 7142T or 7143T or 7145T or CBSE 7405T. ~~CBSE 7201T and~~ Any graduate level course in General Science or 7000-level course in Earth and Environmental Sciences.

CBSE 7202T and an elective in education: CBSE 7207X or 7360X or 7671X or a course in teaching students with disabilities with permission of the head of the Program in Teaching Students with Disabilities and the head of the Program in Childhood Education: Liberal Arts.
One elective course.

~~The following courses are required and it is recommended that they be taken in the following order (see the list above): CBSE 7200T and a course in English; CBSE 7203T and a course in history or political science or Puerto Rican and Latino studies or Africana studies; CBSE 7204T and a course in mathematics or CBSE 7405T; CBSE 7201T; any graduate level course in General Science or 7000 level course in Earth and Environmental Science.~~

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

Option (B): 33 credits

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

Matriculation requirements:

Applicants must hold a New York State Initial Certificate in Early Childhood Education (birth through grade 2) 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 courses is required to maintain matriculation.

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of 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.

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: Thirty-three credits are required for the degree.

CBSE 7200T and English 7602X or 7701X or 7502X or 7503X.
CBSE 7203T and History 7110X or 7430X or Political Science 7030X or 7610X or Puerto Rican and Latino Studies 7415X or 7420X or Africana Studies 7020X or 7030X. CBSE 7204T and Mathematics 7141T or 7142T or 7143T or 7145T or CBSE 7405T. ~~CBSE 7201T~~ and Any graduate level course in General Science or 7000-level course in Earth and Environmental Sciences.

CBSE 7202T and an elective in education: CBSE 7671X.

CBSE 7214T.

One elective course.

During the first semester, students must file a program of study approved by the program adviser. All courses in the childhood education 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 Childhood Education (grades 1-6).

Matriculation requirements:

Applicants must have a minimum undergraduate grade point average of 3.00. A minimum grade point average of 3.00 in graduate courses is required to maintain matriculation. International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a 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. 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: Forty-five credits are required for the degree.

CBSE 7205T, 7216X, 7440T, 7213T, 7671X, ~~and~~ 7471T and CBSE 7885T.

CBSE 7200T and English 7602X or 7701X or 7502X or 7503X.

CBSE 7203T and History 7110X or 7430X or Political Science 7030X or 7610X or Puerto Rican and Latino Studies 7415X or 7420X or Africana Studies 7020X or 7030X. CBSE 7204T and Mathematics 7141T or 7142T or 7143T or 7145T or CBSE 7405T. ~~CBSE 7201T~~ and Any graduate level course in General Science or 7000-level course in Earth and Environmental Sciences or CBSE 7202T.

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

Rationale: In preparation for the Council of Accreditation (CAEP) for Educator Preparation visit to the Brooklyn College School of Education in 2018, we have revised our graduate curriculum to comply with CAEP mandates. For students who do not have certification, we must include a course in Human Development (CBSE 7885T) in their studies. We have also infused appropriate graduate courses with research throughout the span of our students' study, and therefore are removing CBSE 7201T.

Section A-III: CHANGES IN DEGREE PROGRAM

Department of Childhood, Bilingual and Special Education

M.S. in Education degree program: childhood education teacher (grades 1-6) - liberal arts

Supplemental Data

Option C:

Course Number	Course Title	Number of Credits
CBSE 7200T	Contextualizing Literacy Instruction: Teacher/Learner Interactions	3
CBSE 7203T	Advanced Study of Pedagogy and Curriculum in Childhood Education I	3
CBSE 7204T	Advanced Study of Pedagogy and Curriculum in Childhood Education II	3
CBSE 7202T	Seminar in Applied Theory and Research	3
	General Science Course or 7000-level course in Earth & Environmental Science	3
	English 7602X or 7602T or 7701X or 7502X or 7503X	3
	History 7110X or 7430X or Political Science 7030X or 7610X or Puerto Rican and Latino Studies 7415X or Africana Studies 7020X or 7030X	3
	Math 7141T or 7142T or 7143 or 7145T or CBSE 7405T.	3
CBSE 7205T	Social Discourses in Education: Integrating Social Sciences in Childhood Education	3

CBSE 7216X	Literacy: Issues and Analysis	3
CBSE 7440T	Teaching Mathematics in Childhood Education	3
CBSE 7213T	Teaching and Learning Science in Childhood Education	3
CBSE 7671X	Children and Youth with Special Needs	3
CBSE 7885T	Human Development Birth to Young Adulthood	3
CBSE 7471T	Childhood Education: Student Teaching Practicum	3
Department Requirements		45 credits

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Childhood, Bilingual and Special Education

Date of departmental approval: November 8, 2016

Effective date: Fall 2017

M.S. in Education degree program: childhood education teacher (grades 1-6) - mathematics HEGIS code 0802.00 NYSED program code 26826

Degree Program Requirements: Option A (30 credits); Option B (33 credits); Option C (45 credits)

The program in childhood education prepares teachers of children in first through sixth grade for initial and/or professional certification in liberal arts, bilingual education, science and environmental education, and mathematics. Through collaborative action, teaching and research, we develop our students' capacities to create socially just, intellectually vital, aesthetically rich, and compassionate communities that value equity and excellence, access and rigor. We design our programs in cooperation with liberal arts and sciences faculties and in conjunction with local schools in order to provide our students with opportunities to develop the knowledge, proficiencies, and understandings needed to work with New York City's racially, ethnically, and linguistically diverse populations.

Our program is unique in that our students become highly skilled in content and methodology courses, adept in diversified literacy skills, and have the ability to integrate pragmatic tools of technology, including free and interactive Web 2.0 tools such as blogs, wikis, and podcasts. Our reflective graduates are astutely aware of the digital divide and the need to use source ware (free software) so no child is left behind in the Information Age, and the need to produce globally competitive students regardless of their socioeconomic status.

This program leads to the M.S. in Education and a New York State Professional Certificate in Childhood Education (grades 1-6) with a specialization in mathematics education.

General matriculation requirements

Applicants must have a minimum of 6 credits in mathematics.

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a 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. 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.

General degree requirements: Thirty to 45 credits are required for the degree depending on applicants' qualifications.

Students will enroll in the appropriate course of studies listed below (Option A or B or C) based upon teaching experience, previous course work, and the teaching certificates they hold. Students must complete the following education courses in the stated sequence: CBSE 7400T, 7401T, 7402T, 7403T. All required education courses and some education electives require permission for registration as indicated in the Schedule of Classes.

Option (A): 30 credits

Matriculation requirements

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

Degree requirements: Thirty credits are required for the degree.

In addition to CBSE 7400T, 7401T, 7402T, and 7403T, the following courses are required:
(a) four of the following mathematics courses, or mathematics courses approved by the program adviser: Mathematics 7141T, 7142T, 7143T, 7144T, 7145T, 7146T;
(b) CBSE 7215X;
(c) one of the following elective education courses, or an education course approved by the program adviser: CBSE 7451X, 7671X, 7672X, 7207X, 7019T, 7684T, 7472X, 7545X, 7220X.

Option (B): 33 credits

Matriculation requirements

Applicants must hold a New York State Initial Certificate in Early Childhood Education (birth through grade 2) or its equivalent or a New York State Initial Certificate in Middle Childhood Education (generalist, grades 5-9) or its equivalent.

Degree requirements: Thirty-three credits are required for the degree.

In addition to CBSE 7400T, 7401T, 7402T, and 7403T, the following courses are required:
(a) four of the following mathematics courses, or mathematics courses approved by the program adviser: Mathematics 7141T, 7142T, 7143T, 7144T, 7145T, 7146T;
(b) CBSE 7215X;
(c) one of the following elective education courses, or an education course approved by the program adviser: CBSE 7451X, 7671X, 7672T, 7207X, 7019T, 7684T, 7472X, 7545X, 7503X;
(d) CBSE 7214T.

Option (C): 45 credits

This option leads to both New York State Initial and Professional Certificates in Childhood Education (grades 1-6) with a specialization in mathematics education.

Matriculation requirements

See "General matriculation requirements" for Childhood Education: Mathematics, above.

Degree requirements: Forty-five credits are required for the degree.

Students must complete CBSE 7205T, 7216X, 7440T, 7213T, and 7471T prior to taking other education courses required for the degree. Students must obtain departmental permission to register for these courses.

In addition to CBSE 7400T, 7401T, 7402T, and 7403T, the following courses are required:

(a) four of the following mathematics courses, or mathematics courses approved by the program adviser: Mathematics 7141T, 7142T, 7143T, 7144T, 7145T, 7146T;

(b) ~~CBSE 7215X~~; CBSE 7885T

(c) one of the following elective education courses, or an education course approved by the program adviser: CBSE 7451X, 7671X, 7672T, 7207X, 7019T, 7684T, 7545X, 7503X. M.S. in Education degree

Rationale: In preparation for the Council of Accreditation (CAEP) for Educator Preparation visit to the Brooklyn College School of Education in 2018, we have revised our graduate curriculum to comply with CAEP mandates. For students who do not have certification, we must include a course in Human Development (CBSE 7885T) in their studies (Option C).

Section A-III: CHANGES IN DEGREE PROGRAM

Department of Childhood, Bilingual and Special Education

M.S. in Education degree program: childhood education teacher (grades 1-6) - mathematics

Supplemental Data

Option C:

Course Number	Course Title	Number of Credits
CBSE 7205T	Social Discourses in Education: Integrating Social Sciences in Childhood Education	3
CBSE 7216X	Literacy: Issues and Analysis	3
CBSE 7440T	Teaching Mathematics in Childhood Education	3
CBSE 7213T	Teaching and Learning Science in Childhood Education	3
CBSE 7885T	Human Development Birth to Young Adulthood	3
CBSE 7471T	Childhood Education: Student Teaching Practicum	3
CBSE 7400T	Childhood Mathematics Education: Advanced Methodology and Practice	3
CBSE 7401T	Middle Childhood Education: Advanced Methodology and Interdisciplinary Approaches	3
CBSE 7402T	Seminar in Applied Theory and Research in Mathematics Education I	3

CBSE 7403T	Seminar in Applied Theory and Research in Mathematics Education II	3
Four of the following math courses: Math 7141T, 7142T, 7143T, 7144T, 7145T, 7146T		12
One Elective		3
Department Requirements		45 credits

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Childhood, Bilingual and Special Education

Date of departmental approval: November 8, 2016

Effective date: Fall 2017

M.S. in Education degree program: childhood education teacher (grades 1-6) – science and environmental education HEGIS code 0802.00 NYSSSED program code 26826

Degree Program Requirements: Option A (30 credits); Option B (33 credits); Option C (39 credits)

M.S. in Education degree program: childhood education teacher (grades 1-6) - science and environmental education HEGIS code 0802.00; SED program code 26826 The program in childhood education prepares teachers of children in first through sixth grade for initial and/or professional certification in liberal arts, bilingual education, science and environmental education, and mathematics. Through collaborative action, teaching and research, we develop our students' capacities to create socially just, intellectually vital, aesthetically rich, and compassionate communities that value equity and excellence, access and rigor. We design our programs in cooperation with liberal arts and sciences faculties and in conjunction with local schools in order to provide our students with opportunities to develop the knowledge, proficiencies, and understandings needed to work with New York City's racially, ethnically, and linguistically diverse populations. Our program is unique in that our students become highly skilled in content and methodology courses, adept in diversified literacy skills, and have the ability to integrate pragmatic tools of technology, including free and interactive Web 2.0 tools such as blogs, wikis, and podcasts. Our reflective graduates are astutely aware of the digital divide and the need to use source ware (free software) so no child is left behind in the Information Age, and the need to produce globally competitive students regardless of their socioeconomic status. 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 Childhood Education (grades 1-6) or its equivalent. This program leads to a New York State Professional Certificate in Childhood Education (grades 1-6). 2016-2017 Graduate Bulletin Childhood, Bilingual and Special Education 94 Programs and Courses of Instruction

Matriculation requirements:

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

Applicants must have a minimum undergraduate grade point average of 3.00 and a minimum grade point average of 3.00 in courses required for matriculation.

International applicants for whom English is a second language are required to pass the Test of

English as a Foreign Language (TOEFL) with a score of 650 on the paper-based test or 280 on the computer-based test or 114 on the internet-based test before being considered for admission. Applicants who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the program head. A minimum grade point average of 3.00 in graduate courses is required to maintain matriculation. 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: Thirty credits are required for the degree.

Students must complete the following five courses in the stated sequence: CBSE 7300T and General Science 7030T; CBSE 7301T; CBSE 7320T; CBSE 7321T.

The following courses are also required:

Two of the following: Any 6000 or 7000-level course in General Science, Biology, Chemistry, Earth and Environmental Sciences or Physics;

CBSE 7215X; 7671X, 7672T, 7674T or a course in teaching students with disabilities;

An education or science elective.

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

Option (B): 33 credits

The following program applies to students who hold a New York State Initial Certificate in Early Childhood Education (birth through grade 2) or its equivalent, a New York State Initial Certificate in Middle Childhood Education (grades 5-9) 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 Childhood Education (grades 1-6).

Matriculation requirements:

Students must hold a New York State Initial Certificate in Early Childhood Education (birth through grade 2) or its equivalent, a New York State Initial Certificate in Middle Childhood Education (grades 5-9) 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. International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of 650 on the paper-based test or 280 on the computer-based test or 114 on the internet-based test before being considered for admission.

A minimum grade point average of 3.00 in graduate courses is required to maintain matriculation. 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: Thirty-three credits are required for the degree.

Students must complete the following five courses in the stated sequence: CBSE 7300T and General Science 7030T; CBSE 7301T; CBSE 7320T; 2016-2017 Graduate Bulletin Programs and Courses of Instruction Childhood, Bilingual and Special Education 95 CBSE 7321T.

The following courses are also required:

Two of the following: Any 6000 or 7000-level course in General Science, Biology, Chemistry, Earth and Environmental Sciences or Physics;

CBSE 7214T; 7215X;

CBSE 7671X, 7672T, 7674T, or a course in teaching students with disabilities;

An education or science elective.

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

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

Option (C): 39 credits

The following program applies to students who do not hold a New York State Initial Certificate in Early Childhood Education, Childhood Education, Middle 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 Childhood Education (grades 1-6).

Matriculation requirements:

Applicants must have a minimum undergraduate grade point average of 3.00.

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

A minimum grade point average of 3.00 in graduate courses is required to maintain matriculation.

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: Thirty-nine credits are required for the degree.

Students must complete the following ~~three~~four courses: CBSE 7205T; 7216X; 7440T; CBSE 7885T.

Students must complete the following ~~five~~six courses in the stated sequence: CBSE 7300T and General Science 7030T; CBSE 7301T; 7471T; 7320T; 7321T.

Two of the following: Any 6000- or 7000-level course in General Science, Biology, Chemistry, Earth and Environmental Sciences, or Physics;

CBSE 7671X, 7672T, 7674T, or a course in teaching students with disabilities;

~~An education or science elective.~~

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

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

Rationale: In preparation for the Council of Accreditation (CAEP) for Educator Preparation visit to the Brooklyn College School of Education in 2018, we have revised our graduate curriculum to comply with CAEP mandates. For students who do not have certification, we must include a course in Human Development (CBSE 7885T) in their studies.

Section A-III: CHANGES IN DEGREE PROGRAM

Department of Childhood, Bilingual and Special Education

M.S. in Education degree program: childhood education teacher (grades 1-6) – science and environmental education

Supplemental Data

Option C:

Course Number	Course Title	Number of Credits
CBSE 7205T	Social Discourses in Education: Integrating Social Sciences in Childhood Education	3
CBSE 7216X	Literacy: Issues and Analysis	3
CBSE 7440T	Teaching Mathematics in Childhood Education	3
CBSE 7885T	Human Development Birth to Young Adulthood	3
CBSE 7300T	Methodology in Childhood Science and Environmental Teaching and Learning I	3
General Science 7030T	Selected Concepts in Life Science for Childhood and Middle Childhood Teachers	3
CBSE 7301T	Methodology in Childhood Science and Environmental Teaching and Learning II	3
CBSE7320T	Foundations and Analysis of Teaching I	3
CBSE 7321T	Seminar in Applied Theory and Research: Science and Environmental Education	3
CBSE 7471T	Childhood Education: Student Teaching Practicum	3
Two 6000- or 7000-level course		6

in General Science, Biology,
Chemistry, Earth and
Environmental Sciences, or Physics

One course: CBSE 7671X, 7672T, 7674T
or a course in teaching students
with disabilities

3

Department Requirements

39 credits

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

Department of Kinesiology

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

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

MS degree program in Physical Education Teacher SED 26746

Department requirements (36 – 48 credits)

Bulletin language and precise degree requirements

M.S. degree program in education: physical education teacher (all grades)

HEGIS code 0835; SED program code 26745

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

~~The M.S. degree programs in physical education leading to Initial Certification and/or Professional Certification for physical education teachers (all grades) are designed to train students to be effective teachers and coaches in all grades (kindergarten through grade 12). The programs offers experienced physical education teachers the opportunity to develop their practice and to expand their knowledge of physical education and the field of education as a whole. Our programs combines rigorous and rewarding study in physical education with a focus on developing leadership skills and expanded knowledge in the field. The profession of teacher education is licensed by the New York State Education Department. Therefore, program requirements are subject to change. All students should consult with the Graduate Deputy.~~

~~Matriculation requirements~~

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

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

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

~~The Pre-Professional Track (Option C) is designed for students who come to the field from a~~

background outside of the allied health professions or teacher education and seek to achieve initial certification to teach in NYS. The New York State Education Department licenses graduates of registered teacher education programs who meet the State requirements for certification therefore, program requirements are subject to change.

Applicants to the Professional Track (Option A) must have a grade point average of 3.0. Applicants to the Pre-Professional Track (Option C) must have a minimum undergraduate grade point average of 2.75. A minimum average of 3.00 in graduate courses is required to maintain matriculation.

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

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

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

Degree requirements – Professional Track – Option A

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

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

Students will complete the following:

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

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

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

Course #	Course Title	Credit Hours
KINS 7000X	Research Methods and Design	3
KINS 7149X	Advanced Instructional Strategies	3
KINS 7151X	Motor Development and Analysis	3
KINS 7153X	Sociology of Sport	3
KINS 7154X	Sport and Exercise Psychology	3
KINS 7156X	Supervision in Physical Education and Athletics	3
KINS 7157X	Physical Education Curriculum in Secondary School	3
KINS 7159X	Developing School-Based Leadership Skills	3
KINS 7370X	Children and Youth with Special Needs	3
KINS 7999X	Research Seminar in Physical Education	3
	Electives	6
		36cr.

Degree requirements – TRANS B – Option B

Thirty-six credits are required for the TRANS B Certificate.

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

Students will complete 36 credits selected from the following list:

<u>KINS 7149X</u>	<u>Advanced Instructional Strategies for Physical Education</u>
<u>KINS 7151X</u>	<u>Motor Development and Analysis</u>
<u>KINS 7157X</u>	<u>Physical Education Curriculum in Secondary School</u>
<u>KINS 7990X</u>	<u>Directed Readings and Research</u>
<u>SEED 7500X</u>	<u>Perspectives on Education: Teaching Children & Adolescents in Cultural Context</u>
<u>SEED 7501X</u>	<u>Analysis of Classroom Interaction & Curriculum</u>
<u>SEED 7502X</u>	<u>Diversity and the Inclusive Classroom</u>
<u>SEED 7503X</u>	<u>Teaching Writing Across the Curriculum</u>

SEED 7511T	<u>Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Physical Education</u>
SEED 7517T	<u>Seminar II in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Physical Education</u>
SEED 7524T	<u>Seminar II in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Physical Education</u>
SEED 7671X	<u>Children and Youth with Special Needs</u>

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

Degree requirements – Pre-Professional Track – Option C

Thirty-six to forty-eight credits are required for the Pre-Professional Track. This track is designed to accommodate candidates who do not have initial teacher certification. Undergraduate transcripts will be reviewed and assessed for significant undergraduate preparation that may count toward the Master’s degree. This is most likely for those who have undergraduate preparation in exercise science, sport studies, sport management, etc. Students who do not have significant preparation will be required to take 19 credits in undergraduate physical education prerequisites before full matriculation as graduate students.

Required Prerequisite courses: (19 cr.)

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

KINS 3020	<u>Applied Concepts of Fitness and Health</u>
KINS 3030	<u>Team Sports</u>
KINS 3040	<u>Dual and Lifetime Sports</u>
KINS 3050	<u>Adapted Physical Education</u>
KINS 3001	<u>Anatomy & Physiology for Physical Education</u>
KINS 3295	<u>Motor Learning and Development</u>

Course #	Course Title	Credit Hours
KINS 3020	Applied Concepts of Fitness & Health	3
KINS 3030	Team Sports	3
KINS 3040	Dual and Lifetime Sports	3
KINS 3050	Adapted Physical Education	3
KINS 3001	Anatomy & Physiology for Physical Education	4
KINS 3295	Motor Learning & Development	3
		19 cr.

Required for Master's (34 cr.)

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

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

Course #	Course Title	Credit Hours
KINS 7149X	Advanced Instructional Strategies	3
KINS 7151X	Motor Development and Analysis	3
KINS 7157X	Physical Education Curriculum in Secondary School	3
KINS 7990X	Directed Readings and Research	3-5
SEED 7500X	Perspectives on Education: Teaching Children & Adolescents in Cultural Context	3
SEED 7501X	Analysis of Classroom Interaction & Curriculum	3

SEED 7502X	Diversity and the Inclusive Classroom	3
SEED 7503X	Teaching Writing Across the Curriculum	3
SEED 7671X	Children and Youth with Special Needs	3
SEED 7511T	Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Physical Education	3
SEED 7542T	Student Teaching Practicum I	2
SEED 7543T	Student Teaching Practicum II	2
		34-36 cr.

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

Rationale:

Department Mission Statement

To offer quality instruction, practice scholarly theoretical and practical research, and provide exemplary service to the communities of Brooklyn College, our neighbors in Brooklyn, and associated professional organizations. We provide high quality education in accordance with accepted national and regional standards to prepare certified teachers of physical education; to provide the theoretical and practical skills necessary for exercise science students to become American College of Sports Medicine (ACSM) certified and/or registered professionals; to provide a strong and appropriate undergraduate base, including undergraduate prerequisite classes for students interested in entering the allied health professions; and to provide services enhancing fitness and wellness for the College community and beyond.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of School Psychology, Counseling and Leadership

Date of departmental approval: November 8, 2016

Effective date: Fall 2017

**M.S. degree program in education: school psychologist
HEGIS code 0826.02; SED program code 01998**

Matriculation requirements

Applicants must obtain and file a separate online program application in addition to the regular college application. Applicants must offer at least 9 credits with a grade of C or higher in experimental or research methods in psychology, psychological tests and measurements, statistics in psychology, and educational psychology or developmental psychology.

Applicants must present 3 credits with a grade of C or higher in an education course in reading instruction or ~~literacy~~ reading disorders.

Applicants must have a minimum undergraduate scholastic index of 3.0 (B) ~~and a minimum average of B in courses required for matriculation.~~

Applicants are interviewed and must submit appropriate letters of recommendation. Although not mandatory as a requirement for admission, applicants are encouraged to submit GRE scores (general and/or subject: psychology) as additional evidence to support the application.

Applicants who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the program head.

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

Thirty-three credits are required for the degree. Students must complete 33 credits selected from the following courses: SPCL 7931T, 7932T, 7903T, 7922T, 7911X, 7900X, 7923X, 7901X, 7910X, 7912X, 7913X, 7920X, 7921X, 7906X, 7907X, 7915X. ~~The program of study must be approved by the program coordinator.~~

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

Rationale: Clarification of acceptable grades for undergraduate pre-requisites. Change of one

pre-requisite course to better prepare incoming students with knowledge of tests and measurements. Removed unnecessary/redundant language.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of School Psychology, Counseling and Leadership

Supplemental Data

Course Number....Course Title.....	Number of Credits
SPCL 7900X Theories of Human Development	3 credits
SPCL 7901X Developmental Psychopathology	3 credits
SPCL 7903T Problems & Practices in Sch Psych	3 credits
SPCL 7906X Instruc Interventions in Schools	3 credits
SPCL 7907X Neuropsychology of Learning	3 credits
SPCL 7910X Cognitive & Academic Assess I	4 credits
SPCL 7911X Cognitive & Academic Assess II	3 credits
SPCL 7912X Social & Adap Behavior Assess	4 credits
SPCL 7913X Integr of Assess & Report Writing	3 credits
SPCL 7915X Beh Assessment & Intervention	3 credits
SPCL 7920X Prevention, Crisis Interv & Counsel	3 credits
SPCL 7921X Counseling Children and Families	3 credits
SPCL 7922T Multicultural Counseling and Cons	3 credits
SPCL 7923X Consultation in the Schools	3 credits
SPCL 7931T Practicum in School Psychology I	2 credits
SPCL 7932T Practicum in School Psychology II	2 credits
Department Requirements.....	33-48 credits

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of School Psychology, Counseling and Leadership

Date of departmental approval: November 8, 2016

Effective date: Fall 2017

**Advanced certificate program: school psychologist, bilingual extension
HEGIS code 0826.02; NYS SED program code 79597**

Matriculation requirements

=-Degree requirements (33 credits)

Applicants are admitted to this program only in the fall; see application deadlines posted on the program website.

Matriculation requirements

Applicants must present an M.S. in Education degree for school psychologist (or the appropriate equivalent) as well as meet the requirements under the M.S. in Education degree for school psychologist. The matriculation process for the bilingual school psychologist specialization will include demonstrated competence in the target language. ~~based on performance on the language proficiency test administered by the NYS Education Department.~~

Advanced certificate requirements

Thirty-three credits (beyond the master's degree) are required for the advanced certificate with a specialization in bilingual school psychology.

Students must complete 27 credits from the following courses: SPCL 7902X, 7904T, 7905X, 7931T, 7932T, 7923X, 7907X, 7933X, 7934X, 7912X, 7913X, 7920X; and 7921X, plus the bilingual specialization courses SPCL 7823T and 7914X. Students who have not completed the school psychologist M.S. degree at Brooklyn College must also complete SPCL 7922T.

Students must pass the language proficiency test administered by the NYS Education Department ~~in the language presented as their a second language, to be awarded NYS Bilingual Certification. if the language proficiency test is available. Applicants can matriculate but cannot be certified as bilingual in NYS if the proficiency test is not available in their second language. In order to determine if the language proficiency test is available in applicant's second language, go contact NYSTCE or go to the NYSTCE program website.~~ During the first term, students must file a program of study approved by the program coordinator. Students must maintain a cumulative grade point average of at least 3.00 (B). A student who earns 6 credits below B- will not be awarded an advanced certificate.

Completion of the advanced certificate program in addition to the M.S. Ed. ~~in~~ in school

psychology fulfills requirements for provisional certification as school psychologist by the New York State Education Department. Completion of the bilingual specialization fulfills course requirements for the bilingual extension to the certificate.

Rationale: These changes are consistent with Bulletin changes for Advanced Certificate Program in School Psychology and to provide greater clarity.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of School Psychology, Counseling and Leadership

Advanced certificate program: school psychologist, bilingual extension

Supplemental Data:

Course Number	Course Title	Number of Credits
SPCL 7823X	Seminar in Bilingual School Counseling.....	3 credits
SPCL 7902X	Crisis Intervention & Prevention Research in Schools.....	3 credits
SPCL 7904T	Research Seminar in School Psychology.....	3 credits
SPCL 7905X	Research Seminar in School Psychology II	3 credits
SPCL 7907X	Neuropsychology of Learning.....	3 credits
SPCL 7912X	Social and Adaptive Behavioral Assessment.....	4 credits
SPCL 7913X	Integration of Assessment and Report Writing.....	3 credits
SPCL 7914X	Psychological Assessment of Diverse Students.....	3 credits
SPCL 7920X	Prevention, Crisis Intervention, and Counseling.....	3 credits
SPCL 7921X	Counseling Children and Families.....	3 credits
SPCL 7922T	Multicultural Counseling and Counseling.....	3 credits
SPCL 7923X	Consultation in Schools.....	3 credits
SPCL 7931T	Practicum in School Psychology I.....	2 credits
SPCL 7932T	Practicum in School Psychology II.....	2 credits
SPCL 7933T	Internship in School Psychology I.....	3 credits
SPCL 7934T	Internship in School Psychology II.....	3 credits
Department Requirements.....		33-36 credits

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of Television and Radio

Date of Departmental Approval: September 6, 2016

Effective Date of the change: Fall 2017

M.F.A. degree program in television production HEGIS code 0603; SED program code 84002

The M.F.A. in television production ~~prepares~~ provides students for professional media careers as ~~writers, producers, directors, and editors. This production-based curriculum exposes students to many program genres including, but not limited to, documentary, drama, news, sports, art and cultural, experimental, and demonstration. Students develop content and produce and direct both single and multiple camera, live switched productions. The M. F. A. program is built on a foundation of production aesthetics, critical analysis, and media literacy. Students are taught how to create programs that inform, entertain, and instruct audiences by interpreting content through a social, political and economic perspective. Our graduates work as media professionals in broadcast, cable, and institutional production and post production facilities. Many of our graduates continue their careers as faculty members at the college and university level. with the theoretical and practical background needed to become writers, directors and producers across platforms: from the established media industry to the evolving movement of independent television. We encourage our students to tell their own stories, develop their own audiences and to build their own networks. The program explores the larger social and cultural contexts which frame creative endeavors and emphasize critical analysis of media and history of visual storytelling. Our multi faceted curriculum exposes students to a wide range of existing genres of fiction and nonfiction storytelling as well as introduces them to new and evolving forms, such as virtual and transmedia storytelling. Students move seamlessly between single and multiple camera formats. They write, research, develop, direct and produce fiction and nonfiction narratives, comedy and drama pilots, documentaries and webisodes, and utilize our high definition television studio to create live-streaming internet broadcasts. Our incoming students bring to the classroom a wide range of ideas, skills and backgrounds. Many are experienced visual storytellers, others are writers and artists with little production experience. Together they are determined to find the appropriate artistic expression of their viewpoints and beliefs about the world.~~

Matriculation requirements

Applicants must offer a well-rounded undergraduate record of at least a 3.0 GPA that suggests promise as a creative communication professional. Each applicant's record is considered individually in this respect.

Applicants must submit an essay about contemporary media and society such as an original essay

written to accompany the application, or a 5 - 10 page scholarly paper that was written as an undergraduate. Alternately, applicants may submit a scholarly paper in any subject related to their undergraduate major. Applicants must also submit a biographical statement of 500 to 1000 words that indicates experience, interest, and professional objectives. This statement should provide background information about the applicant and what he/she hopes to achieve by enrolling in the MFA program. In addition the applicant must submit three letters of recommendation.

Applicants are encouraged to submit examples of creative work (print or electronic) in support of their application. However, previous professional or academic media experience is not required for admission to the program.

Prospective students are welcome to visit campus for a personal interview, to attend a graduate production class, and to meet students and faculty, by contacting the Deputy Chair for Graduate Studies. The department MFA admission committee may require an interview of applicants.

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.

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

Degree requirements

~~Forty nine~~ Fifty-one credits are required for the degree.

At least ~~40~~ 45 credits must be taken in the Television and Radio Department. Of the ~~49~~ 51 credits, ~~43~~ 45 credits must be taken in departmental required Television and Radio courses; the remaining 6 credits are elective, and must be approved in consultation with the director of the M.F.A. program and the graduate deputy chairperson.

Every M.F.A. student shall be required to successfully complete the department's graduate core, and the ~~Television~~ Production specialization courses.

~~The graduate core consists of: Television and Radio 7701X, to be taken in the first semester, and 7710X, to be taken in the student's final semester of course work. The two courses total 6 credits.~~

The Television Production specialization for M.F.A. students encompasses the following courses: Television and Radio 7732X, 7752X, 7740G, 7781G, 7782G, 7783G, 7784G, 7851G, 7852G, 7853G, and 7854G, 7731X, 7741G, 7751X, 7761G, 7742G, 7752G, 7782G, 7733G, 7753G, 7783G, 7764G, and 7784G for a total of ~~28~~ 45 credits.

The remaining 6 credits are elective. ~~No more than 9 credits of these may be taken in departments outside the Television and Radio Department.~~

M.F.A. students may offer 3 credits of a Television Production Externship (Television and Radio

~~7769X-7799X~~) toward the M.F.A. degree. This externship provides on-the-job production experience under the supervision of a selected television professional.

Creative work in the program must culminate in submission of ~~either a finished television program or other creative audiovisual material (e.g., a CD-ROM or a fully developed Web site)~~ two projects: multi-camera and single camera productions. The specific parameters of the student's creative thesis project must be formally approved by the ~~director of the M.F.A. program~~ graduate deputy chairperson in consultation with the student's faculty adviser. This audiovisual material shall meet the professional production and content standards appropriate for granting a terminal academic degree. The project will be accompanied by a production book acceptable to the department.

Courses in the Television and Radio Department offered toward a degree must be 7000-level courses.

Rationale:

The MFA in Television Production program has been in a state of evaluation and review for the past three years. Based on extensive analysis of matriculation and graduation rates, student feedback, assessment of students' projects, examination of other MFA degree programs and a collective, ongoing discussion of the state of the television industry, the TVRA faculty have concluded that significant curricular changes to the program are necessary.

The MFA in Television Production requires that students complete two advanced production projects: one utilizing multiple camera production techniques and the other employing single camera techniques. Previous versions of our program have not adequately supported students as they attempted to complete these projects; our new curriculum gives students the specific classes and resources they need to create compelling work on a professional level.

Our new curriculum adds or modifies classes to teach our students essential television production competencies such as lighting and production design, sound recording and design, advanced script writing and advanced editing.

Our new and revised courses now better reflect the current state of the television production industry. With an eye on the emergence of an independent television movement we are embracing new modes of storytelling, new distribution paradigms, and new technologies. Our revised MFA in Television Production program is now better suited to provide students a superior graduate level educational experience in order to help them achieve their goals of becoming powerful visual storytellers.

SECTION A-III: CHANGES IN DEGREE PROGRAM

Department of Television and Radio

Supplemental Data

Course Number	Course Title	Number of Credits
TVRA 7731G	Cinematography and Production Design	3
TVRA 7741G	Research and Development. Introduction to Scriptwriting	3
TVRA 7751X	Single Camera: Directing and Producing	3
TVRA 7761G	Post Production: Theory and Practice	4
TVRA 7782X	Multi-Camera: Directing and Producing	3
TVRA 7742G	Advanced Proposal and Scriptwriting	3
TVRA 7752G	Single Camera: Advanced Directing and Producing	3
TVRA 7783G	Advanced Multi-Camera Production I	4
TVRA 7753G	MFA Single Camera Project: Production	6
TVRA 7733G	Sound Recording & Design	3
TVRA 7784G	Advanced Multi-Camera Production II	4
TVRA 7764G	MFA Single Camera Project: Post-Production	6
Department requirements		45 credits

SECTION A-IV: NEW COURSES

Conservatory of Music

Date of departmental approval: Nov. 8, 2016

Effective date: Fall 2017

**MUSC 7225X Advanced Keyboard Workshop 1
45 hours; 2 credits**

Bulletin Description: Advanced level of keyboard studies for graduate music students. Enhance and further develop greater technical facility, proficiency in sight-reading and score-reading, and provide the opportunity to work on advanced level repertoire. May be retaken only once if not passed the first time.

Prerequisite: Placement exam or permission of the director.

Contact hours: 3

Frequency of offering: 1 section every semester

Projected Enrollment: 12 students per section

Clearances: None

Rationale: This new course, MUSC 7225, is designed to give students at the graduate level, necessary keyboard proficiency especially for the purposes of composition and analysis. Solid keyboard skills are the foundation to writing, analyzing, and listening to music at an advanced level. For composers using the computer, the MIDI keyboard is their main input tool and is critical to translating their musical ideas to others.

SECTION A-IV: NEW COURSES

Conservatory of Music

Date of departmental approval: Nov. 8, 2016

Effective date: Fall 2017

MUSC 7226X Advanced Keyboard Workshop 2 45 hours; 2 credits

Bulletin Description: Advanced level of keyboard studies for graduate music students. Enhance and further develop greater technical facility, proficiency in sight-reading and score-reading, and provide the opportunity to work on advanced level repertoire. May be retaken only once if not passed the first time.

Prerequisite: Music 7225 with a grade of C or better or permission of the director.

Contact hours: 3

Frequency of offering: 1 section every semester

Projected Enrollment: 12 students per section

Clearances: None

Rationale: MUSC 7226 is designed to give students at the graduate level, necessary keyboard proficiency especially for the purposes of composition and analysis. Solid keyboard skills are the foundation to writing, analyzing, and listening to music at an advanced level. For composers using the computer, the MIDI keyboard is their main input tool and is critical to translating their musical ideas to others. This semester will allow students to refine and hone their craft through continued study.

SECTION A-IV: NEW COURSES

Conservatory of Music

Date of departmental approval: Nov. 8, 2016

Effective date: Fall 2017

MUSC 7636X Special Topics in Music for Media 45 hours; 3 credits

Bulletin Description: Topics selected from various areas of music for media including existing practice and recent contributions in the field. Course content varies from term to term.

Prerequisite: Permission of the program director.

Contact hours: 3

Frequency of Offering: 1 section every semester

Projected Enrollment: 12 students per section

Clearances: None

Rationale: This course will provide the infrastructure to delve into specific topics in a deeper and meaningful manner. For example, one semester could be the analysis of Bernard Herrmann's music in Alfred Hitchcock films, and another semester could be the art of video game music. We would be able to explore topics in history, analysis, and creation of music for media, that might otherwise might not be covered in depth or at all in the rest of the curriculum. For example, we do not have a course covering music for commercials or how music is used in VR environments, both opportunities to explore as a special topics.

SECTION A-IV: NEW COURSES

Conservatory of Music

Date of departmental approval: Nov. 8, 2016

Effective date: Fall 2017

**MUSC 7344X Media Scoring Lessons III
45 hours; 3 credits**

Bulletin Description: One-on-one compositional instruction focused on scoring for media.

Prerequisite: MUSC 7343.

Contact hours: 3

Frequency of Offering: 1 section every semester

Projected Enrollment: 12 students per section

Clearances: None

Rationale: Lessons give emerging composers the opportunity to form a direct mentoring relationship with a member of the faculty. This new course MUSC 7344, along with MUSC 7345, is designed to allow students to continue to develop their work one-on-one, as a continuum between their first year and leading up to their Capstone / Thesis in their third year. Currently, there is no avenue for one-on-one instruction in the second year of the MFA in Media Scoring, leading to a gap in one-on-one instruction. MUSC 7344 and MUSC 7345 will fill that need. One-on-one instruction is a cornerstone of a conservatory education, and is crucial to media scoring as well, and this will allow students to build their portfolios in a meaningful and analytical context, that cannot otherwise easily be achieved. It will also allow the students to continue with a specific faculty member or gain the perspective of another faculty member.

SECTION A-IV: NEW COURSES

Conservatory of Music

Date of departmental approval: Nov. 8, 2016

Effective date: Fall 2017

**MUSC 7345X Media Scoring Lessons IV
45 hours; 3 credits**

Bulletin Description: One-on-one compositional instruction focused on scoring for media.

Prerequisite: MUSC 7344.

Contact hours: 3

Frequency of Offering: 1 section every semester

Projected Enrollment: 12 students per section

Clearances: None

Rationale: Lessons give emerging composers the opportunity to form a direct mentoring relationship with a member of the faculty. This new course MUSC 7345, along with MUSC 7344, is designed to allow students to continue to develop their work one-on-one, as a continuum between their first year and leading up to their Capstone / Thesis in their third year. Currently, there is no avenue for one-on-one instruction in the second year of the MFA in Media Scoring, leading to a gap in one-on-one instruction. MUSC 7344 and MUSC 7345 will fill that need. One-on-one instruction is a cornerstone of a conservatory education, and is crucial to media scoring as well, and this will allow students to build their portfolios in a meaningful and analytical context, that cannot otherwise easily be achieved. It will also allow the students to continue with a specific faculty member or gain the perspective of another faculty member.

SECTION A-IV: NEW COURSES

Conservatory of Music

Date of departmental approval: Nov. 8, 2016

Effective date: Fall 2017

MUSC 7646X Seminar in Music for Media

45 hours; 3 credits

Bulletin Description:

In depth study of music and media both in the present and in its historical context. Examination and implementation of traditional and non-traditional techniques through both established and emerging media. May be repeated for credit with permission of the program director.

Prerequisite: Permission of the program director.

Contact hours: 3

Frequency of Offering: 1 section every semester

Projected Enrollment: 12 students per section

Clearances: None

Rationale: Students will study how and why music for media has been created and what the implications are for creating new work and repurposing existing work, processes, and techniques. Beyond the process, students will gain a deeper understanding of how and why they produce work.

SECTION A-IV: NEW COURSE

Department of Psychology, Experimental Psychology M.A.

Date of departmental approval: November 8, 2016

Effective date: Fall 2017 semester

PSYC 7782G Research Proposal in Psychology

45 hours; 3 credits

Bulletin Description:

Students will develop all components of a research proposal in the area of Psychology. Grant proposals will be developed within a specialized area specific to students' interests.

Prerequisite: Matriculation in the Experimental Psychology M.A. program.

Contact hours: 3

Frequency of offering: One section per semester.

Projected enrollment: 25 students per section

Clearances: none required

Rationale: One of the major educational goals of the Experimental Psychology M.A. program is for students to develop competency in generating an effective research proposal on a specific topic. Recipients of the degree in Experimental Psychology are expected to be able to critically evaluate existing components of a research area, and to formulate methods to acquire and interpret additional data that will advance the understanding of that topic. A comprehensive course on writing a research proposal will serve as a valuable addition to the program as well as provide a means to monitor and evaluate success in acquiring these skills. Gaining competency in designing research protocols and writing communications will benefit students in further academic pursuits, acquiring grant funding, and applying skills to a broad range of occupations.

SECTION A-IV: NEW COURSES

Department of Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

SPEC 7400X

Special Topics in Communication Sciences and Disorders I: Infant/Child/Adolescent Populations

30 hours, 2 credits

Bulletin Description:

Selected contemporary topics or current trends in the discipline of speech-language pathology. Topics vary from term to term. Students may take this course two times depending on the changing topic. Students may not repeat any topic.

Offered: Fall, Spring and/or Summer

Projected Enrollment: 18 graduate students per section

Clearances: None

Rationale:

This course would be used to develop new course materials reflecting current trends in Infant/Child/Adolescent Populations that are not covered in required courses and/or involve a particular topic that needs expansion. Within these populations, speech, language, communication and/or swallowing processes and/or disorders will be addressed. The introduction of this elective allows the program to meet the current CAA standards and address current changing trends in the discipline of speech-language pathology.

SECTION A-IV: NEW COURSES

Department of Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

SPEC 7401X

Special Topics in Communication Sciences and Disorders II: Adult/Geriatric Populations

30 hours, 2 credits

Bulletin Description:

Selected contemporary topics or current trends in the discipline of speech-language pathology. Topics vary from term to term. Students may take this course two times depending on the changing topic. Students may not repeat any topic.

Pre-requisites: None

Offered: Fall, Spring and/or Summer

Projected Enrollment: 18 graduate students per section

Clearances: None

Rationale:

This course would be used to develop new course materials reflecting current trends in Adult/Geriatric Populations that are not covered in required courses and/or involve a particular topic that needs expansion. Within these populations, speech, language, communication and/or swallowing processes and/or disorders will be addressed. The introduction of this elective allows the program to meet the current CAA standards and address current changing trends in the discipline of speech-language pathology.

SECTION A-IV: NEW COURSES

Department of Television and Radio

Date of departmental approval: September 6, 2016

Effective date: Fall semester, 2017

7742G Advanced Proposal and Script Writing

45 hours; 3 credits

Bulletin description:

Researching, developing and writing scripts and proposals for long form storytelling, both fiction and nonfiction. Developing original ideas and research into two major projects: a screenplay for a half hour narrative and an extended proposal/script for a half hour documentary. Both projects are pitched to a committee of faculty as possible M.F.A. Single Camera Projects.

Prerequisite: Television and Radio 7741.

Contact hours: 3

Frequency of offering: one section per year in the spring semester

Projected enrollment: 15 students

Clearance: Film

Rationale:

The first scriptwriting course is an introductory course where students learn the basics of story, character, plot and dialogue. This advanced class will allow them to hone their writing skills and develop those concepts in a longer format: a fiction script based on their original idea and research. This new class will also teach documentary writing competencies, and students will create a documentary treatment. Students will select one of these projects to develop as their Single Camera M.F.A. Project.

SECTION A-IV: NEW COURSES

Department of Television and Radio

Date of departmental approval: September 6, 2016

Effective date: Fall semester, 2017

7753G MFA Single Camera Project: Production

15 hour lecture, 75 hours laboratory; Independent work; 6 credits

Bulletin description:

Supervised production of fiction or non-fiction MFA Single Camera Project. Students present in class finalized scripts and storyboards; compile schedules and budgets, assign crew from the pool of their classmates; discuss location agreements, SAG contracts, insurance and copyright issues. Students crew on each other's productions that are scheduled in advance and take place outside of scheduled class time and off campus. Assembly edits and rough cuts of scenes screened in class for critique.

Prerequisite: matriculation in the MFA program

Contact hours: 3

Frequency of offering: one section per year in the fall semester

Projected enrollment: 15 students.

Clearance: Film

Rationale:

There has never been a class that would grant students the same support and faculty supervision for their Single Camera MFA productions as they have always had for their Multi-Camera MFA productions. Based on student feedback, program's outcomes assessment and in spirit with the reformulated mission to align our curriculum with learning objectives, we believe this class will provide students with curricular support to bring their main MFA project to fruition. 6 credit hours will ensure that students will get adequate academic credit for the substantial amount of work that goes into directing and producing a 30 min. fiction or nonfiction project. It will also discourage students from taking electives during this very production intensive semester.

The course is only 3 contact hours because it will meet for 1 academic hour a week and most of the work student will do independently.

SECTION A-IV: NEW COURSES

Department of Television and Radio

Date of departmental approval: September 6, 2016

Effective date: Fall semester, 2017

7764G MFA Single Camera Project: Post Production

30 hour lecture, 60 hours laboratory; Independent work, 6 credits

Bulletin description:

Advanced Post-Production theories and techniques designed to support the completion of the MFA Single Camera Project. Lectures, demonstrations, screenings and critiques to allow students to learn and utilize advanced picture and sound editing proficiencies. Distribution and marketing strategies. Building and engaging with audiences.

Prerequisite: Television and Radio 7753.

Contact hours: 5

Frequency of offering: one section per year in the spring semester

Projected enrollment: 15 students.

Clearance: Film

Rationale:

There has never been a class that would grant students the same support and faculty supervision for their Single Camera M.F.A. projects as they have always had for their Multi-Camera M.F.A. projects. Based on student feedback, program's outcomes assessment and in spirit with the reformulated mission to align our curriculum with learning objectives, we believe this class will provide students with curricular support to bring their main M.F.A. project to fruition. By participating in a series of screenings and discussions of their projects in various stages, students will appraise and evaluate their stories in order to discover how editing can enhance and support plot, character, theme, tone, mission and goal of their program. In addition, students will develop critical editorial abilities such as: media management and comprehension of formats and codecs, working with dual system audio workflows, color balancing, correcting and grading, working with music and composers, and advanced sound design and mixing. The class will culminate with screenings of completed single camera projects as part of the MFA defense. Five credit hours will ensure that students will get adequate academic credit for the substantial amount of work that goes into editing the picture and sound of an advanced fiction or non-fiction project.

The course requires 5 contact hours because, as all other existing production courses it is 5 academic hours long.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Conservatory of Music

Change in title

Date of departmental approval: Nov. 8, 2016

FROM:

MUSC 7342X ~~Private~~ Scoring Lessons I

45 hours; 3 credits

Bulletin description:

One-on-one compositional instruction focused on scoring for media. Prerequisite: Permission of director.

TO:

MUSC 7342X Media Scoring Lessons I

45 hours; 3 credits

Bulletin description:

One-on-one compositional instruction focused on scoring for media. Prerequisite: Permission of director.

Rationale: Change to title of course to reflect the content covered, namely Media Scoring.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Conservatory of Music

Change in title

Date of departmental approval: Nov. 8, 2016

FROM:

MUSC 7343X ~~Private~~ Scoring Lessons II

45 hours; 3 credits

Bulletin description:

One-on-one compositional instruction focused on scoring for media. Prerequisite: Permission of director.

TO:

MUSC 7343X Media Scoring Lessons II

45 hours; 3 credits

Bulletin description:

One-on-one compositional instruction focused on scoring for media. Prerequisite: Permission of director.

Rationale: Change to title of course to reflect the content covered, namely Media Scoring.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Conservatory of Music

Changes in title and bulletin description

Date of departmental approval: Nov. 8, 2016

FROM:

MUSC 7370X ~~Introduction to~~ Music Technology

45 hours; 3 credits

Bulletin Description: ~~Introduction to~~ an array of available software for the creation, documentation, and instruction of music. Designed for any graduate musician interested in computer-based tools to enhance musical life and career. Topics include digital audio, MIDI, music notation, music on the Internet, presentation of one's work, and pedagogical tools.

TO:

MUSC 7370X Music Technology for Media

45 hours; 3 credits

Bulletin Description: Overview of an array of available software for the creation, documentation, and instruction of music. Designed for any graduate musician interested in computer-based tools to enhance musical life and career. Topics include digital audio, MIDI, music notation, music on the Internet, presentation of one's work, and pedagogical tools.

Rationale: Changes to title and bulletin description of course to reflect the content covered, namely software and technology used in the creation of media content. The course is less of an introduction, and more of an overview. The course covers a wide range of software and hardware at all levels—beginner, intermediate and advanced. It assumes no prior knowledge at the start but moves to an advanced level of the use of technology in media creation by the end of the semester.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Conservatory of Music

Changes in title and bulletin description

Date of departmental approval: Nov. 8, 2016

FROM:

MUSC 7440X Music Business for ~~Composers~~

45 hours; 3 credits

Bulletin Description: Instruction in professional development and preparation for careers as composers. ~~Portfolios,~~ music law and contracts, promotion and marketing, professional networking, grant applications, ~~applications to~~ conferences and festivals, and finances.

TO:

MUSC 7440X Music Business for Media

45 hours; 3 credits

Bulletin Description: Instruction in professional development and preparation for careers as composers, music editors, music supervisors, managers, and agents. Topics on the protection and commodification of music, including publishing, copyright, work registration, cue sheets, performing rights, royalties, unions, music law and contracts, promotion and marketing, professional networking, grant applications, conferences and festivals, and finances.

Rationale: Changes to title and bulletin description of course to keep consistent with Media Scoring and reflect the content covered, that is more broadly based. The course delves into critical aspects of the music business as it relates to media scoring and soundtracks and related professions.

SECTION A-V: CHANGE IN AN EXISTING COURSE
Conservatory of Music

Change in corequisite

Date of departmental approval: Nov. 8, 2016

FROM:

MUSC 7871X Media Scoring Capstone I
45 hours; 3 credits

Development of Scoring for Media capstone project, to be completed in Media Scoring Capstone II. Close mentoring by faculty member.

Prerequisite: MUSC 7343.

TO:

MUSC 7871X Media Scoring Capstone I
45 hours; 3 credits

Development of Scoring for Media capstone project, to be completed in Media Scoring Capstone II. Close mentoring by faculty member.

Prerequisite: MUSC 7343.

Corequisite: MUSC 7341 or the equivalent.

Rationale: Addition of corequisite, so that students are meeting as a group on a regular basis in their final year, presenting work in a public forum, and gaining critical feedback from their peers.

Section A-V: CHANGES TO EXISTING COURSES

Department of Childhood Bilingual and Special Education

Change in course fieldwork hours

FROM:

CBSE 7205T Social Discourses in Education: Integrating Social Sciences in Childhood Education

45 hours plus conference, ~~30~~ hours field experience; 3 credits

Implications for education of educational, social, historical, and political factors influencing urban schooling and exploration of the role of schools in a multicultural society. Consideration of the implications of the social and cultural contexts of integrating social sciences and humanities into the curriculum. Approaches to teaching, including English language learners and students with special needs. Analysis of recent research in social studies curricula, technology and education, and citizenship education.

TO:

CBSE 7205T Social Discourses in Education: Integrating Social Sciences in Childhood Education

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

Implications for education of educational, social, historical, and political factors influencing urban schooling and exploration of the role of schools in a multicultural society. Consideration of the implications of the social and cultural contexts of integrating social sciences and humanities into the curriculum. Approaches to teaching, including English language learners and students with special needs. Analysis of recent research in social studies curricula, technology and education, and citizenship education.

Rationale: The Council for Accreditation of Educator Preparation (CAEP) requires that graduate programs include a course on Human Development. The course, CBSE 7885T, includes 20 hours of fieldwork. With the inclusion of an additional 20 hours of fieldwork, we will reduce fieldwork in this course from 30 hours to 20 hours. Students will accrue 100 hours of fieldwork by taking the sequence of courses in the graduate program prior to student teaching, thus being in compliance with New York State Education Department fieldwork requirements.

Date of approval by department:

Effective date: Fall 2017

Section A-V: CHANGES TO EXISTING COURSES

Department of Childhood Bilingual and Special Education

Change in course fieldwork hours

FROM:

CBSE 7213T Teaching and Learning Science in Childhood Education

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

Introduction to research-validated models of teaching science to all students, including students with special needs and English language learners; classroom management; school-community relationships; individual and collaborative inquiry; reflective practice; analysis of national, state and local learning standards in science and technology; integrating technology into the classroom; developing, implementing and evaluating science curriculum in urban classrooms.

TO:

CBSE 7213T Teaching and Learning Science in Childhood Education

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

Introduction to research-validated models of teaching science to all students, including students with special needs and English language learners; classroom management; school-community relationships; individual and collaborative inquiry; reflective practice; analysis of national, state and local learning standards in science and technology; integrating technology into the classroom; developing, implementing and evaluating science curriculum in urban classrooms.

Rationale: The Council for Accreditation of Educator Preparation (CAEP) requires that graduate programs include a course on Human Development. The course, CBSE 7885T, includes 20 hours of fieldwork. With the inclusion of an additional 20 hours of fieldwork, we will reduce fieldwork in this course from 30 hours to 20 hours. Students will accrue 100 hours of fieldwork by taking the sequence of courses in the graduate program prior to student teaching, thus being in compliance with New York State Education Department fieldwork requirements.

Date of approval by department:

Effective date: Fall 2017

Section A-V: CHANGES TO EXISTING COURSES

Department of Childhood Bilingual and Special Education

Change in course fieldwork hours

FROM:

CBSE 7216X Literacy: Issues and Analysis

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

Review and analysis of research in the teaching and learning of literacy. Application of reading and writing, learning theories and research findings in teaching children of varying abilities and in interdisciplinary language arts curricula in childhood education. Pedagogy and instructional practices, focus on English language learners and students with special needs; literacy development and learning process; formal and informal assessment.

TO:

CBSE 7216X Literacy: Issues and Analysis

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

Review and analysis of research in the teaching and learning of literacy. Application of reading and writing, learning theories and research findings in teaching children of varying abilities and in interdisciplinary language arts curricula in childhood education. Pedagogy and instructional practices, focus on English language learners and students with special needs; literacy development and learning process; formal and informal assessment.

Rationale: The Council for Accreditation of Educator Preparation (CAEP) requires that graduate programs include a course on Human Development. The course, CBSE 7885T, includes 20 hours of fieldwork. With the inclusion of an additional 20 hours of fieldwork, we will reduce fieldwork in this course from 30 hours to 20 hours. Students will accrue 100 hours of fieldwork by taking the sequence of courses in the graduate program prior to student teaching, thus being in compliance with New York State Education Department fieldwork requirements.

Date of approval by department:

Effective date: Fall 2017

Section A-V: CHANGES TO EXISTING COURSES

Department of Childhood Bilingual and Special Education

Change in course fieldwork hours

FROM:

CBSE 7440T Teaching Mathematics in Childhood Education

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

Problems and issues in the organization and teaching of subject matter. Techniques of instruction. Introduction to approaches for teaching mathematics to all children from preschool through grade 6, including English language learners and students with special needs. Overview of children's development of number and of geometric and spatial sense; informal mathematical knowledge of young children. National, state, and local standards and curriculum guidelines. Teaching mathematical concepts, computational skills, and higher order thinking processes; integration of mathematics with literacy and other subject areas; formal and informal assessment. Role of technology in teaching and learning mathematics.

Prerequisite: Mathematics *1401 or a mathematics course approved by the program adviser.

TO:

CBSE 7440T Teaching Mathematics in Childhood Education

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

Problems and issues in the organization and teaching of subject matter. Techniques of instruction. Introduction to approaches for teaching mathematics to all children from preschool through grade 6, including English language learners and students with special needs. Overview of children's development of number and of geometric and spatial sense; informal mathematical knowledge of young children. National, state, and local standards and curriculum guidelines. Teaching mathematical concepts, computational skills, and higher order thinking processes; integration of mathematics with literacy and other subject areas; formal and informal assessment. Role of technology in teaching and learning mathematics.

Prerequisite: Mathematics *1401 or a mathematics course approved by the program adviser.

Rationale: The Council for Accreditation of Educator Preparation (CAEP) requires that graduate programs include a course on Human Development. The course, CBSE 7885T, includes 20 hours of fieldwork. With the inclusion of an additional 20 hours of fieldwork, we will reduce fieldwork in this course from 30 hours to 20 hours. Students will accrue 100 hours of fieldwork by taking the sequence of courses in the graduate program prior to student teaching, thus being in compliance with New York State Education Department fieldwork requirements.

Date of approval by department:

Effective date: Fall 2017

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of Computer and Information Science

Change in Bulletin description and prerequisite

Date of departmental approval: September 6, 2016

Effective Date: Fall, 2017

From:

CISC 7120X Programming Languages and Compilers

37½ hours plus conference and independent work; 3 credits

~~In-depth study of major features of programming languages and how they are implemented by compilers. Survey of syntax structures, lexical and semantic analysis. Role of finite automata and regular expressions in language design. Parsing techniques and parse tables. Code generation, optimization, and error detection and recovery.~~

~~**Prerequisite:** Computer and Information Science 7110X [707X] or a course in compilers.~~

To:

CISC *7120X Programming Languages and Compilers

37½ hours plus conference and independent work; 3 credits

Formal languages for language specification (regular expressions and context-free grammars), scanning and parsing, programming paradigms and their characteristics, imperative programming, object-oriented programming, functional programming, logic and constraint programming, scripting languages, concurrent programming, language implementation techniques, virtual machines, run-time systems and memory management.

Prerequisite: A course in data structures; and a course in discrete structures.

Rationale:

Several graduate classes are being withdrawn that deal with individual language paradigms. CISC 7120 always compared different language paradigms; the new bulletin description makes it clearer that the comparison of languages is the intent of the course. CISC 7120 is now intended to be the introductory course in programming languages at the graduate level. Therefore, the prerequisites have changed so that CISC 7120 only has undergraduate courses as the prerequisites.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of School Psychology, Counseling and Leadership (SPCL)

Change in title and Course description

Date of department approval: November 8, 2016

Effective date: Fall 2017

From:

SPCL 7801X ~~Principles and Practices of Guidance~~

45 hours; 3 credits

~~Basic understanding and perspective of guidance history, philosophy, services, forms of organization, and current issues as a foundation for subsequent training and professional practice.~~

To:

SPCL 7801X Foundations of Professional School Counseling

45 hours; 3 credits

Critical introduction to history, philosophy, services, forms of organization, and current issues. Overview of traditional and alternative approaches to school counseling in the context of the U.S. educational system. Personal, social, legal, ethical, and equity challenges of working in urban schools as school counselor.

Rationale: The profession has dropped the term “guidance” and has been using “School Counseling” for many years. The change in name reflects the current standards of the profession as well as the requirements for program accreditation. The revised description also reflects the current standards of the profession for the introductory course to the master program in school counseling.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of School Psychology, Counseling and Leadership (SPCL)

Change in title and Course description

Date of department approval: November 8, 2016

Effective date: Fall 2017

From:

SPCL 7809T ~~Use of Educational, Vocational, and Community Information~~

45 hours; 3 credits

~~Classification analysis and description of occupations. Trends in vocational education. Occupational trends. Collection and dissemination of information in guidance practices.~~

Prerequisite: SPCL 7807T [~~724.07T~~].

To:

SPCL 7809T Career and Educational Counseling

45 hours; 3 credits

Utility and use of career and educational counseling interventions by professional school counselors working with elementary, middle, and high school students. Various career theories and their application in counseling diverse student populations.

Prerequisite: SPCL 7807T

Rationale: The change in name reflects the current standards of the profession as well as the requirements for program accreditation, where “Career” counseling has replaced the older term “Vocational”. The revised description also reflects the current standards of the profession for career counseling within school counseling, which include a greater emphasis on diverse populations.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of School Psychology, Counseling and Leadership (SPCL)

Change in title and Course description

Date of department approval: November 8, 2016

Effective date: Fall 2017

From:

~~SPCL 7813X Organization and Administration of Guidance Services~~

45 hours; 3 credits

~~Basic considerations in the planning, organization, and operation of guidance programs as a whole, including such phases of service as testing and counseling. Typical forms of effective organization and operation. Discussion of problems in initiating and conducting programs.~~

~~Prerequisite: SPCL 7801X {735.3X}.~~

To:

SPCL 7813X Counseling Leadership in Urban Schools

45 hours; 3 credits

In depth exploration of theories and practices related to the professional school counselors' role as a leader, advocate, consultant and collaborator in the urban school environment.

Prerequisite: SPCL 7801X.

Rationale: The profession has dropped the term “guidance” and has been using “Leadership” to reflect the organizational aspect of the school counselor’s role in schools for many years. The change in name reflects the current standards of the profession as well as the requirements for program accreditation.

SECTION A-V: CHANGE IN AN EXISTING COURSE

Department of School Psychology, Counseling, and Leadership

Change in prerequisite

Date of department approval: November 8, 2016

Effective date: Fall 2017

FROM:

SPCL 7931T Practicum in School Psychology I

15 hours plus 100 hours ~~supervised~~ fieldwork; 2 credits

~~Supervised~~ experience in the role and functions of the school psychologist with culturally diverse students, groups, and colleagues.

Prerequisite: matriculation in the school psychologist program, ~~SPCL 7910X with a grade of B- or better, 7911X with a grade of B- or better~~, and permission of the program head/coordinator.

Corequisite: SPCL 7920X

TO:

SPCL 7931T Practicum in School Psychology I

15 hours plus 100 hours fieldwork; 2 credits

Field experience in the role and functions of the school psychologist with culturally diverse students, groups, and colleagues.

Prerequisite: matriculation in the school psychologist program, and permission of the program head/coordinator. Corequisite: SPCL 7920X

Rationale: Wording of fieldwork requirement is not correct. Removed unnecessary pre-requisites. Since the following language appears in the Graduate Bulletin, *A student who acquires 6 credits below B- cannot be awarded an M.S. in Education in this program*, the faculty determined that the additional prerequisite grades associated with specific courses is not necessary.

SECTION A-V: CHANGE IN AN EXISTING COURSE
Department of School Psychology, Counseling, and Leadership
Change in prerequisite

Date of department approval: November 8, 2016

Effective date: Fall 2017

FROM:

SPCL 7932T Practicum in School Psychology II
15 hours plus 100 hours ~~supervised~~ fieldwork; 2 credits

~~Supervised~~ experience in the role and functions of the school psychologist with culturally diverse children, groups, colleagues, and families in educational and/or clinical settings.

Prerequisite: matriculation in the school psychologist program, SPCL 7931T [~~704.1T~~], ~~7910X~~ [~~726.6X~~], ~~7911X~~ [~~721X~~], and permission of the program head. Corequisite: SPCL 7921X [~~733.2X~~], ~~SPCL 7923X~~ [~~721.3X~~].

TO:

SPCL 7932T Practicum in School Psychology II
15 hours plus 100 hours fieldwork; 2 credits

Field experience in the role and functions of the school psychologist with culturally diverse children, groups, colleagues, and families in educational and/or clinical settings.

Prerequisite: matriculation in the school psychologist program, SPCL 7931T, and permission of the program head. Corequisite: SPCL 7921X.

Rationale: Wording of fieldwork requirement is not correct. Removed old course numbering for clarity. Removed unnecessary pre-requisites, because the only prerequisite course deemed necessary for this course is 7931.

SECTION A-V: CHANGES IN EXISTING COURSES

School Psychology, Counseling and Leadership (SPCL) Department

Change in language

Date of Department Approval: November 8, 2016

Effective date: Fall 2017

From:

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

45 hours, ~~one hour~~ conference; 4 credits

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

To:

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

45 hours plus conference; 4 credits

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

Rationale: The change is necessary to conform to uniform Bulletin language.

SECTION A-V: CHANGES IN EXISTING COURSES

School Psychology, Counseling and Leadership (SPCL) Department

Change in language

Date of Department Approval: November 8, 2016

Effective date: Fall 2017

From:

SPCL 7947X: Play Therapy Methods and Approaches

45 hours, ~~one hour~~ conference; 4 credits

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

To:

SPCL 7947X: Play Therapy Methods and Approaches

45 hours plus conference; 4 credits

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

Rationale: The change is necessary to conform to uniform Bulletin language.

SECTION A-V: CHANGES IN EXISTING COURSES

School Psychology, Counseling and Leadership (SPCL) Department
Change in language

Date of Department Approval:
Effective date: Fall 2017

From:
SPCL 7948X: Play Therapy Applications for Special Populations

45 hours, ~~one hour~~ conference; 4 credits

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

To:
SPCL 7948X: Play Therapy Applications for Special Populations

45 hours plus conference; 4 credits

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

Rationale: The change is necessary to conform to uniform Bulletin language.

SECTION A-V: CHANGES IN EXISTING COURSES

School Psychology, Counseling and Leadership (SPCL) Department
Change in language

Date of Department Approval:

Effective date: Fall 2017

From:

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

45 hours, ~~one hour~~ conference; 4 credits

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

To:

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

45 hours plus conference; 4 credits

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

Rationale: The change is necessary to conform to uniform Bulletin language.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7107X ~~Speech~~-Language Acquisition

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

Contemporary models and key issues in ~~speech~~-language development; the nature of language and its components; models and theories of language acquisition; neurodevelopmental ~~background~~; biological, ~~environmental~~ and social-foundations of ~~speech~~-language development during the pre-linguistic period; ~~phonological~~, morphosyntactic, semantic, and pragmatic development during the preschool years and school-years; ~~hands-on experience in collecting, transcribing, analyzing~~ children's spontaneous speech-language samples.

~~Prerequisite: An undergraduate course in language development or permission of the deputy chairperson.~~

To:

SPEC 7107X ~~Speech~~ Advanced Language Acquisition

45 hours (plus conference or independent work); 3 credits

Study of typically developing children's language systems; contemporary models and key issues in language development; the nature of language and its components; models and theories of language acquisition; neurodevelopmental, biological, cognitive, and social-emotional foundations of language development during the pre-linguistic period; morphosyntactic, semantic, and pragmatic development during the preschool years and early school-years; analysis of language and narrative samples; bilingual and second language acquisition; individual and cultural variations in language development.

Rationale: This course title and bulletin description has been revised to be congruent with current standards of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), scope of practice, and trends in the discipline of speech-language pathology. Speech development in typically developing children has been included in the revisions of SPEC 7337.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7115X The Therapeutic Relationship in Communication Disorders

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

~~Focus on an understanding of the relationships among the therapist, the client, and the family; Exploration of the contributions of social system and institutional supports as applied in clinical and educational settings~~

~~Prerequisite or corequisite: a graduate course in diagnosis or clinical methods in speech-language pathology/audiology or permission of the deputy chairperson.~~

To:

SPEC 7115X

The Clinician - Client Therapeutic Relationship in Communication Disorders

30 hours (plus conference or independent work); 2 credits

Contemporary perspectives on clinician-client-family relationships across the lifespan; understanding self in relationship to clients and families; principles of counseling; culturally and linguistically appropriate best practice.

Rationale: The course title and bulletin description has been revised to be congruent with current CAA standards, scope of practice, and trends in the discipline of speech-language pathology. This course has been modified to include contemporary theory and practice of counseling to include culturally and linguistically responsive clinical practice. Historically, this has been a stand-alone course but the content is now embedded across several courses. Decreasing course credit is justified as two credits are sufficient to cover the material due to trends in the field and infusion of aspects of course material across other required courses.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

**SPEC 7128X ~~Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism~~
~~30 hours plus conference; 3 credits~~**

~~Anatomy, physiology, and neurology of the speech mechanism and related articulation, respiration, phonation, and resonance functions.~~

~~Prerequisite: an undergraduate course in the anatomy and physiology of the speech and hearing mechanism.~~

To:

**SPEC 7128X Neural Processes of Communication
45 hours (plus conference or independent work); 3 credits**

Human neuroanatomy and physiology with an emphasis on communication, cognition, and swallowing; central nervous system function; neurological disorders and their implications for normal communication and swallowing.

Rationale: This course has been revised to be congruent with current CAA standards, scope of practice, and current trends in the discipline of speech-language pathology. Students are getting basic foundational knowledge of anatomy and physiology at the undergraduate level so a shift in increased focus on the neuro basis of communication is warranted.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7211X ~~Introduction to Techniques of Research in Speech-Language Pathology and Audiology~~

~~30 hours plus conference; 3 credits~~

~~Review and critique of basic and applied research concepts and designs in speech, hearing, and language sciences through analysis of examples from the literature. Introduction to data organization and analysis. Students engage in research projects concerning developmental processes and disabilities in clinical and educational environments.~~

~~Prerequisite: a course in statistics.~~

To:

SPEC 7211X Research in Speech-Language Pathology and Audiology

45 hours (plus conference or independent work); 3 credits

Basic and applied research concepts and designs in speech, hearing, and language sciences; data organization and analysis; evidence-based practice; discipline-related research; culturally and linguistically responsive research practice.

Rationale: This course title and bulletin description has been revised to be congruent with current CAA standards, scope of practice, and trends in the discipline of speech-language pathology.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7296X Special Problems

45 hours; 3 credits

Directed study supervised by a faculty member. With prior written permission of the deputy chairperson, this course may be repeated once for credit.

Prerequisite: permission of the deputy chairperson.

To:

Special Studies in Communication Sciences and Disorders

45 hours (plus conference or independent work); 3 credits

Directed study supervised by a faculty member. With prior written permission of the deputy chairperson, this course may be repeated once for credit.

Prerequisite: permission of the deputy chairperson.

Rationale: This course has been revised to be congruent with current CAA standards, changes in the scope of practice, and trends in the discipline of speech-language pathology.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7313X Dysphagia: ~~Evaluation and Management~~

~~30 hours plus conference; 3 credits~~

~~Examination of the anatomy and physiology of the oropharyngeal swallowing mechanism; normal and abnormal swallowing; interdisciplinary approaches to the evaluation and management of swallowing disorders; consideration of ethical and contemporary issues in feeding and swallowing.~~

~~Prerequisite: Speech 7128X (728X) or its equivalent or permission of the deputy chairperson.~~

To:

SPEC 7313X Dysphagia

45 hours (plus conference or independent work); 3 credits

Anatomy, physiology, and neural bases of normal swallowing; swallowing disorders in adults associated with various structural, neurological, cognitive and behavioral disorders; interdisciplinary assessment and intervention approaches; evidence-based practice; working with individuals from diverse backgrounds; experiential learning component.

Prerequisite: Speech 7128X

Rationale: The addition of SPEC 71128X as a pre-requisite for this course will ensure that students present with the background knowledge required for successful completion of the course. The course title and bulletin description has been updated to be congruent with current CAA standards, scope of practice, and trends in the discipline of speech-language pathology.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7317X ~~An~~ Introduction to Autism Spectrum Disorders

~~30 hours~~ plus conference; 3 credits

Contemporary issues in autism spectrum disorders from an interdisciplinary and cross-paradigm perspective. ~~Collaborative models for assessment and intervention within the fields of speech-language pathology, special education, and school psychology. Emphasis on partnerships with families. This course is the same as CBSE 7685T [751.3T].~~

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

To:

SPEC 7317X Introduction to Autism Spectrum Disorders

45 hours (plus conference or independent work); 3 credits

Contemporary issues in autism spectrum disorders across the lifespan from an interdisciplinary and cross-paradigm perspectives; historical perspectives; core characteristics; co-morbid features; theoretical models; ASD culture and identity; working with families from diverse backgrounds. (This course is the same as CBSE 7685T).

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

Clearance by Department of Childhood, Bilingual and Special Education (CBSE) Department: November 10, 2016

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

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7318X Neurodevelopmental Speech-Language Assessment and Intervention (0-3 years)

30 hours-plus conference; 3 credits

Identification, evaluation, and treatment of infants and toddlers who are at risk for significant communication and feeding disorders. Consideration of normal and atypical developmental processes.

Prerequisite: any undergraduate or graduate course in normal speech and language development, and an undergraduate course in speech and language disorders.

To:

SPEC 7318X Early Intervention: Zero to Three

30 hours (plus conference or independent work); 2 credits

Contemporary approaches to the identification, assessment and intervention for infants, toddlers, young children and their families; the science of early childhood; developing and implementing individual family service plan (IFSP); collaboration across allied health disciplines; and use of evidence-based and culturally responsive family-centered practice.

Rationale: This course has been revised to be congruent with current CAA standards, scope of practice, and trends in the field of speech-language pathology. This course has been modified to include: contemporary theory and science of early childhood including culturally and linguistically responsive family practice. Curriculum revisions include a shift from three (3) credits to two (2) credits electives since some of course content is being infused in other courses.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8 2016

Effective date of change: Fall 2017

From:

SPEC 7319X Speech, Language, and Communication Development of Children on the Autistic Spectrum: Assessment and Intervention

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

Contemporary issues in speech, language and communication in ~~children~~ on the ~~autistic~~ spectrum. ~~Models of typical and atypical speech, language and communication acquisition. Qualitative differences and unique strengths and challenges.~~ Assessment and intervention from different theoretical perspectives, ~~including developmental and behavioral approaches, with emphasis on the integration of various models.~~ Consideration of augmentative and alternative communication. (This course is the same as CBSE 7686T [~~751.4T~~].)

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

To:

SPEC 7319X Speech, Language, and Communication in Individuals on the Autism Spectrum

45 hours (plus conference or independent work); 3 credits

Contemporary issues in speech, language and communication in individuals on the autism spectrum; typical and atypical speech, language and communication development; early identification; evidence-based assessment and intervention from varied theoretical perspectives; augmentative and alternative communication; culturally and linguistically appropriate practice. (This course is the same as CBSE 7686T).

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

Clearance by Department of Childhood, Bilingual and Special Education (CBSE) Department: November 10, 2016

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

linguistically responsive clinical practice, and working with clients and families across the lifespan.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7321X Language Disorders in Children

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

~~Typical and atypical language development.~~ Etiology, characteristics, assessment, and intervention of preschool children's language disorders; play and emergent literacy; cultural-linguistic and individual variation.

~~Prerequisite: a course in speech and language development.~~

To:

SPEC 7321X Language Disorders in Pre-School Children

45 hours (plus conference or independent work); 3 credits

Etiology, characteristics, and evidence-based assessment and intervention of language disorders in preschool children; models of language disorders in children; emergent literacy to complex language development; cultural-linguistic and individual variation; analysis of play and language samples.

Rationale: This course has been revised to be congruent with current CAA standards, scope of practice, and trends in the discipline of speech-language pathology.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7323X Fluency Disorders

~~30 hours~~ plus conference; 3 credits

~~Etiology and characteristics of fluency disorders. Rationale and procedures for assessing and modifying stuttering, reducing anxiety, and enhancing fluency; application to clinical and educational settings.~~

~~Prerequisite: a course in clinical methods in speech and language disorders.~~

To:

SPEC 7323X Fluency Disorders

45 hours (plus conference or independent work); 3 credits

Etiologies and behavioral characteristics of fluency disorders; evidence-based practice; prevention, assessment, and intervention; counseling; working with culturally and linguistic diverse individuals across the lifespan.

Rationale: This bulletin description has been revised to be congruent with current CAA standards, scope of practice, and trends in the discipline of speech-language pathology.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7325X ~~Clinical Methods in Speech Pathology~~

30 hours plus field experience, 3 credits

~~Theories and treatment of speech and language disorders in clinical and educational settings; Clinical decision-making, problem solving, goal writing, procedures, and contemporary issues in clinical intervention. Cultural aspects will be incorporated.~~

~~Prerequisite: a course in speech and language disorders.~~

To:

SPEC 7325X Clinical Foundations in Speech-Language Pathology

45 hours (plus conference or independent work); 3 credits

Clinical problem-solving and decision-making in speech-language pathology; application of theoretical models to intervention; goal writing; culturally and linguistically appropriate evidence-based practice; principles of counseling.

Rationale: This course has been revised to be congruent with current CAA standards, scope of practice, and trends in the discipline of speech-language pathology.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7326X Aphasia and ~~Related Disorders of Speech~~

~~30 hours plus conference; 3 credits~~

~~-Etiology, diagnosis, treatment of adolescents and adults with language difficulties related to acquired aphasia.~~

~~Prerequisite: a course in speech and language disorders and a course in the anatomy and physiology of the speech mechanism.~~

To:

SPEC 7326X Aphasia and Acquired Linguistic, Cognitive, and Communicative Disorders in Adults

45 hours (plus conference or independent work); 3 credits

Characteristics, etiologies, assessment, and intervention of speech, language, communication, and cognition related to acquired aphasia; current linguistic theories; linguistic and cognitive disruption subsequent to neuropathology; culturally and linguistically appropriate evidence-based practice.

Prerequisite: SPEC 7128X

Rationale: The identification of SPEC 7128X as the pre-requisite for this course is in line with the departmental course sequencing that best serves our students. The course description has been updated to include the use of contemporary terminology. This course has been revised to be congruent with current CAA standards, scope of practice, and trends in the discipline of speech-language pathology.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7327X Voice Disorders

~~30 hours plus conference; 3 credits~~

~~Normal phonation and resonance. Etiology, characteristics, assessment and treatment of voice disorders as applied to clinical, educational, occupational and related settings.~~

~~Prerequisite: a course in speech disorders and a course in the anatomy and physiology of the speech mechanism.~~

To:

SPEC 7327X Voice Disorders

45 hours (plus conference or independent work); 3 credits

Anatomy and physiology of the laryngeal and respiratory systems; characteristics of typical and atypical phonation across the lifespan; etiologies, assessment, intervention, and prevention of voice disorders; culturally and linguistically appropriate evidence-based practice.

Prerequisite: SPEC 7128X

Rationale: This bulletin description course has been revised to be congruent with current CAA standard, scope of practice, and trends in the discipline of speech-language pathology.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7331X Motor Speech Disorders: ~~Differential Diagnosis, Treatment and Management~~

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

~~Etiology, characteristics, assessment, treatment and management of the dysarthrias and apraxia resulting from disorders of the upper and lower motor neurons, disorders of the cerebellar system, hypokinetic and hyperkinetic disorders of the extrapyramidal system, and impairment of motor speech programming.~~

~~Prerequisite: a course in the anatomy and physiology of the speech mechanism.~~

To:

SPEC 7331X Motor Speech Disorders

45 hours (plus conference or independent work); 3 credits

Classifications, etiologies, characteristics, assessment and intervention of communication disorders resulting from neurologic impairment; dysarthrias and apraxias of speech through the lifespan; culturally and linguistically appropriate evidence-based practice.

Prerequisite: SPEC 7128X or permission of the deputy chairperson.

Rationale: The addition of SPEC 7128X as a pre-requisite for this course will ensure that students present with the background knowledge required for successful completion of this course. This course has been revised to be congruent with current CAA standards, scope of practice, and trends in the discipline of speech-language pathology. This course has been modified to include: contemporary theory and practice and culturally and linguistically responsive clinical practice. This course will become a required course based on current trends in the field and requirement of adult externship sites to have all students complete this course prior to clinical practice.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

~~**SPEC 7333X Measurement and Evaluation of Speech and Language Disorders**
30 hours plus conference; 3 credits~~

~~Critical analysis of measurement and evaluation procedures in diagnosing speech and language disorders. Test administration and interpretation of test results as applied to clinical and educational settings.~~

~~Prerequisite: A course in speech and language disorders.~~

To:

SPEC 7333X Measurement and Evaluation of Speech and Language Disorders
Diagnostic Principles and Procedures in Speech-Language Pathology
45 hours (plus conference or independent work); 3 credits

Theoretical frameworks underlying evidence-based assessment; contemporary approaches to identification and assessment of speech, language and communication differences/disorders across the lifespan; administration and interpretation of standardized instruments and nonstandardized procedures; psychometric principles; non-biased assessment; consideration of bilingualism and cultural-linguistic factors; professional report writing.

Rationale: This course has been revised to be congruent with current CAA standards, scope of practice, and trends in the discipline of speech-language pathology. This course has been modified to include contemporary evidence-based identification and assessment of speech, language, communication disorders/differences and swallowing disorders with culturally and linguistically responsive practice.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7334X Aging: ~~Speech and Language Processes and Disorders~~
30 hours ~~lecture~~ plus conference and individual work; ~~3 credits~~

~~The effect of aging on speech and language processes and disorders.~~

~~Prerequisite: a course in speech and language disorders or permission of the deputy chairperson.~~

To:

SPEC 7334 X Communication Disorders and Aging
30 hours (plus conference and independent work); 2 credits

Study of aspects of aging that impact communication processes, including changes in social, cognitive, sensory, and motor functions; culturally and linguistically appropriate evidence-based practice; the culture of aging; prevention, assessment and functional intervention approaches geared to the specific communication needs of adult geriatric populations; and counseling.

Prerequisite: SPEC 7128X

Rationale: This course has been updated to be congruent with current CAA standards, scope of practice, and trends in the discipline of speech-language pathology. This course has been reduced from three to two credits as some of the course content is infused in other courses.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7336X ~~Speech and Language-based Learning Disabilities in School-Age Children and Adolescents~~

30 hours plus conference; 3 credits

~~Typical and atypical development of language in the school-age child and adolescent. Etiology, characteristics, assessment, and treatment of speech and language-based learning disabilities in children and adolescents. Consideration of the interdependence among language, discourse, and literacy skills.~~

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

To:

SPEC 7336X Literacy and Language-Based Learning Disabilities

45 hours (plus conference or independent work); 3 credits

Etiologies, characteristics, and evidence-based assessment and intervention of speech, literacy and language-based learning disabilities in school-age children and adolescents; theoretical paradigms used in identification, assessment and intervention; interdependence of language, literacy, and academic achievement; culturally and linguistically appropriate practice.

Rationale: This course has been revised to be congruent with current CAA standards, scope of practice, and trends in the discipline of speech-language pathology.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7337X ~~Articulation and Phonological Disorders~~

30 hours plus conference; 3 credits

~~Etiology, characteristics, assessment, and treatment of articulation and phonological disorders in children and adults. Dialectical variations, phonological awareness, and literacy.~~

~~Prerequisite: a course in speech disorders.~~

To:

SPEC 7337X Speech Sound Development and Disorders

45 hours (plus conference or independent work); 3 credits

Phonological theory and research of typical articulation and phonological patterns; perceptual and motor development; phonological processes; evidence-based assessment and intervention; etiologies and characteristics of speech sound disorders; relationships to phonological awareness and literacy; culturally and linguistically appropriate practice.

Rationale: The new course title reflects current vocabulary and changing terminology, a difference used by ASHA and most current texts and researchers. The term SSD is more current and comprehensive in its scope than the earlier title, Articulation and Phonological Disorders. The bulletin description was changed as the course emphasizes theoretical and research based information and evidence-based practice, as well as culturally and linguistically appropriate practice consistent with the growing demographic changes in the country.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7338X Augmentative Communication

30 hours plus field experience; 3 credits

~~Etiology, diagnosis, and treatment of severely speech-impaired individuals requiring special augmentative adaptations for communication. Focus on nonelectronic systems, computerized aids, and the development of communication skills for the physically handicapped. Applications to home, clinical, and educational environments.~~

~~Prerequisite: a course in cerebral palsy or permission of the deputy chairperson.~~

To:

SPEC 7338X Augmentative and Alternative Communication

30 hours (plus conference or independent work); 2 credits

Introduction to, and working knowledge, of augmentative and alternative communication modes; examination of low, mid and high assistive technologies; etiologies and diagnoses of individuals using augmentative and alternative communication modes; multicultural considerations; evidence-based evaluation and intervention.

Rationale: This course title and bulletin description has been revised to be congruent with current CAA standards, scope of practice, and trends in the discipline of speech-language pathology. Revisions in curriculum include a shift from three to two credit electives since course content is infused across other required courses.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC ~~7391X~~ Clinical Practicum in Speech-Language Pathology

~~45 hours; 1-credit~~

~~Supervised clinical experience in community clinics, hospitals, nursing homes, and preschool, school-age, and adolescent educational settings. Weekly seminars. Must be completed at the Diana Rogovin Davidow Speech Language Hearing Center. Failure to earn a grade of B or better in any attempt at Speech ~~7391X [729.1X], 7392X [729.2X] or 7393X [729.3]~~ may result in implementation of a remediation plan, independent of the GPA, as deemed appropriate by the department. Following remediation, failure to earn a grade of B or better on a subsequent attempt at Speech ~~7391X [729.1X],~~ may result in restrictions on registration in the program. Continued enrollment in all clinical practicum courses is also contingent upon the student's demonstration of standards of professional conduct and demeanor as deemed appropriate by the department in conjunction with ASHA guidelines and New York State requirements. ~~7391X [729.1X] Diagnostics 7392X [729.2X] Rehabilitation 7393X [729.3X] Advanced Diagnostics and/or Rehabilitation Practicum hours will be counted toward minimum requirements for ASHA certification, teacher certification, and state licensure only in those courses in which a student earns a grade of B or better.~~~~

~~Prerequisite of ~~7391X~~: a grade of B or better in Speech ~~7333X [733X]~~ or permission of deputy chairperson.~~

To:

SPEC 7395X Clinical Practicum and Seminar: Assessment in Speech-Language Pathology

30 hours (plus seminar and clinical practicum); 2 credits

Supervised clinical experiences completed on campus; identification and evidence-based assessment of individuals with speech, language, swallowing, communication differences/disorders across the lifespan; culturally and linguistically appropriate assessment; counseling; professional issues; ASHA code of ethics and scope of practice. Co-requisite with SPEC 7396X. Each clinic practicum course includes clinical experience and seminar.

Prerequisite: A grade of B or better in Speech 7333X or permission of deputy chairperson
Corequisite: SPEC 7396X

Rationale: The new bulletin description is more comprehensive of what actually occurs in this course. The course numbers have been changed to more clearly outline the clinical practicum

sequence, differentiate each clinical practicum, and enhance clarity for graduate students. The increase in credits more closely reflects the number of hours students complete for each clinical practicum. This course has been revised to be congruent with current CAA standards, scope of practice, and trends in the discipline of speech-language pathology.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7392X Clinical Practicum in Speech-Language Pathology

45 hours; 1 credit

~~Supervised clinical experience in community clinics, hospitals, nursing homes, and preschool, school age, and adolescent educational settings. Weekly seminars. Must be completed at the Diana Rogovin Davidow~~

~~Speech Language Hearing Center. Failure to earn a grade of B or better in any attempt at 7392X [729.2X] may result in implementation of a remediation plan, independent of the GPA, as deemed appropriate by the department. Following remediation, failure to earn a grade of B or better on a subsequent attempt at 7392X [729.2X] may result in restrictions on registration in the program. Continued enrollment in all clinical practicum courses is also contingent upon the student's demonstration of standards of professional conduct and demeanor as deemed appropriate by the department in conjunction with ASHA guidelines and New York State requirements. 7391X [729.1X] Diagnostics 7392X [729.2X] Rehabilitation 7393X [729.3X] Advanced Diagnostics and/or Rehabilitation Practicum hours will be counted toward minimum requirements for ASHA certification, teacher certification, and state licensure only in those courses in which a student earns a grade of B or better.~~

~~Prerequisite of 7392X: a grade of B or better in Speech 7325X [725X] or permission of the deputy chairperson.~~

To:

SPEC 7396X Clinical Practicum and Seminar: Intervention in Speech-Language Pathology

30 hours (plus seminar and clinical practicum); 2 credits

Supervised clinical experiences completed on campus; evidence-based intervention of individuals with speech, language, swallowing, and communication differences/disorders across the lifespan; culturally and linguistically appropriate intervention; counseling; professional issues; ASHA code of ethics and scope of practice. Each clinic practicum course includes clinical experience and seminar.

Prerequisite: A grade of B or better in Speech 7325X or permission of deputy chairperson.

Corequisite with SPEC 7395X.

Rationale: The change in course title and bulletin description are reflective of course content and

have been modified to be more transparent for students. The new bulletin description is more comprehensive of what actually occurs in this course. The course numbers have been changed to more clearly outline the clinical practicum sequence, differentiate each clinical practicum, and enhance clarity for students. The increase in credits more closely reflects the number of hours students complete for each clinical practicum. This course has been revised to be congruent with current CAA standards, scope of practice, and trends in the discipline of speech-language pathology.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7393X Clinical Practicum in Speech-Language Pathology

45 hours; 1 credit

Supervised clinical experience in community clinics, hospitals, nursing homes, and preschool, school-age, and adolescent educational settings. Weekly seminars. Speech 7393X [729.3X] may be taken for credit four times. Failure to earn a grade of B or better in any attempt at 7393X [729.3X] may result in implementation of a remediation plan, independent of the GPA, as deemed appropriate by the department. Following remediation, failure to earn a grade of B or better on a subsequent attempt at 7393X [729.3X] may result in restrictions on registration in the program. Continued enrollment in all clinical practicum courses is also contingent upon the student's demonstration of standards of professional conduct and demeanor as deemed appropriate by the department in conjunction with ASHA guidelines and New York State requirements. 7391X [729.1X] Diagnostics 7392X [729.2X] Rehabilitation 7393X [729.3X] Advanced Diagnostics and/or Rehabilitation Practicum hours will be counted toward minimum requirements for ASHA certification, teacher certification, and state licensure only in those courses in which a student earns a grade of B or better.

Prerequisite of 7393X: a grade of B or better in Speech 7392X [729.2X] or permission of the deputy chairperson. Prerequisite or corequisite of 729.3X: Speech 7391X [729.1X] or permission of the deputy chairperson.

To:

SPEC 7397X Clinical Practicum and Seminar in Speech-Language Pathology: Assessment and Intervention

30 hours (plus seminar and clinical practicum); 2 credits

Supervised clinical experiences completed at on-and/or off-campus sites; evidence-based identification, assessment and intervention of individuals with speech, language, swallowing, communication differences/disorders across the lifespan; culturally and linguistically appropriate identification, assessment and intervention; counseling; professional issues; ASHA code of ethics and scope of practice. Each clinic practicum course includes clinical experience and seminar. This practicum is for advanced, second year students.

Prerequisite: A grade of B or better in SPEC 7395X and SPEC 7396X

To:

SPEC 7398 Clinical Practicum and Seminar in Speech-Language Pathology: Assessment and Intervention

30 hours (plus seminar and clinical practicum); 2 credits

Supervised clinical experiences completed at on- and/or off-campus sites; evidence-based identification, assessment and intervention of infant, child, and/or adolescent populations with speech, language, swallowing, and communication differences/disorders; culturally and linguistically appropriate identification, assessment and intervention; counseling; professional issues; ASHA code of ethics and scope of practice. Each clinic practicum course includes clinical experience and seminar. This clinical practicum typically precedes SPEC 7399; however, the order of practicum may be reversed if deemed necessary by the graduate program.

Prerequisite: A grade of B or better in SPEC 7397X.

To:

SPEC 7399: Clinical Practicum and Seminar in Speech-Language Pathology: Assessment and Intervention

30 hours (plus seminar and clinical practicum); 2 credits

Supervised clinical experiences completed at off-campus sites; evidence-based identification, assessment and intervention of adults and/or geriatric populations. Individuals with speech, language, swallowing, communication differences/disorders; culturally and linguistically appropriate identification, assessment and intervention; counseling; professional issues. Each clinic practicum course includes clinical experience and seminar. On occasion, SPEC 7399 may precede SPEC 7398 if deemed necessary by the graduate program.

Prerequisite: A grade of B or better in SPEC 7398X or SPEC 7399, if completed.

Rationale: SPEC 7393 has been offered to students for up to 4 times during their clinical practicum experiences. In order to be more transparent for students and to clearly reflect the sequence of clinic practicum courses, all clinic practicum courses are being renumbered to reflect the differences between each practicum and specific requirements in the clinical sequence. This course has been revised to be congruent with current CAA standards, scope of practice, and trends in the discipline of speech-language pathology. This course has been modified to include: contemporary theory and practice of speech, language, swallowing, communicative and/or swallowing processes, evidence-based identification, prevention, assessment and intervention across speech, language, swallowing, and/or communication differences/disorders, culturally and linguistically responsive clinical practice, and working with clients and families across the lifespan.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC U7441X Clinical Audiology

~~30 hours~~ plus conference; 3 credits

~~Clinical aspects of audiologic test procedures, interpretation, and aural (re)habilitation of hearing impairments relevant to the practice of speech-language pathology.~~

~~Prerequisite: an undergraduate course in audiology.~~

To:

SPEC U7441X Clinical Audiology

45 hours (plus conference or independent work); 3 credits

Evidence-based clinical aspects of audiologic identification, assessment, intervention, and prevention of hearing impairments relevant to the practice of speech-language pathology; strategies for working with individuals and their families across the lifespan; culturally and linguistically appropriate practice.

Rationale: This course description has been revised to be congruent with current CAA standards, scope of practice, and trends in the discipline of speech-language pathology. This course has been modified to include: evidence-based identification, prevention, assessment and intervention of hearing impairments, culturally and linguistically responsive clinical practice, and working with client and families across the lifespan.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7535X ~~Introduction to Bilingual and Second Language Acquisition~~

~~30 hours~~ plus conference; 3 credits

~~Survey of Bilingual and second language acquisition theory; and research as it relates to differentiating speech and language difference from disorder. Examination of research associated with the socio- and psycho-linguistic, cognitive, and sociocultural dimensions of bilingual and second language development as well as bilingual education and multicultural perspectives. Data collection and analysis. Applications to educational and community settings. This course is the same as CBSE-7360X [EDUC 798X].~~

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

To:

SPEC 7535X Bilingual and Second Language Acquisition

45 hours (plus conference or independent work); 3 credits

Sociocultural, psycholinguistic, sociolinguistic, cognitive, and developmental perspectives on bilingual and second language acquisition; contemporary theories of bilingual and second language acquisition; evidence-based research; differentiation of differences from disorders; cultural and linguistic competence; bilingual and multicultural education and perspectives. This course is the same as CBSE 7360X.

Clearance by Department of Childhood, Bilingual and Special Education (CBSE) Department: November 9, 2016

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

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Science-

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7536X Assessment & Intervention for Bilingual and Second Language Learners

30-hours plus conference; 3 credits

~~Examination of cultural/linguistic competencies necessary to provide appropriate assessment and intervention for bilingual and second language learners. Examination of qualitative and quantitative procedures with consideration to individual linguistic, cultural, and socioeconomic background to determine difference vs. disorder. Applications to educational and community settings. This course is the same as CBSE 7359X [766.2X].~~

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

To:

SPEC 7536X Identification, Assessment & Intervention for Bilingual and Second Language Learners

45 hours (plus conference or independent work); 3 credits

Cultural, linguistic and clinical competencies for assessment and intervention; application of evidence-based research; non-biased assessment; distinguishing differences from disorders; working with individuals and families from diverse backgrounds; culturally and linguistically appropriate practice. This course is the same as CBSE 7359X [766.2X].

Prerequisite: SPEC 7535X

Clearance by Department of Childhood, Bilingual and Special Education (CBSE) Department: November 9, 2016

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

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From:

SPEC 7551X Professional Practice in Educational Settings

~~30 hours plus field experience~~; 3 credits

~~Implementation of speech-language services in schools. Methodologies applicable to various service delivery models; educational law; strategies for effective participation in legally mandated activities in order for the speech and language impaired student to achieve prescribed academic standards. Observation of various classroom models.~~

~~Prerequisite: SPEC 7325X [725X]~~

To:

SPEC 7551X

Professional Practice of Speech-Language Pathology in Educational Settings

45 hours (plus conference or independent work); 3 credits

Roles and responsibilities of the speech-language pathologist; collaborative approaches; legislation related to service provision; service delivery models; developing and implementing Individualized Educational Program (IEP) goals; differentiation between disorders and differences in speech, language and communication; evidence-based approaches; augmentative and alternative communication systems; culturally and linguistically appropriate practice.

Rationale: Title and course description change is more comprehensive so that students understand specifics of what is emphasized in the course. This course has been revised to be congruent with current CAA standards, scope of practice, and trends in the discipline of speech-language pathology. This course has been modified to include: contemporary theory and practice of speech, language, communicative processes in educational settings, culturally and linguistically responsive clinical practice across the lifespan.

SECTION A-V: CHANGES IN AN EXISTING COURSE

Speech Communication Arts & Sciences

Date of departmental approval: November 8, 2016

Effective date of change: Fall 2017

From: SPEC 7691X Clinical Practicum in Audiology

~~45 hours; 1 credit~~

~~Supervised clinical experience. Weekly seminars. [749.1X] must be completed at the Diana Rogovin Davidow Speech Language Hearing Center. Failure to earn a grade of B or better in any attempt at Speech 7691X [749.1X] may result in implementation of a remediation plan, independent of the GPA, as deemed appropriate by the department. Following remediation, failure to earn a grade of B or better on a subsequent attempt at Speech 7691X [749.1X] may result in restrictions on registration in the program. Continued enrollment in all clinical practicum courses is also contingent upon the student's demonstration of standards of professional conduct and demeanor as deemed appropriate by the department in conjunction with ASHA guidelines and New York State requirements. (Speech 7691X [749.1X] is not open to students who have completed Speech 749X.) Practicum hours will be counted toward minimum requirements for ASHA certification and state licensure only in those courses in which a student earns a grade of B or better.~~

~~Prerequisite or corequisite: 7691 [7491X.1X]: a grade of B or better in Speech U7441X [741X]; or permission of the deputy chairperson.~~

To:

SPEC 7691X Clinical Practicum and Seminar in Audiology

15 hours (plus seminar and clinical practicum); 1 credit

Supervised clinical experience with individuals throughout the lifespan and of diverse cultural and linguistic backgrounds; identification, assessment, (re)habilitation and prevention of hearing impairment related to the practice of speech-language pathology; professional issues and case studies.

Prerequisite or corequisite: U7441X [741X] or permission of the deputy chairperson.

Rationale: This course has been revised to be congruent with current CAA standards, scope of practice and trends in the discipline of speech-language pathology and audiology. The bulletin description has been modified to allow for transparency so that students better understand course content. This course has been modified to include: contemporary theory and practice, evidence-based identification, prevention, assessment and intervention, culturally and linguistically responsive clinical practice, and working with clients and families across the lifespan.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Television and Radio

Changes in number.

Date of departmental approval: September 6, 2016

Effective date: Fall semester, 2017

From:

TVRA ~~7732X~~ Multi-Camera: Directing and Producing

30 hours lecture, 30 hours laboratory; 3 credits

Producing and directing various program formats including panel discussion, news, fiction, music, dance and other genres suitable for multiple camera.

Prerequisite: matriculation in the M.F.A. program.

To:

TVRA 7782X Multi-Camera: Directing and Producing

30 hours lecture, 30 hours laboratory; 3 credits

Producing and directing various program formats including panel discussion, news, fiction, music, dance and other genres suitable for multiple camera.

Prerequisite: matriculation in the M.F.A. program.

Rationale:

Course number is being changed to provide a more logical numerical coding system within the program. The third number '8' denotes multi-camera production courses. The fourth number '2' denotes that the course is offered in the second semester.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Television and Radio

Changes in credit hours format, title and description.

Date of departmental approval: September 6, 2016

Effective date: Fall semester, 2017

From:

TVRA 7733G Sound Design

60 hours; 3 credits

Principles and techniques in sound design for television production and sound art. Aesthetics and techniques of sound design through all stages of production: research and development through post-production. Students will learn how to construct a complex soundscape in a variety of digital platforms. The course is taught as a workshop.

Prerequisite: Matriculation for the M.F.A. degree or permission of the deputy chairperson.

To:

TVRA 7733G Sound Recording and Design

60 hours; 3 credits

Principles and techniques in sound recording and design for television production and sound art. Aesthetics and techniques of sound recording and design through all stages of production: research and development through post-production. Students will learn how to construct a complex soundscape in a variety of digital platforms. The course is taught as a workshop.

Prerequisite: Matriculation for the M.F.A. degree or permission of the deputy chairperson.

Clearances: None

Rationale: The revised course includes new intermediate and advanced sound recording learning objectives and lecture, lab and project components. These additions will address deficiencies in audio recording that currently exist in advanced student projects.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Television and Radio

Changes in numbers of the course and prerequisites.

Date of departmental approval: September 6, 2016

Effective date: Fall semester, 2017

From:

TVRA ~~7736X~~ Advanced Directing

30 hours lecture, 30 hours laboratory; 3 credits

Authorship and aesthetics. Director's vision and craft. All stages of production: pitch and proposal, screenwriting, budget and logistics, casting, rehearsals and performance, visualization, production design, staging and directing mise-en-scene, editing, post-production and distribution.

Prerequisite: Television and Radio ~~7732X [732X]~~ or ~~7782X [782X]~~ for M.F.A. in Television Production candidates; PIMA 7010G [701G] for advanced certificate candidates in the Performance and Interactive Media Arts program.

To:

TVRA 7773X Advanced Directing

30 hours lecture, 30 hours laboratory; 3 credits

Authorship and aesthetics. Director's vision and craft. All stages of production: pitch and proposal, screenwriting, budget and logistics, casting, rehearsals and performance, visualization, production design, staging and directing mise-en-scene, editing, post-production and distribution.

Prerequisite: Television and Radio 7752 or 7782 for M.F.A. in Television Production candidates; PIMA 7010G [701G] for advanced certificate candidates in the Performance and Interactive Media Arts program.

Rationale:

Course number is being changed to provide a more logical numerical coding system within the program. The third number '7' denotes elective courses. Accordingly, the prerequisite courses' numbers are changed to accommodate the new system. The prerequisite courses have not been changed.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Television and Radio

Changes in number, credit hours format, title and description.

Date of departmental approval: September 6, 2016

Effective date: Fall semester, 2017

From:

TVRA 7740G Scriptwriting

~~45 hours; 3 credits~~

The art of visual storytelling. Principles of story design. Various script formats. Creating and developing characters. Essentials of dramatizations. Structure and plot.

Prerequisite: Matriculation for the M.F.A. degree or permission of the deputy chairperson.

To:

TVRA 7741G Research and Development. Introduction to Scriptwriting

3 hours; 3 credits

The art of visual storytelling. Principles of story design. Generating, researching and developing ideas in a broad range of forms. Various script formats. Treatments and proposals. Creating and developing characters. Essentials of dramatizations. Structure and plot.

Prerequisite: Matriculation for the M.F.A. degree or permission of the deputy chairperson.

Clearances: Film

Rationale: The new description more accurately reflects the content of the course which now includes components of research, idea development, writing treatments and writing proposals. The old course was taught in the second semester. It now takes place during the 1st semester of the M.F.A. curriculum and spends more time and instruction dedicated to prewriting: ideation, research and development. Course number is being changed to provide a more logical numerical coding system within the program.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Television and Radio

Changes in course number.

Date of departmental approval: September 6, 2016

Effective date: Fall semester, 2017

From:

TVRA ~~7749X~~ Study Abroad India: Documentary Production and Cultural Studies
15 hours lecture, 60 hours lab; 3 credits

A 21-day course that combines lectures, sightseeing, and documentary production work.

Prerequisite: Permission of the instructor

To:

TVRA 7779X Study Abroad India: Documentary Production and Cultural Studies
15 hours lecture, 60 hours lab; 3 credits

A 21-day course that combines lectures, sightseeing, and documentary production work.

Prerequisite: Permission of the instructor

Rationale:

Course number is being changed to provide a more logical numerical coding system within the program. The third number '7' denotes elective courses.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Television and Radio

Changes in course number.

Date of departmental approval: September 6, 2016

Effective date: Fall semester, 2017

From:

TVRA ~~7750X~~ Directing Television Adaption: Analysis and Production

30 Lecture Hours and 30 Lab Hours; 3 credits

In-depth analysis of scenes from critically acclaimed adaptations of classic and modern literary and dramatic text. Art of adaptation. Principles and techniques of adapting for television, focusing on interpretation of texts and constructing its audio-visual realization through all phases of production: research and development, working with actors, set design and lighting, shot composition, editing and mixing sound in multi-camera live environment and post production. Students direct their own interpretation of a script of their choice. For the final common class project students choose one production position, according to their interests and skills.

Prerequisite: Permission of the Deputy Chair.

To:

TVRA 7770X Directing Television Adaption: Analysis and Production

30 Lecture Hours and 30 Lab Hours; 3 credits

In-depth analysis of scenes from critically acclaimed adaptations of classic and modern literary and dramatic text. Art of adaptation. Principles and techniques of adapting for television, focusing on interpretation of texts and constructing its audio-visual realization through all phases of production: research and development, working with actors, set design and lighting, shot composition, editing and mixing sound in multi-camera live environment and post production. Students direct their own interpretation of a script of their choice. For the final common class project students choose one production position, according to their interests and skills.

Prerequisite: Permission of the Deputy Chair.

Rationale:

Course number is being changed to provide a more logical numerical coding system within the program. The third number '7' denotes elective courses.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Television and Radio

Changes in number, credit hours format and description.

Date of departmental approval: September 6, 2016

Effective date: Fall semester, 2017

From:

TVRA ~~7752X~~ Single Camera: Directing and Producing

30 hours lecture, 30 hours laboratory; 3 credits

~~Developing and designing content suitable for single camera production in a variety of genres. Director's and Producer's roles in creating and distributing such programs.~~

Prerequisite: Matriculation for the M.F.A. degree in television production.

To:

TVRA 7751X Single Camera: Directing and Producing

30 hours lecture, 30 hours laboratory; 3 credits

History and evolution of single camera aesthetics. Genres and styles. In-depth analysis of fiction and non fiction narratives produced with a single camera. Production planning and management. Directing and producing content for single camera production. Director's and Producer's roles in creating and distributing such content across platforms.

Prerequisite: Matriculation for the M.F.A. degree in television production.

Clearances: Film

Rationale: The new description more accurately reflects the content of the course which has evolved to include more components of research, development and production planning and management. Since cinematography and scriptwriting will now be covered in two new courses (TVRA 7741 Research and Development: Introduction to Scriptwriting and TVRA 7731 Cinematography and Production Design) this course can allocate more time and attention to introducing students to history of single camera aesthetics and masters of visual storytelling. Course number is being changed to provide a more logical numerical coding system within the program.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Television and Radio

Changes in course number.

Date of departmental approval: September 6, 2016

Effective date: Fall semester, 2017

From:

TVRA ~~7769X~~ Fieldwork in Electronic Media

200 hours of fieldwork plus conference hours to be arranged; 3 credits

Placement in a professional electronic media organization for intensive supervised assignment. Joint supervision by a faculty member and member of the organization. Regular conferences with faculty supervisor. Preparation of written report on fieldwork experience.

Prerequisite: matriculation in the M.S. or M.F.A. program and permission of the deputy chairperson.

To:

TVRA 7799X Fieldwork in Electronic Media

200 hours of fieldwork plus conference hours to be arranged; 3 credits

Placement in a professional electronic media organization for intensive supervised assignment. Joint supervision by a faculty member and member of the organization. Regular conferences with faculty supervisor. Preparation of written report on fieldwork experience.

Prerequisite: matriculation in the M.S. or M.F.A. program and permission of the deputy chairperson.

Rationale: Course number is being changed to provide a more logical numerical coding system within the program.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Television and Radio

Changes in course number.

Date of departmental approval: September 6, 2016

Effective date: Fall semester, 2017

From:

TVRA-7781G Post-Production: Theory and Practice

15 hours lecture, 90 hours laboratory; 4 credits

Design and operation of postproduction workflow; the technique, craft, and art of editing; fundamental principles of montage, continuity and dialogue editing, with a focus on telling a compelling story. Students assemble short projects from prerecorded footage.

Prerequisite: matriculation for the M.F.A. degree in television production.

To:

TVRA 7761G Post-Production: Theory and Practice

15 hours lecture, 90 hours laboratory; 4 credits

Design and operation of postproduction workflow; the technique, craft, and art of editing; fundamental principles of montage, continuity and dialogue editing, with a focus on telling a compelling story. Students assemble short projects from prerecorded footage.

Prerequisite: matriculation for the M.F.A. degree in television production.

Rationale:

Course number is being changed to provide a more logical numerical coding system within the program. The third number '6' denotes post-production courses. The fourth number '1' denotes that the course is offered in the first semester.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Television and Radio

Changes in numbers of the course and prerequisites.

Date of departmental approval: September 6, 2016

Effective date: Fall semester, 2017

From:

7782G Single Camera: Advanced Directing and Producing

15 hours lecture, 60 hours laboratory; 3 credits

Director's vision, craft and responsibility. All aspects of pre-production, production, and post-production. Students write, direct, produce, design, shoot and edit 10-20 min. projects. Fiction and non-fiction. Course prepares students for their 30 min. MFA single camera production.

Prerequisite: Television and Radio ~~7781G [781G]~~.

To:

7752G Single Camera: Advanced Directing and Producing

15 hours lecture, 60 hours laboratory; 3 credits

Director's vision, craft and responsibility. All aspects of pre-production, production, and post-production. Students write, direct, produce, design, shoot and edit 10-20 min. projects. Fiction and non-fiction. Course prepares students for their 30 min. MFA single camera production.

Prerequisite: Television and Radio 7751X.

Rationale:

Course number is being changed to provide a more logical numerical coding system within the program. The third number '5' denotes single camera production courses. The fourth number '2' denotes that the course is offered in the second semester. Accordingly, the prerequisite course's number is changed to accommodate the new system. The prerequisite course requirement itself has not been changed.

SECTION A-VI: OTHER CHANGES

Department of Computer and Information Science

Withdrawing a course

Date of departmental approval: September 6, 2016

Effective Date: Fall, 2017

CISC *7130X Logic Programming

~~37½ hours plus conference and independent work; 3 credits~~

~~Elementary formal systems and Post productions, unification algorithms, fixed point semantics, Prolog interpreters and Prolog oriented hardware, logic programming systems under development, applicationst fifth generation computing.~~

Prerequisite: ~~Computer and Information Science 7420X [719.1X] or a course in mathematical logic~~

Rationale:

An independy course in this area is no longer needed. The content of this course will be partially covered in the rewritten CISC 7120.

SECTION A-VI: OTHER CHANGES

Department of Computer and Information Science

Withdrawing a course

Date of departmental approval: September 6, 2016

Effective Date: Fall, 2017

CISC *7132X Declarative Programming

~~37½ hours plus conference and independent work; 3 credits~~

~~Functional, logic, and constraint programming paradigms and languages. Logic programming concepts: logic variables, unification, recursion, and backtracking. Constraint solving and constraint programming. Functional programming concepts: lambda calculus, pattern matching, high-order functions, strong typing, polymorphism, and lazy evaluation. Declarative programming languages: Prolog, Haskell, and CLP (Constraint Logic Programming).~~

~~Prerequisite: A course in discrete structures and a course in data structures; Computer and Information Science 7110X [707X] or 7310X [704X] or 7510X [717.1X].~~

Rationale:

An independent course in this area is no longer needed. The content of this course will be partially covered in the rewritten CISC 7120.

SECTION A-VI: OTHER CHANGES

Department of Computer and Information Science

Withdrawing a course

Date of departmental approval: September 6, 2016

Effective Date: Fall, 2017

CISC *7140X Functional Programming Languages

~~37½ hours plus conference and independent work; 3 credits~~

~~Backus's algebra of functional programs. The functional programming languages UNIX FP, ML, HOPE, IFP, and FL. Syntax and semantics of functional programming languages. Machine architectures for functional programming. Specialized specification and symbolic simulation of functional programs.~~

~~**Prerequisite:** A course in discrete structures; and one of the following: Computer and Information Science 7224X [724X], a course in formal languages, or a course in programming languages.~~

Rationale:

An independent course in this area is no longer needed. The content of this course will be partially covered in the rewritten CISC 7120.

APPENDIX: SPECIAL TOPICS

Conservatory of Music

MUSC U7633X Special Topics Seminar: Music Education 45 hours; 3 credits

Bulletin Description: Intensive study of specific issues and approaches in music education. May be repeated for credit with a different topic, as indicated in the class schedule and approved by the director.

Prerequisite: Permission of the director

Date of Department Approval: November 8, 2016

Title of the Special Topic: Music Educator as Researcher

Semester offered: Fall 2017

Description

Using the research process as metaphor for teaching and learning practices, this course will immerse graduate music-education candidates in the process of educational research in music. Students will be provided with multiple opportunities to describe, understand, and explain how music learning takes place through a first-hand experience of various qualitative research methods. Pedagogical connections and teaching strategies will be developed in relation to each research method proposed.

Projected Enrollment: 12 students per semester

Clearances: none

Rationale: The premise of this course is that a researcher in the field of music education is first and foremost a curious learner. She seeks to inform her teaching practices by engaging in a rigorous analysis of various learning contexts. Such engagement is considered to be beneficial to the field as it is regarded to foster improvements in educational practices. Music-education graduate students can greatly benefit from learning about different research methods, and use them as pedagogical/analytical tools in the classroom. The course serves also to develop a reflective-practice style of teaching, which is essential in the career of any music teacher, as it enables professional and personal growth. The course will broaden and deepen music-education students' teaching skills, developing an awareness of the importance of educating young people through music. Its objectives align with the mission of the music-education program to prepare students fully for the music education profession, and with that of the whole department.