

A vibrant photograph of the Brooklyn College campus. In the foreground, a field of colorful tulips in shades of pink, white, and yellow is in full bloom. The middle ground shows a large, green lawn where many students are sitting and relaxing. In the background, a large, multi-story brick building with a prominent clock tower is visible, surrounded by lush green trees. The sky is clear and blue.

**Brooklyn** The City  
University  
of New York  
**College**

**Graduate Bulletin 2014–15**

## **Disclaimer**

The 2014–2015 Graduate Bulletin represents the academic policies, services, and course and program offerings of Brooklyn College that are in effect through August 2015. The most current information regarding academic programs and course descriptions, academic policies and services available to students can be found on the [Brooklyn College website](#).

For matters of academic policy (e.g., applicable degree requirements), students are also advised to consult the Center for Academic Advisement and Student Success, the Office of the Associate Provost for Academic Programs, their major department adviser, and/or the registrar for additional information.

For policies and procedures related to administrative and financial matters (e.g., tuition and fees), students are advised to consult with the Enrollment Services Center.

The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of the university and its constituent colleges without advance notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of the City University of New York. The City University regrets any inconvenience this may cause. Students are advised to consult regularly with college and department counselors concerning their programs of study.

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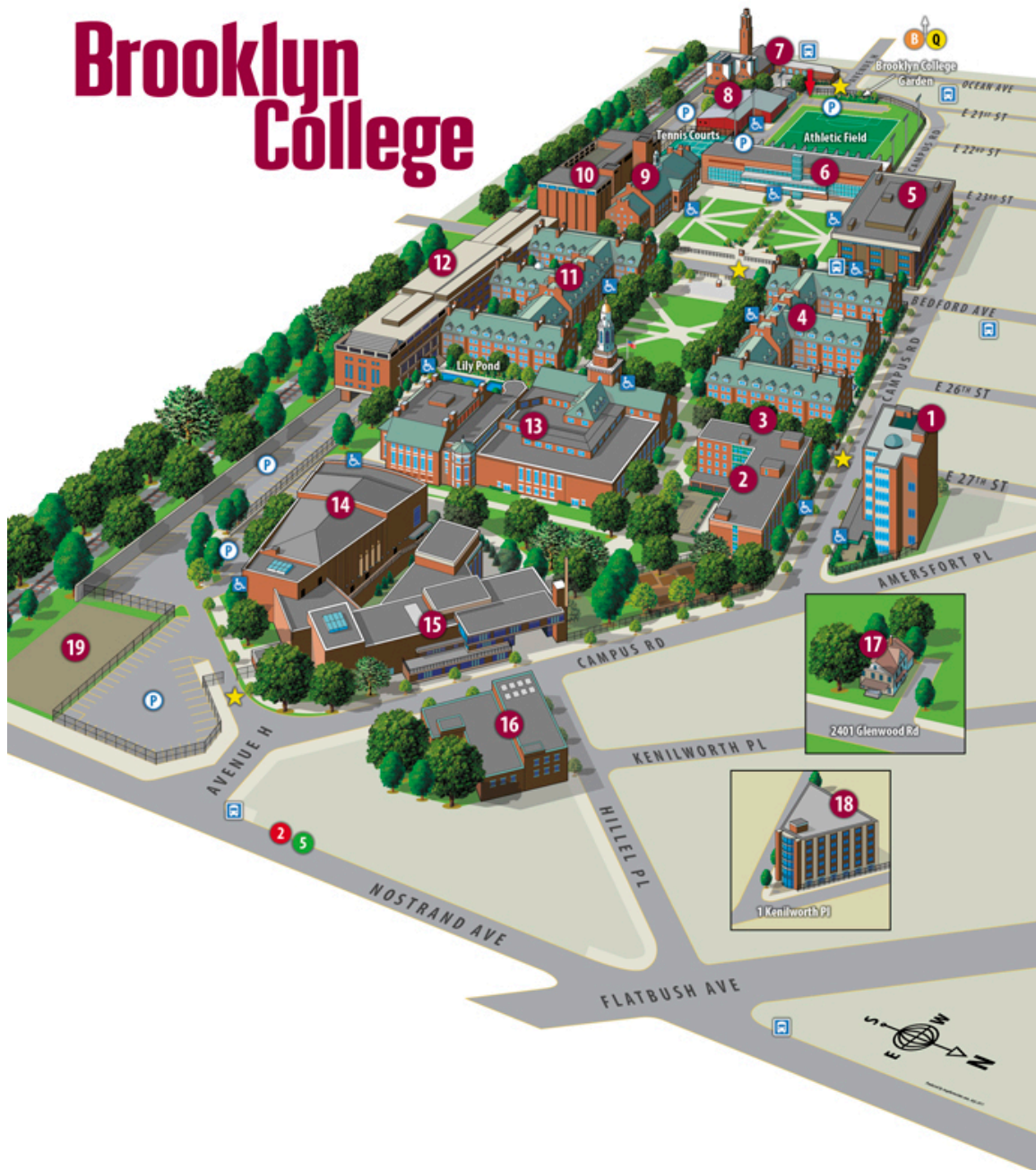
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### **Accreditation**

Brooklyn College is accredited by the Middle States Commission on Higher Education (3624 Market Street, Philadelphia, PA 19104; 267.284.5000; info@msche.org), the Council on Education for Public Health, the American Dietetic Association, and the National Council for Accreditation of Teacher Education. The master's program in school counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs, the master's program in speech-language pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, and the Au.D. program in audiology at the CUNY Graduate Center is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. Brooklyn College's academic programs are registered by the New York State Department of Education.

## About Brooklyn College

Brooklyn College is an innovative liberal arts institution with a history of more than 80 years of academic excellence. Approximately 17,000 students are enrolled in 125 undergraduate and graduate degree programs in the humanities, social, behavioral and natural sciences, education, business and the arts. The college is renowned for its rigorous academics, study abroad programs, diverse student body, award-winning faculty, and highly affordable tuition. Located on a beautifully landscaped 35-acre campus, Brooklyn College offers a rich student life within an urban environment.



Each academic program at Brooklyn College is administered by one of five schools. The deans have primary responsibility for administrative and academic oversight of undergraduate and graduate programs. The departments within each school are listed below. Details of degree programs, including majors, minors and interdisciplinary programs, are listed under their respective departments in the Programs of Study portion of this Bulletin.

**School of Business, Willie Hopkins, Dean**

- Accounting
- Economics
- Finance and Business Management

**School of Education, April Whatley Bedford, Dean**

- Early Childhood Education/Art Education
- Childhood Education/Bilingual Education/Special Education
- Secondary Education
- School Psychology, School Counseling, and
- Educational Leadership

**School of Natural and Behavioral Sciences, Kleanthis Psarris, Dean**

- Anthropology and Archaeology
- Biology
- Chemistry
- Computer and Information Science
- Earth and Environmental Sciences
- Health and Nutrition Sciences
- Mathematics
- Kinesiology
- Physics
- Psychology
- Interdisciplinary Program: Urban Sustainability

**School of Humanities and Social Sciences, Richard Greenwald, Dean**

- Africana Studies
- Classics
- English
- History
- Judaic Studies
- Modern Languages and Literatures
- Philosophy
- Political Science
- Puerto Rican and Latino Studies
- Percy E. Sutton SEEK Program
- Sociology
- Speech Communication Arts and Sciences
- Interdisciplinary Programs: American Studies, Caribbean Studies, Children's Studies, Linguistics, Studies in Religion, Women's Studies

**School of Visual, Media and Performing Arts, Maria Ann Conelli, Dean**

- Art, Film, Music
- Television and Radio
- Theater
- Interdisciplinary Programs: Communication, Performance and Interactive Media Arts (PIMA)

## Support for Academic Success in Graduate School

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Brooklyn College provides numerous resources that support graduate students' academic success and help them navigate the procedures and processes of the college more easily. Many are described in this Bulletin; below are highlights of resources that graduate students should be familiar with.

### Websites

The college has two major Web resources. The main college site is designed primarily for external audiences, including prospective students. For accepted and enrolled students, another resource, the BC WebCentral portal, contains customized information about college life and access to many online services.

The WebCentral portal has many resources. It is a significant gateway to students' academic needs and provides personalized access to numerous Brooklyn College Web applications and services in one place. Once students create a WebCentral ID, they will be able to access the portal from any Internet-enabled computer both on and off campus. Students without Internet access at home may access the portal from one of the many computer facilities on campus (see "Information Technology Services" in the chapter "Additional Campus Services and Facilities.")

E-mail is the principal way the college communicates with students about on-campus events. When students register for the portal, they are asked to supply a preferred e-mail address. To make sure information reaches them, students are strongly advised that the e-mail address in the college's records be current, checked regularly, and updated if changed. Students should review their contact information on the WebCentral portal at least once a semester (during the registration period is a good time) and modify all contact information if they move or change names, e-mail address or other contact information, as directed on the portal.

The WebCentral portal has information that helps students avoid having to visit multiple offices to manage their education. Content includes each semester's course schedule and college calendar, students' grades, and PDF forms needed to conduct business in the college. Using the portal, students have easy access to personal information updates (address, e-mail and phone number). They can search for scholarships, access the library catalogue and the Blackboard course management system, and much more. The information in the portal is updated regularly to expand the e-services available for Brooklyn College graduate students.

### Enrollment Services Center, West Quad Center, 718.758.8150

Designed to provide students with "one-stop shopping," the Enrollment Services Center (ESC), first floor, West Quad Center, enables students to accomplish routine tasks quickly and efficiently. The ESC is the home of the registrar's information counter, tuition and fees payment processing, photo ID services, check distribution functions, general financial aid information and recreational passes functions. For hours of operation or other information about the ESC, call 718.758.8150 or send an e-mail.

### Important Resources

The Course Schedules and Bulletins page of the college website contains important academic information, including the Schedule of Classes, which is posted for the fall and spring semesters, the two summer sessions, and the winter intersession in January, which includes some graduate classes that lend themselves to a short, intensive presentation. The Schedule of Classes lists the courses that are being offered, their times and locations, number of credits and when possible, instructor. The Course Schedules and Bulletins page also includes the college calendar and general information, which lists critical dates for academic deadlines, such as the last day to add and drop courses, register for comprehensive exams, and file for graduation; and important information about tuition payment deadlines. All master's students are responsible for knowing these dates and adapting their academic schedule to them. Exceptions to these dates are made only under extenuating circumstances.

The Graduate Bulletin contains comprehensive information about the rules and procedures of the City University of New York and Brooklyn College, in addition to descriptive material about academic and cocurricular aspects of college life. Until 2010, the Graduate Bulletin was a print publication, but starting with the 2011–2012 edition it now exists only as an

online resource that will be revised annually. Students should familiarize themselves with the Graduate Bulletin when they first arrive at Brooklyn College and refer to it throughout their academic career here. It is important for students to monitor the other information sources for changes in tuition and fees, program requirements, academic policies, and location and contact information. The college curriculum is dynamic: New courses and programs are added every year; existing programs are modified or withdrawn.

For general information on how changes made officially for academic programs and other requirements affect already enrolled students, see “Applicable Bulletin” in the chapter “Academic Regulations and Procedures.”

### **Graduate deputies and program heads**

Each graduate program has a faculty member responsible for advising graduate students and handling academic transactions for the program. These individuals are designated as graduate deputies. The graduate deputies provide personalized academic advising, course permissions and approvals required at the departmental level. Regular consultation with them is a key factor in graduate career success at Brooklyn College. Contact information for graduate deputies and program heads for each semester or academic year is available online on the Graduate Programs and Advisers Web page.

### **Office of the Associate Provost for Academic Programs, 3208 Boylan Hall 718.951.5771**

The Office of the Associate Provost for Academic Programs provides general academic advisement and assistance in support of such academic issues as waivers and exemptions, comprehensive exams and theses. The Office of Academic Standing assists students who are on academic probation in becoming academically more successful, leading to attainment of a master’s degree. It handles student petitions to the faculty committee that monitors compliance with the college’s academic regulations. The staff members in both of these offices work directly with graduate deputies, program heads and deans to assist students in all the college’s master’s programs and advanced certificates.

### **City University Ph.D. programs**

Most graduate study at Brooklyn College leads to master’s degrees and advanced certificates. The Graduate Center of The City University of New York, however, offers and administers more than 30 doctoral programs. A list of the CUNY doctoral programs is available at the Graduate Center website. Depending on the field, doctoral courses are given at either the Graduate Center or the senior colleges of CUNY.

A student may apply to a CUNY doctoral program upon completion of a bachelor’s or a master’s degree. A maximum of 30 acceptable graduate credits taken prior to admission to the doctoral program at the City University may be applied toward the degree, provided the courses were completed with a grade of B or higher within an appropriate period preceding the time of application. Should applicants wish to apply credits they earned at an institution other than CUNY, the courses they took must be equivalent to comparable courses at the City University.

Information about CUNY’s doctoral programs and the many areas of specialization within each discipline may be found on the Graduate Center website. The Bulletin of the Graduate Center is available on the center’s website. Applications may be obtained from the Graduate Center Office of Admissions or downloaded from the Graduate Center website.

## Admissions

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Applications to master's degree programs, advanced certificate programs and nondegree study are managed by the Office of Graduate Admissions.

### Office of Graduate Admissions

*Walk-in address:*

1602 James Hall

*Mailing address:*

Office of Graduate Admissions

2900 Bedford Avenue, Brooklyn, NY 11210

Phone: 718.951.5001

*Email:* [grads@brooklyn.cuny.edu](mailto:grads@brooklyn.cuny.edu)

*Apply online at:* <http://applytograd.brooklyn.cuny.edu>

*Website:* [www.brooklyn.cuny.edu/gradadmissions](http://www.brooklyn.cuny.edu/gradadmissions)

### Admissions Criteria

The minimum graduate admission requirements are:

- A bachelor's degree or recognized equivalent from an accredited institution;
- A satisfactory scholastic average, usually a minimum grade-point average (GPA) of 3.0 (B) on a 4.0 scale in your undergraduate major and a 2.70 overall; and
- Sufficient undergraduate coursework to do graduate work in your chosen program.

Satisfying minimal standards, however, does not guarantee your admission, since the number of qualified applicants exceeds the number of places available. As a result, many well-qualified applicants cannot be accommodated in competitive programs.

In certain unusual circumstances, students may be admitted for graduate study even if they do not possess a traditional bachelor's degree or if they possess a master's degree or some other types of advanced degrees without having completed a bachelor's degree. In determining the admission of students who do not have the required undergraduate averages, grades in appropriate graduate courses completed in an approved institution may be considered. Some advanced certificate programs require the prior completion of a master's degree in an approved program of study from an accredited institution.

Admission decisions are based on departmental review, using a combination of factors, including academic degrees and records, the personal statement, letters of recommendation, test scores, and relevant work experience. Brooklyn College also considers the appropriateness of your goals to the degree program in which you are interested.

### Application Components

#### Application Fee

A nonrefundable \$125 application fee is required of all applicants. You can pay your application fee by credit card when you submit your online application, or mail a check or money order to the Office of Graduate Admissions. Please make checks or money orders payable to Brooklyn College. Nondegree applicants pay the fee upon acceptance.

#### Official Transcripts

Submit official transcripts from all universities and colleges attended. Transcripts must arrive in envelopes sealed by the



institution's registrar office. Nondegree applicants need only submit unofficial transcripts.

#### **International Transcript Credential Evaluation**

International transcripts must be evaluated by a professional agency approved by the National Association of Credential Evaluation Services. Evaluations must include a course-by-course analysis indicating the type of degree received, the U.S. equivalency of the degree, the graduation date and a cumulative grade point average. This will help us understand your educational background and academic credentials. Allow plenty of time between the evaluation and the application deadline, especially if you are currently residing outside of the United States and require a student visa. For further information, please refer to our guidelines on the website at <http://www.brooklyn.cuny.edu/web/admissions/graduate/apply/international.php>.

#### **Letters of Recommendation**

You are required to send two letters of recommendation. Some programs require three. Letters should come from individuals who can assess your potential for graduate study, including college professors and professionals who have supervised your work in an area relevant to your intended field of study. We ask that you register your recommenders in our online application system, so that recommenders are able to submit their letters electronically.

#### **Personal Statement/Essay**

Most programs require a typewritten statement explaining your purpose in undertaking graduate study in your intended program. This is your opportunity to inform us about your goals, interests and career plans as they relate to your intended academic study. Some programs require other essays in addition to, or in lieu of, the personal statement.

#### **Résumé**

A copy of your most recent résumé is required by some programs.

#### **Portfolios and Manuscripts**

A portfolio of artwork or a manuscript is required by some programs.

#### **GRE**

The Graduate Record Examination (GRE) is required by some programs. We accept test scores sent to us directly from ETS only. Our ETS Institution code is 2046.

#### **GMAT**

The Graduate Management Admissions Test (GMAT) is required by some programs.

#### **MAT**

The Miller Analogies Test (MAT) is accepted by some programs in lieu of the GRE. We accept test scores sent to us directly from the Harcourt Test Center only.

#### **English Language Proficiency**

A TOEFL or IELTS score report is required from applicants whose first language is not English and who did not receive the equivalent of a four-year U.S. undergraduate education from an institution where English is the official language of instruction. TOEFL scores can be sent to us electronically from Educational Testing Services (ETS). Our ETS Institution code is 2046.

Please refer to the admissions requirement table for a complete list of requirements for each program:

<http://www.brooklyn.cuny.edu/programs/index.jsp?div=G>.

#### **Admission status**

Applicants for graduate study may be admitted with one of four statuses: matriculated, matriculated with conditions, nonmatriculated, provisional, or non-degree.

#### **Matriculated**

Degree-seeking applicants who fully meet the college's and department's admission requirements are admitted as matriculated students into Master's degree or advanced certificate programs.

### **Matriculated with conditions**

Degree-seeking applicants, who do not fully meet college and departmental admission requirements, must meet conditions that are stated in their acceptance letter from the Office of Graduate Admissions. Applicants whose Bachelor's degrees are in progress at the time of admission are accepted on condition that their degree is awarded by a particular date. Departments may specify that certain undergraduate classes be completed within a particular time frame. The college's regulations limit the number of undergraduate classes that may be required as a condition of matriculation to no more than three. This rule does not restrict students from taking other undergraduate classes that are approved as part of the program of study by the graduate deputy or program head after they are matriculated. Because grades in undergraduate classes do not contribute to the graduate grade point average (GPA), to avoid being put on probation in their first few semesters because of a zero GPA and failure to make adequate progress toward the graduate degree, students should attempt to take at least one graduate class in their first semester or year of study.

### **Provisional**

Degree-seeking applicants who have not submitted all required documents may be provisionally admitted to a program, provided that the department, in consultation with the Office of Graduate Admissions, agrees. Provisional students are admitted for one semester only. They are prevented from registration after the first semester if they have not complied with all admission requirements.

### **Nondegree**

Applicants who wish to take up to 15 credits of coursework for personal or professional reasons without pursuing a degree may apply for nondegree status; they must still be academically qualified and admitted by a specific department that will oversee their course selection and academic progress.

Applicants for nondegree study complete the online application form at <http://applytograd.brooklyn.cuny.edu>, but are not required to pay the application fee until acceptance. Submit an unofficial copy of a transcript with bachelor's degree notation. No additional supporting documents are required, except an essay for some programs.

Please note that not all programs offer nondegree admission. Nondegree students are not eligible for federal financial aid. Nondegree students are not eligible for F-1 international student visas. Admission as a nondegree student does not guarantee later admittance as a matriculated student.

Nondegree students may later request a change to matriculated status with the Office of Graduate Admissions using the Status Change form. Students are required to supply additional materials, such as official transcripts and supporting documents required by the department. Only 15 credits taken in nondegree status may be applied toward a master's degree. Nondegree students may register for courses beyond the 15-credit limit provided that they obtain the approval of the department chair and the associate provost for academic programs and maintain a GPA of 3.00 or higher.

### **Reapplication**

Applicants may reapply for a future semester, including those who were accepted and decided not to enroll, or were denied, or did not complete their application. To reapply, complete and submit a new graduate degree application online. No supporting documents are required if an application was made within the last two years. No additional application fee is required if an applicant is reapplying for a semester within one year of the original application, or if currently enrolled as a nondegree student.

### **Application Deadlines**

Applicants must insure that the application and all supporting documents are received by the Office of Graduate Admissions by the stipulated date. There is no guarantee of consideration after the deadline has passed.

Some programs employ a fixed or "hard" application deadline, so that all applications can be reviewed together. Other

programs operate rolling admissions after the deadline, whereby applicant files continue to be evaluated for a period of time until the program is full. Although there are admissions for both fall and spring semesters, not all programs admit for the spring. Details on application and processing deadlines may be found on the admissions web page.

Students who plan to attend in the fall may attend in the preceding summer if courses that fit their program are offered. However, in all cases, the applicable Bulletin will, at least initially, be that in effect in the fall semester of their official acceptance (see the section “Applicable Bulletin” in the chapter “Academic Regulations and Procedures.”

Students may register for summer classes in nondegree status even if they are not interested in taking classes in the fall. Students who are interested in attending summer classes should apply by mid-May, or as soon as the Schedule of Classes for the summer terms is published, normally in mid-April. Students from other CUNY schools may register as visiting students for the summer session (see the section “Visiting students” below).

### **Additional admission requirements for students with international credentials**

1. Students who require an F-1 visa may apply only for full-time matriculated status (see the section “Admission status,” above). Exchange students on J-1 visas apply for non-degree study.
2. The international applicant’s undergraduate degree must be the equivalent of a U.S. baccalaureate degree, that is, it must encompass the required professional and liberal arts training necessary for that degree in the United States. Official transcripts, degree certifications and diplomas in their original language must be mailed to the Office of Graduate Admissions. They must bear the original impression of the institution’s seal or the original signature of the registrar or other designated school official. All documents not issued in English by the official institution must be accompanied by certified English translations. In addition, most applicants educated outside of the United States must have their transcripts evaluated by an external agency that does a course-by-course analysis that indicates the type of degree received and graduation date, the equivalency of the diploma or degree, and a cumulative grade point average. More information about this requirement, including information on the approved agencies, may be found on the [Admissions Web page](#).
3. A TOEFL or IELTS score report is required from applicants whose first language is not English and who did not receive the equivalent of a four-year U.S. undergraduate education from an institution where English is the official language of instruction. TOEFL scores can be sent to us electronically from Educational Testing Services (ETS). Our ETS Institution code is 2046. The minimum acceptable TOEFL score is 61 in the Internet-based version (iBT), and the minimum acceptable IELTS score is 5.5. Many graduate programs require significantly higher scores. Information on applying to take the TOEFL may be found on the ETS website. The code for reporting TOEFL scores to Brooklyn College is 2046.
4. Applicants who will require F-1 and J-1 visas to enter the United States for study at Brooklyn College must complete the confidential Declaration and Certification of Finances. Supporting financial documentation must be submitted in order to obtain the I-20 Certificate of Eligibility from the college. International students admitted to the college are required to subscribe to a health insurance plan and to arrange for their own housing.
5. Soon after their arrival in New York, international students should check in with the Office of International Student Services (OISS), 2nd floor, West Quad Center. Immediately following, they should report their local address to OISS.
6. Matriculating students with TOEFL scores close to the minimum required by their academic program on any version of the TOEFL are strongly advised to take English 6000, Advanced Academic Writing for International Students or other ESL classes available on campus.

### **Admissions decisions**

A departmental admissions committee bases admission decisions on review of a complete application. Once the department has conducted its review, the Office of Admissions sends official notification of the department’s admission decision to the applicant. Though the department or program may contact the student about admission, the college letter is the official indication of acceptance.

### **Commitment deposit**

Incoming students are required to pay a \$250 deposit by a particular deadline to indicate their intent to enroll and secure

their seat in the class. The deposit is credited towards the student's tuition and fees in their first semester.

### **Second degrees or certificates**

In a limited number of cases, students may be permitted to apply courses from a first master's degree or advanced certificate to the required course work and credit requirements of a second master's degree or advanced certificate in a closely related field. In such cases, which should be explored with the graduate deputy or program head of the second program or certificate, the department chairperson, the graduate deputy or program may allow the student to count either 9 credits or 50 percent of the required credits from the second degree or certificate (whichever is less) from the first degree or certificate as meeting requirements for the second degree or certificate. This option applies only to courses taken at Brooklyn College; it does not apply to transfer credits from a first degree or certificate from another school, even one within CUNY. Permission must be in writing and must specify the specific courses that will be so allowed. Note: Because Brooklyn College regulations do not permit students to receive two degrees or a degree and an advanced certificate in the same semester, a student must complete the requirements of the two credentials in different semesters.

### **Special application process for students applying for Advanced Certificate programs**

Currently enrolled students in Master's programs who wish to enroll in an Advanced Certificate program may apply through the streamlined "Second Credential" process. The student must complete a "certificate admissions form" indicating the intention to obtain a graduate certificate. There is no application fee as long as the student maintains continuous enrollment. The student submits the certificate admissions form and letter of interest to the certificate program director, who makes the decision to admit or deny the student. Students may apply up to 12 credits of the courses in the certificate program to their master's degree requirements or vice versa, but the appropriate program directors must grant specific permission in writing to do so, naming the courses, and transmit this information to the Registrar.

### **Change of program**

Currently enrolled students who intend to transfer from one degree or advanced certificate program to another, file a Change of Curriculum/Program Form, available on the portal, with the Office of Graduate Admissions. The form should be filed in advance of the beginning of the intended semester of transfer. The application will be reviewed by the program to which the student wishes to move. No additional fees are required when students change from one program to another. Students changing programs should insure they submit any additional application materials required by the new program. Students who are not currently enrolled must apply to the new program using the online graduate application form and submit an application fee and any additional materials required by the new program.

### **Readmission**

After a semester of absence, matriculated students who have not yet graduated from their degree programs and who wish to register must apply for readmission through the Brooklyn College website. Go to [www.brooklyn.cuny.edu](http://www.brooklyn.cuny.edu), click on Admissions then on Other Student and then on Re-Entry. Readmission is managed by the Office of the Registrar.

### **Transfer credit**

Information about transfer credit may be found in the chapter "Academic Regulations and Procedures."

### **Admission of undergraduate seniors to graduate courses**

Matriculated undergraduate seniors and some others with senior status who have earned a GPA of 3.00 or higher may apply for permission to take graduate classes using the crossover form available from the Office of Registrar. An appropriate academic justification and recommendation of the chairperson, permission of the instructor, and approval of the graduate deputy are required. The courses may be applied to the requirements of the undergraduate degree or may be taken for graduate credit (to be, for example, transferred to an eventual graduate program), but not both. This must be specified when permission is requested. Tuition will be different for the two options (see the chapter "Tuition and Fees").

### **Visiting Students**

Students from other CUNY colleges who wish to take courses at Brooklyn College must, prior to registration, submit a CUNY permit request from their home college to the Office of the Registrar. This may be done in person or online using

the CUNY e-permit system by logging onto the CUNY portal; click on “Current Students,” then “E-Permits.” Note that permission to take a permit course is not the same as registration for that course. The permit registration is not completed until the student pays at the home campus and completes the registration process at Brooklyn College. All three steps—the permit request at Brooklyn College, payment at the home campus, and registration at Brooklyn College—must be completed, or the student is not officially registered for the course at Brooklyn College. Brooklyn College students may take courses at other CUNY schools. A parallel permit procedure applies to them.

Students in attendance at colleges other than CUNY colleges may be admitted as visiting students. They must file a Visiting Student Application Form and submit to the Office of the Registrar an official letter certifying that they are in good academic standing at their home college and have permission to take course work at Brooklyn College. The Visiting Student Application Form may be downloaded from the Admissions Web page. Visiting student status is valid for only one semester and requires a nonrefundable \$50 application processing fee.

### **Auditing courses**

Graduate students may register to audit graduate courses for no academic credit by presenting an approved audit form to the Enrollment Services Center during the first week of classes. Courses audited may not be repeated for credit. Students may obtain an application form in the Office of the Registrar or online on the WebCentral portal. Students auditing a course must pay applicable tuition and fees. Unofficial auditing is not permitted.

### **Registration for courses**

Students are expected to complete registration during the college’s official registration period. Information on critical dates for each semester may be found on the academic calendar on the college website. It is highly recommended, and in some programs required, that students consult with their graduate deputy or program head prior to registration, as many graduate classes require that express permission from the program be entered into the registration system. Entering students should bring copies of their undergraduate transcripts to the graduate deputy or program head. Continuing students should present a copy of their up-to-date Degree Progress Report, obtainable on the CUNY portal.

### **New York State health law requirements**

New York State law requires students registered for 6 or more credits in any term to submit documentation proving immunity to measles, mumps, and rubella. The following constitutes proof of immunity: two doses of measles vaccine and one dose each of mumps and rubella; or blood test results showing immunity to each disease.

Students who do not receive a Student Immunization Record as part of their admission packet may obtain one in the Health Programs/Immunization Requirements Office, 0710 James Hall, 718.951.4505. Forms may also be found on the Campus Life Web page.

While certain students may be exempt because of age, medical reasons or religious belief, they must still submit documentation of exemption before registering. Students who are not exempt must submit proof that they have received one dose each of measles, mumps and rubella vaccine before registering; they have 30 days to submit proof of the second dose of the measles vaccine.

After 30 days, students who have not submitted complete documentation will be prohibited from attending classes and will receive a grade of WA (withdrew for failure to satisfy immunization requirements; no academic penalty) in all courses for the semester. Tuition will not be refunded, and there may be consequences with regard to financial assistance and loan repayment schedules.

New York Public Health Law 2167 requires students to submit a Meningococcal Meningitis Vaccination Response Form signed by the student or student’s parent or guardian to the Health Programs/Immunization Requirements Office. Students who fail to return this form within 30 days from the beginning of the semester may not attend classes. The form acknowledges the receipt of mandatory meningococcal disease and vaccination information. Vaccination is not required.

## Tuition and Fees

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Tuition and fees for graduate students listed in this Bulletin and in all registration material issued by Brooklyn College are set by the board of trustees of the City University of New York and are subject to change without notice. If tuition or fees are increased, payments already made are counted as partial payment. Students will be notified of the additional amount due and of the payment deadline.

Note: Failure to receive notices of balances due after a student has registered does not relieve the student of responsibility of covering all payments by the stated due dates. Students are expected to verify whether any payments are due by accessing their account in CUNYfirst; failure to pay will normally lead to a student being dropped from classes. However, if a student registers and fails to attend classes, he or she should not depend on the college removing them from their classes for nonpayment. Depending on the timing of registration, a student who has not paid may still continue to be registered for the semester; such students will be liable for tuition even if they do not pay tuition or attend classes. It is the responsibility of students, not the college, to officially drop or withdraw from any classes they have registered for because the failure to drop classes keeps another student from being able to register for that seat in a class.

### **Tuition for New York State residents**

Students residing in New York State who are enrolled for 12 or more credits per semester are classified as full-time students. For them, tuition is \$4,825. Students who are enrolled for fewer than 12 credits per semester are classified as part-time students. All courses taken by part-time graduate students are billed on a per-credit basis. Part-time students residing in New York State pay tuition at \$405 a credit. For courses in which the number of hours a class meets each week exceeds the number of credits, part-time students pay \$405 a credit plus \$65 for each additional class hour. Some departments have noncredit thesis research and supervision courses that are billed as three-hour, 3-credit courses.

### **New York State residency requirements**

To be classified as a New York State resident, an applicant must be a citizen or permanent resident of the United States and must have resided in the state of New York for the 12-month period preceding the first day of classes of the term in which the applicant enrolls.

Students classified by the registrar as out-of-state residents must pay tuition as nonresident students. They may apply to have their status changed to New York State resident by filing a City University residence form in the Registrar's Office.

The following documents must accompany this form: a copy of a lease and rent receipts or canceled rent payment checks for the period of one year before the term in which the student claims to meet state residency requirements, a certified copy of the most recent New York State or federal income tax return, and utility company bills. Applicants for residency who are under 18 years of age must submit certified copies of a parent's or guardian's federal and state income tax forms. Students who were admitted to Brooklyn College with an immigration permanent resident card must submit the card at the time of filing. Additional information and requirements are contained on the City University residency form.

Students must provide all documents proving residency status no later than the end of the second week of classes of the semester in which that status would take effect. Documentation provided after that time will delay the new residency status until the following semester. An applicant for residency who does not provide the Registrar's Office with the required information or documentation may be classified as an out-of-state resident. Students denied resident status by the Registrar's Office may appeal the decision within 10 days of the date of notification.

### **Tuition for nonresidents and international students**

There is no full-time tuition rate for nonresidents and international students. Regardless of the number of credits, all courses taken by nonresident students are billed on a per-credit basis at the rate of \$745 per credit. For courses in which the number of hours a class meets each week exceeds the number of credits, students pay \$745 a credit plus \$85 for each additional class hour. Some departments have noncredit thesis research and supervision courses that are billed as three-hour, 3-credit courses.

### **Maintenance of matriculation**

Master's students must be in a matriculated status to complete degree requirements. This includes resolving INC grades, taking comprehensive examinations and filing theses as final requirements in preparation for graduation. Students must also be registered during the semester in which they intend to graduate. If they are not registered for any credit-bearing classes recognized as degree-related by their program, they must register for maintenance of matriculation status and pay the required fee, which cannot be waived. The fee for maintenance of matriculation is \$200 for New York State residents and \$325 for nonresidents. Students should plan their academic program with this fee in mind and discuss options for credit-bearing courses that are acceptable in their program with their deputies as they plan their schedules near the point of graduation.

### **Graduate students taking undergraduate courses**

Graduate students who take undergraduate courses to satisfy graduate degree prerequisites, corequisites, conditions of admission or other requirements pay tuition rates set for undergraduate part-time matriculated students.

### **Tuition waiver for employees of the City University of New York**

Full-time employees of the City University of New York may be granted a waiver of tuition for up to 6 credits in graduate courses each term. Employees must meet standards and requirements of the college and be accepted by the Division of Graduate Studies. They may be admitted as matriculated or nondegree students, but courses may not be taken during an employee's working hours. Exemption from payment of tuition does not include exemption from payment of noninstructional fees. Information and applications may be obtained in the Personnel Office, 1219 Boylan Hall. Waiver eligibility is dependent on the employee's Human Resources title.

### **Fees**

Graduate students pay a Student Activity Fee, a University Senate Fee, a Technology Fee and a CUNY Consolidated Services Fee each semester and summer session in which they enroll. This fee covers the funding of student government, student organizations, college newspapers and other student activities; funding to support the Early Childhood Center; and services and maintenance of the Student Center. The entire fee must be paid at registration. No part of the fee is refundable.

### **Fall and spring semesters**

Student Activity Fee:	
Student Center	\$32.50
Early Childhood Center	\$5.00
Student Government	\$10.00
Central Depository	\$6.75
Health Clinic	\$20.00
Total Student Activity Fee	\$74.25
University Student Senate	\$1.45
CUNY Consolidated Services Fee	\$15.00

### **Summer 1 and summer 2 sessions**

Student Activity Fee:	
Student Center	\$32.50
Student Government	\$2.50
Early Childhood Center	\$5.00
Health Clinic	\$20.00
Total Student Activity Fee	\$60.00
University Student Senate	\$1.45
CUNY Consolidated Services Fee	\$15.00

Students registered at the college must also pay a fee to cover the costs of equipment and technology used in teaching.

The Technology Fee is \$125 for full-time students, enrolled for 12 or more credits a semester, and \$62.50 for part-time students, enrolled for fewer than 12 credits a semester. Graduate students taking either summer session must pay the part-time Technology Fee.

### Special fees

Application	\$125
Readmission Fee (due upon registration)	\$20
Duplicate diploma	\$30
Late registration	\$25
Library fines	Students should consult the library for the policy on fines.
Makeup examination	\$25 for the first examination; \$5 for each additional examination
Material fees	Some courses entail a fee to cover the costs of special materials, film rental charges, transportation, field trip expenses, or other non-instructional costs. Material fees are subject to change and are nonrefundable. Details may be found in each semester's Schedule of Classes.
Program change	\$18 for adding a course, changing from one course to another, or changing from one section to another if changes are made at one time
Recreation and athletics	\$18.60 for use of athletics facilities (optional); \$10 for summer
Replacement of ID card	\$10
Reprocessing	\$20 for a check returned by bank as uncollectible
Speech and Hearing Center	\$200 for speech-language diagnostic evaluation; \$175 for audiological evaluations; \$770 for 14 45-minute individual speech therapy sessions (per semester) one time per week; \$1,400 for individual speech therapy sessions two times per week; \$150 per semester for aphasia group. Brooklyn College students, staff and faculty with valid college ID receive a 40 percent discount.
Transcript	\$7 (waived for transcripts sent to the admissions offices of other units of the City University)
Visiting student	\$65 processing fee (non-CUNY students only)

Note: Fees are subject to change.



## Payment of Tuition and Fees

### Bills

Bills are not mailed by the college and are issued by special request only.

A student can view his/her account by logging on to CUNYfirst and visiting his/her Student Center page. If an official bill is required, the student must send an e-mail to [bcbursar@brooklyn.cuny.edu](mailto:bcbursar@brooklyn.cuny.edu) and a copy will be mailed to the address on file.

### Payment deadlines

Each semester, payment deadlines are posted on the Bursar Office page of the college website. If the account is not properly settled by the last specified due date, registration may be canceled.

### Payment options

Tuition may be paid online, by mail, in person or under the terms and conditions of the Higher One-TuitionPay Monthly Payment Plan. Brooklyn College does not accept telephone or faxed payments.

#### Online

Bills may be paid online via CUNYfirst. with a MasterCard, Discover, American Express or VISA card. There is a nonrefundable 2.65 percent convenience fee associated with the use of all credit and debit cards.

#### By mail

Payments can also be mailed to the Office of the Bursar/Student Payment Services, Brooklyn College, 2900 Bedford Avenue, Brooklyn, NY 11210. Students may send any combination of check and money order payments. All checks and money orders should be made payable to Brooklyn College. Students should include their name, last four digits of their Emplid, and the semester that they are paying for on the check or money order. Please do not mail cash.

#### In person

Bills are payable in person at the Enrollment Services Center, West Quad Center. The balance due may be paid in cash, or by check or money order, or any combination thereof. Credit cards are not accepted in person.

**Monthly payment plan** Under the terms of a CUNYwide program, Brooklyn College students may enroll in the approved budgeted tuition payment plan. To maximize the benefit of this plan, students should complete their enrollment and commence making payments before the start of the semester. There is no payment plan for the intersession term. The enrollment fee is \$35.00. Interest is not charged, but late payment fees do apply. For more information about this plan, call 866.267.CUNY or visit the Tuition Payment Plan website.

### Refund policy

The following refund schedule is subject to change by the Board of Trustees of The City University of New York. Tuition for the fall and spring semesters may be refunded as follows:

- 100 percent refund for withdrawal from courses before the official start date of the fall or spring semester;
- 75 percent refund for withdrawal within one week after the scheduled start date of classes;
- 50 percent refund for withdrawal during the second week after the scheduled start date of classes;
- 25 percent refund for withdrawal during the third week after the scheduled start date of classes.

No refund is given if a student withdraws later than the third week after the scheduled start date of classes.

Tuition refunds are also processed for summer sessions and the January intersession. A schedule for these refunds is established by the number of days in the term and is posted on the Bursar Office page of the college website. Unless a student's registration is canceled by the college, or he or she withdraws before the first scheduled day of classes, no portion of the Student Activity Fee or special fees is refunded.

Students who enlist in the armed services, Peace Corps or AmeriCorps and who have not attended classes long enough to qualify for a grade but continue in attendance to within two weeks of induction receive a refund of tuition and all fees, except application fees, as follows:

- 100 percent refund for withdrawal before the beginning of the fifth calendar week (third calendar week for summer session) after the scheduled opening date of the term;
- 50 percent refund for withdrawal thereafter.

In instances where students who are drafted into the military or are recalled to active duty do not attend for a sufficient time to qualify for a grade, there shall be a 100% refund of tuition and all other fees except application fees. Service must be documented with a copy of induction or service orders. No refund is made to a student who has been assigned a grade, whether the grade is passing or failing. To obtain a grade, a student must have been enrolled for approximately 13 weeks or for five weeks in summer session.

## Financing Your Education

### Office of Financial Aid

308 West Quad Center  
 Brooklyn College  
 2900 Bedford Avenue  
 Brooklyn, NY 11210  
 Telephone: 718.951.5051  
 Fax: 718.951.4778  
 finaid@brooklyn.cuny.edu

The Office of Financial Aid assists graduate students with the expenses of tuition, fees, books, and other costs that are related to pursuing a higher education in the form of federal grants, loans, college work-study, scholarships, graduate assistantships, fellowships, and internships are among the opportunities that are available to assist students in financing their education. In order for students to receive these benefits they need to maintain certain academic, state and federal eligibility requirements and the Office of Financial Aid is here to help with that process. Much of the calculations and eligibility requirements for financial aid are determined by information that is provided by the student on their FAFSA (Free Application for Federal Student Aid), so it is extremely important that students file their FAFSA as soon as they plan or will attend Brooklyn College.

Several programs and the offices that administer them are described below. Detailed information on programs and how to apply is available on the Financial Aid Web page. International students should contact the [Office of International Student Services](#), 718.951.4477. Information regarding the Brooklyn College scholarship application and opportunities, please contact the Office of Scholarships, 718.951.4796.

Applications and additional comprehensive information regarding application procedures, eligibility requirements, and rights and responsibilities of recipients may be obtained from the [Office of Financial Aid webpage](#). In order to apply for federal or state financial aid, students must complete a Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

### Types of Aid

- Grants: money you do not need to pay back.
- Loans: money you borrow and pay back later with interest.
- Work-Study: money you earn by working at an approved Brooklyn College or CUNY work-study job site.

## Additional Offices and Financial Aid Services

### Enrollment Services Center (ESC), Lobby, West Quad Center

Point of financial aid inquiries and intake of financial aid documents and forms.

### Office of Student Financial Services

217 / 218 West Quad Center, 718.758.8313

Appointments should be made if your questions cannot be easily handled by the ESC. Appointments can be made by logging into your BC Web Central account. Under e-services you will see a link to F.A.S.T. (Financial Aid Scheduling Tool). Appointments can be made Monday through Wednesday. Every Friday new appointment slots will open. Walk-in hours are generally between 10 a.m. and 4 p.m. from Monday through Thursday.

## Cost of Attendance

The following estimates the costs of academic year 2014-15 may help students determine if they need assistance. The estimates are based on full-time study (12 credits) for New York State residents while attending school for a nine month budgeted year. Please note that a student's budget can increase or decrease based on semester (summer, fall, winter and

spring) enrollment status and other individual circumstances.

#### **Students Living at Home**

Books and Supplies	\$1,304
Transportation (Metrocard)	\$1,020
Lunch	\$1,148
Personal Expense	\$1,798
Room and Board	\$1,918
Total Variable Cost	\$7,188 + Tuition and fees

#### **Students Living Away from Home**

Books and Supplies	\$1,304
Transportation (Metrocard)	\$1,020
Lunch	\$1,148
Food at home	\$2,020
Personal Expense	\$4,106
Housing	\$10,386
Total Variable Cost	\$19,984 + Tuition and fees

Adjustments to a student's budget are possible by submitting to the Office of Financial Aid a request for a budget adjustment accompanied by a more detailed personal budget of the student.

## **Federal Programs**

### **Federal Work-Study Program**

The Federal Work-Study Program is an employment program that pays eligible students in good academic standing an hourly wage for work done at approved sites at the college, public or other nonprofit agencies. A student may work up to 20 hours a week while enrolled with a minimum of 6 credits in their division of matriculation. Information on this program can be found on the Brooklyn College Financial Aid FWS webpage.

### **Federal TEACH Grant Program**

Offered to matriculated graduate student and does not require repayment so long as the student completes the program. To be considered for this federal financial aid, you must be a U.S. citizen or an eligible non-citizen admitted as at least a half-time student to an approved degree program and must maintain satisfactory academic progress to preserve your continuing aid eligibility. (Students not yet admitted into an approved degree program do not qualify)

As a condition for receiving a TEACH Grant, you must sign a TEACH Grant Agreement to Serve, which you agree to (among other requirements) teach: in a high-need field; at an elementary school, secondary school or educational service agency that serves students from low-income families; and for at least four complete academic years within eight years after completing (or ceasing enrollment in) the course of study for which you received the grant.

If you do not complete your service obligation, all TEACH Grant funds you received will be converted to a Direct Unsubsidized Loan. You must then repay this loan to the U.S. Department of Education, with interest charged from the date the TEACH Grant was disbursed (paid to you or on your behalf).

## **Loans**

Unlike grants or work-study, loans are forms of financial aid that you must pay back at interest rates that are typically lower than consumer rates, usually not until after your studies have been completed, or you fail to be enrolled at least half-time. The amount of the loan you seek and commit to should be determined only after all available grant-aid has been applied for. Federal loans are available to matriculated students only. For all current year William D. Ford Direct Loan interest rates and fees, please visit <https://studentaid.ed.gov/types/loans/interest-rates>.

Many graduate students at Brooklyn College fund their education through Federal Direct Loan Programs. The loans allow eligible students to borrow money directly from the federal government at terms that are lower than typical consumer rates. Graduate students can only qualify for unsubsidized loans. Some loans may be deferred or repaid if the student works in a particular program or government job after graduation.

#### **Elimination of Loan Interest Subsidy**

The Subsidized Stafford Loan is no longer available to graduate and professional students for loan periods beginning on or after July 1, 2012. The graduate Stafford loan program will become entirely unsubsidized, which means that the borrowed amount will accrue interest while the student is in school. The annual and aggregate borrowing limits will not be affected (the maximum amount a student can borrow in the Stafford loan program will remain at \$20,500 per academic year), and all students are automatically evaluated for loan eligibility.

#### **Elimination of Loan Fees Rebate**

Effective July 1, 2012 the rebate has been eliminated and the full fee is charged to students.

#### **The William D. Ford Direct Loan Program**

Federal direct loan programs consist of low-interest loans and are available to graduate students. Each loan also carries a small origination fee, as well.

#### **Federal Direct Unsubsidized Loans**

Interest accrues while the student is enrolled in school at least half-time or interest payments can be made on a monthly basis. The loan interest rate can vary (capped at 8.25 percent) and can be adjusted annually by Congress. Both undergraduate and graduate students are eligible.

#### **Federal Perkins Loans**

Federal Perkins Loans are available to matriculated students based on need. They carry a 5% interest rate deferred until nine months after the student ceases to be enrolled for at least six credits. Awards at Brooklyn College range from \$200 to \$2,000 for undergraduate and graduate students. Amounts can vary, as approved each year by Congress.

#### **Federal Direct Graduate PLUS Loan Program**

Graduate students may borrow up to the cost of attendance minus any other financial aid resources under the Graduate PLUS Program. The loan interest rate can vary (capped at 8.25 percent) and can be adjusted annually by Congress. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA). Loans may not exceed the cost of attendance less financial aid. Students who have no adverse credit history as determined by the Federal Direct Loan Servicer may be eligible. The loan interest rate is variable and is adjusted each year on July 1st with a cap of 9 percent. There is no aggregate loan limit. Borrowers are charged an origination fee and insurance fee, which are deducted from the loan proceeds before disbursement.

#### **Alternative Student Loans**

These loans are typically sought by non-matriculated students, international students, students attending less than half-time, and students who have reached their federal aggregate or annual loan limits. Alternative loans are credit-based, private education loans facilitated by a non-federal third-party lender. Students interested in alternative loans may borrow up to the full cost of their education, minus all other aid. However, alternative loans generally carry a significantly higher interest rate because it is based upon individual credit score.

#### **Aggregate Graduate Loan Limit**

- Graduate and Professional Students: \$138,500 (no more than \$65,500 of which can be subsidized).

The debt limit for Graduate and Professional Students includes any Stafford loans received for undergraduate study.

### **Veterans Administration Educational Assistance**

Information about Veterans Administration education benefits under the GI Bill and for post-Vietnam-era veterans may be obtained from any Veterans Administration office and from the Brooklyn College Veterans Affairs and Counseling Center, 0303 James Hall, 718.951.5105. Educational benefits are described in VA pamphlet 20-67-1, which may be obtained from the Veterans Administration, 810 Vermont Avenue NW, Washington, D.C. 20420.

## **City University Programs**

### **Graduate assistantships**

A small number of graduate assistantships are available primarily in departments awarding M.F.A. degrees, awarded to graduate students on the basis of academic qualifications. The duties of graduate assistants may include teaching, research, laboratory work, graduate program administration, and similar assignments as specified by the academic department. Students should contact their graduate deputies about such assistantships.

### **Fellows**

As a graduate fellow, a student teaches, does research, or engages in other related activities. Limited fellowship funds are available for master's students. Some appointments are made possible by college funds, others by research grants from outside agencies. Application should be made to the department of major study.

There are also external fellowship opportunities for support both during the course of study and following completion of the degree or advanced certificate. Such programs include the Fulbright Scholars Program. Information on external fellowship opportunities is available in the Office of Research and Sponsored Programs, 2158 Boylan Hall, 718.951.5622, and the Scholarships Office, 213 West Quad Center, or online at <http://scholarships.brooklyn.cuny.edu>.

### **Internships**

Internships are opportunities to learn valuable skills, make professional contacts and gain real-world work experience. Increasingly, internships lead directly to employment. Brooklyn College provides stipends to support students during their internships. Students may meet with an internship counselor to discuss appropriate internship placements. For more information, contact the Magner Center for Career Development and Internships, 1303 James Hall, 718.951.5774, <http://career.brooklyn.cuny.edu>, or visit the WebCentral portal, <https://portal.brooklyn.edu>.

### **CUNYCAP: A graduate internship program**

The City University of New York Counseling Assistantship Program (CUNYCAP) aims to provide graduate students who have CUNY undergraduate degrees with the opportunity to intern in college offices. The program includes more than 200 students CUNY-wide. At Brooklyn College, CUNYCAPs work in such offices as Admissions, Undergraduate Studies, Student Development, Athletics, and Student Affairs. Students receive \$10 per hour for up to 20 hours a week and 6 credits of in-state CUNY tuition. The experience acquired from working within administrative offices is invaluable. The networking and support help students both academically and professionally. For an application or further information, contact the Office of the Vice President for Student Affairs, 2113 Boylan Hall, or the CUNY Central Office, 212.290.5709.

## **Regulations**

### **Federal Satisfactory Academic Progress Standards for Title IV Financial Aid Policy Summary**

Brooklyn College students must satisfy the following qualitative and quantitative federal financial aid satisfactory academic progress (SAP) standards, as defined by the U.S. Department of Education and Brooklyn College in order to remain eligible for federal financial aid. §CFR668.34

Federal aid graduate programs governed by these regulations are:

- Federal Direct Unsubsidized Loan
- Federal Direct Graduate PLUS Loan
- Federal Perkins Loan

- Federal Teach Grant
- Federal Work-Study (FWS)
- All other Title IV aid programs

#### **SAP :**

#### **(Federal Satisfactory Academic Progress Standards for Title IV Financial Aid)**

#### **Definitions**

Our definition of SAP has three components:

#### **Qualitative Standard**

Graduate students must achieve a grade point average of at least 3.00.

#### **Maximum Time Frame**

Graduate students may not attempt more than 150 percent of the credits normally required for completion of the degree.

#### **Quantitative Standard (credits earned vs. credits attempted) or Pace of Progression**

Graduate students accumulate credits toward the degree greater than or equal to two-thirds the cumulative credits attempted at the institution.

All graduate students will be measured against each of the three SAP components at the end of the spring term to determine eligibility for receipt of Title IV student financial assistance in the upcoming year.

### **Determination of Cumulative Attempted Credits and Cumulative Earned Credits**

Attempted credits, as defined in this section, pertain to the courses and credits that must be included in the quantitative measure of progress to calculate pace of progression and maximum time-frame. The accumulation of attempted credits usually reflects the semester course enrollment maintained in a student's permanent record at the college and will usually reflect a student's enrollment as of the Form A date. Accumulated credits should reflect credits that the student has earned towards the completion of the degree program in which the student is enrolled.

In applying the Title IV SAP standard, the college must address how the following types of courses, situations, and procedures may affect a student's GPA and pace of progression:

#### **Withdrawals**

Since the Form A date usually reflects a student's course load for the term, net of program adjustments, withdrawals as part of the program adjustment period (i.e., "drops") will not be included as cumulative attempted credits. Withdrawals which are recorded on a student's permanent record will be included as cumulative attempted credits and will have an adverse effect on a student's ability to meet the pace of progression standard.

*NOTE: Retroactive "non-punitive" administrative withdrawal activity may result in the requirement for the student to repay any assistance received as a result of the student's enrollment at the time of receipt of the student assistance funds.*

#### **Incomplete Grades**

Courses with incomplete grades are included as cumulative attempted credits. However, these courses cannot be used as credits accumulated toward the degree since successful completion is the criterion for positive credit accumulation. If the student fails to meet the pace of progression standard due to the lack of successful completion grades for incomplete courses, the recording of successful completion grades within a term which brings the accumulated credit level to the appropriate standard will restore eligibility for the term and subsequent terms within the academic year.

#### **Repeated Courses**

Successfully completed courses can generally be accepted toward degree requirements once. However, each time a

student attempts a course, even if that course is part of a forgiveness or amnesty policy whereby credits attempted and grades earned in prior semesters are excluded from the GPA, it must be included as part of the cumulative attempted credit record for the measuring of pace of progression. Therefore, repeated courses, regardless of the prior grade, reduce a student's capacity to meet the pace of progression standard.

*NOTE: the revised regulations allow students to receive Title IV aid for one-time repeat of a previously passed course as long as the student is again receiving credit for the course. Should the student subsequently fail the course, any additional attempt of that course cannot be included in the student's enrollment status for Title IV assistance. There is no regulatory limit on the number of times a student may be paid to retake a failed course, unless the student has also previously passed that course.*

### **Transfer of Credit**

Transfer students from colleges inside and outside of CUNY shall have their pace of progression status initialized for purposes of satisfactory academic progress measurement by using the number of credits determined to be acceptable toward the degree as both cumulative attempted credits and cumulative earned credits earned.

## **Treatment of Non-Standard Situations**

### **Readmitted Students**

A student not making SAP cannot re-establish eligibility for Title IV program assistance by re-enrolling after a one year or longer period of non-reenrollment. Upon readmission after any period of non-reenrollment, the student's Title IV progress standing must be reevaluated for SAP under the standard as the record stood at the end of their last term of attendance. If the student has taken any action during the period of non-reenrollment that would bring him or her into compliance with the progress standard (e.g., successfully completing transferable courses at another institution during the period of absence), this should also be factored into the reassessment. If the readmitted student has not taken any such action, or if the action taken is not sufficient to bring the student back into compliance with the progress standard, the student remains on financial aid suspension and must file a successful appeal to re-establish eligibility.

### **Second Degree Students**

Students enrolling for a second baccalaureate, graduate or associate degree shall have their pace of progression status initialized for purposes of satisfactory academic progress measurement by using the number of credits determined to be acceptable toward the degree as both the students' cumulative attempted credits and cumulative earned credits.

### **Change of Major**

Students who change majors within the same degree or certificate program must complete the degree within the maximum time-frame, unless the institution has allowed for such changes by establishing various time-frames for different programs leading to the degree or by individually re-evaluating the time-frame for these students.

### **Change of Degree**

If a student changes his or her objective and begins pursuing a different degree or certificate, the institution may make the student subject to the maximum time-frame it establishes for the new objective without regard to time spent pursuing the previous degree or certificate. The institution also has the flexibility to develop a policy that is more restrictive and limits the student to an overall time-frame for the completion of his or her studies.

### **SAP Changes Effective July 1, 2011**

The following changes are required by the U.S. Department of Education and are to be implemented for the 2011–12 academic year:

No automatic periods of SAP warning are permitted.

Students are reviewed annually at the end of each academic year. A student who is found to be deficient in one or more components as defined above is ineligible for any future financial aid immediately. A student who is ineligible has the



right to appeal if there are extreme extenuating circumstances that contributed to the deficiency. Appeals are approved for documented extreme situations only. Students who appeal will be approved only for the following federally defined reasons:

- Serious physical or mental illness of the student;
- Serious physical or mental illness of the student's immediate family member;
- Death of the student's immediate family member; and
- Other extreme circumstances.

The circumstance must have occurred during the time the student struggled academically. All appeals must have documentation of the circumstances claimed in the appeal.

Approved appeals can result in no more than one term of financial aid eligibility. Students who have approved appeals are granted one term of financial aid probation. For continued eligibility, students must resolve all SAP deficiencies during the period of probation. Students who cannot mathematically resolve all deficiencies in one term will once again become ineligible for federal financial aid.

Students are permitted one appeal per academic career. There is no secondary or director level appeal process. Students may appeal once as an undergraduate and once as a graduate student. Students may not appeal a denial by the SAP committee.

### **Reinstatement**

A student whose appeal has been denied or who has lost eligibility by not meeting the standard without appeal may regain eligibility by leaving the institution for at least one year. Upon re-admittance, the student will receive assistance for the terms in the academic year of re-admittance and will be subject to evaluation of eligibility at the end of that year against the appropriate standard for the degree program in which the student is enrolled.

### **Satisfactory Academic Progress Appeal**

The Office of Financial Aid has established an appeal process for suspension of financial aid related to satisfactory academic progress. In order to submit an appeal, you must complete the Satisfactory Academic Progress Appeal Form. Any student who wishes to appeal the suspension of financial aid should read the following instructions;

**Procedure:** Complete the Satisfactory Academic Progress Appeal form. Please be sure to attach documentation to support your appeal. Appeals submitted without supporting documentation will not be reviewed. Submit your appeal to the Enrollment Services Center (ESC) – financial aid counter.

**Guidelines:** Be specific when explaining your circumstances. Lack of information or documentation may result in a denial of your appeal. If health problems played a role in your circumstances, please attach supporting documentation from a physician or counselor. Print legibly and sign the Satisfactory Academic Progress Appeal Form.

### **Procedure**

Complete the Satisfactory Academic Progress Appeal form. Please be sure to attach documentation to support your appeal. Appeals submitted without supporting documentation will not be reviewed. Submit your appeal to the Enrollment Services Center (Financial Aid Inquires) counter.

### **Guidelines**

Be specific when explaining your circumstances. Lack of information or documentation may result in a denial of your appeal. If health problems played a role in your circumstances, please attach supporting documentation from a physician or counselor. Print legibly and sign the Satisfactory Academic Progress Appeal Form (pdf).

### **Withdrawing and Financial Aid Eligibility**

Circumstances may necessitate withdrawal from Brooklyn College for a semester in which you are already registered. Withdrawing from all courses impacts your financial aid differently depending on when the withdrawal is initiated and the type of financial aid you received. However, in all cases, your financial aid must be recalculated.

### **Official Withdrawal**

Depending upon the date of withdrawal, one of the following situations will apply:

- If the semester has not yet begun, and you drop or cancel your registration, no financial aid will transmit to your account. However, failure to cancel your registration and failure to attend classes will result in the cancellation of your financial aid and you will be responsible for tuition charges.
- If you drop all classes prior to the first day to officially withdraw (college calendar), you will be billed for tuition charges for that semester.
- If you officially process a withdrawal form before the 60 percent point of the semester has lapsed, the Office of Financial Aid will recalculate your Title IV Aid based on the Federal Return of Title IV Formula. You will be responsible for any balance due to the college.
- If you officially process a withdrawal form after the 60 percent point of the semester, you may be required to return any Title IV Aid you received for the semester up to the point of withdrawal.

Stafford Loans will be subject to a return to Title IV calculation for the current semester. However, if funds have not yet disbursed for current and future semesters within the same academic year, your loan will be cancelled by the college if, by withdrawing from some or all classes, your student enrollment status drops to less than half-time (six credits). Courses attempted prior to withdrawal from Brooklyn College will count in the calculation of Satisfactory Academic Progress (SAP). SAP is calculated annually and is checked at the end of each spring semester. You could be denied future aid if you do not meet our Standards of Academic Progress.

If you have an outstanding balance on a Perkins and/or Stafford Loan, the date you drop to less than half-time is the date used for the start of your grace period; you will go into repayment as soon as six months after. Please let your lender(s) know when you drop to less than half-time.

If you withdraw or drop to less than half-time, you must complete an Exit Counseling for your Stafford student loan, which will go into repayment six months after you are less than half-time.

### **Unofficial Withdrawal**

If you stop attending classes and do not initiate an official withdrawal, it is unlikely that you will receive passing grades for the semester and will incur significant financial aid penalties, including full or partial cancellation of the financial aid you received for the semester. Therefore, it is critical that you initiate an official withdrawal prior to the end of the semester and that you keep your personal information current with Brooklyn College.

Stafford Loans will be subject to a return to Title IV calculation for the current semester. However, if funds have not yet disbursed for current and future semesters within the same academic year, your loan be cancelled by the college if, by withdrawing from some or all classes, your student enrollment status drops to less than half-time (six credits).

Courses attempted prior to withdrawal from Brooklyn College will count in the calculation of Satisfactory Academic Progress (SAP). SAP is calculated annually and is checked when you reapply for financial aid. You could be denied future aid if you do not meet our Standards of Academic Progress. If you have an outstanding balance on a Perkins and/or Stafford Loan, the date you drop to less than half-time is the date used for the start of your grace period; you will go into repayment as soon as six months after. Please let your lender(s) know when you drop to less than half-time.

If you withdraw or drop to less than half-time, you must complete an Exit Counseling for your Stafford student loan, which will go into repayment six months after you are less than half time.

### **Withdrawal Never Attended**

A WN grade is given to students who never began attendance in a course. The student will be considered not to have earned any Title IV aid for the course. Students will be liable for the tuition.

### **Return of Title IV Formula**

Title IV Financial Aid is recalculated based on the number of days attended, using total federal aid and total institutional

charges. The percentage of unearned aid to be returned is equal to the number of days remaining in the semester divided by the number of calendar days in the semester. If you initiate an official complete withdrawal after the 60 percent point in the semester, you will have earned 100 percent of the aid you received for that semester. The date of withdrawal is counted as a completed day. Scheduled breaks of more than four consecutive days within a semester are excluded. If a return of Title IV aid is required, Brooklyn College will return the unearned portion of Title IV financial aid funds to the federal programs on behalf of the student. Any return of financial aid funds made by the college on behalf of the student will be charged to the student's account. Payment for these charges is due on demand. Please pay Brooklyn College directly for these charges; not the U.S. Department of Education.

If you are one of the few students who are eligible for a post-withdrawal disbursement, you will be sent a letter of notification of your eligibility, which must be returned within 14 days from the date of the notice, or the offer will be rescinded.

#### **Title IV Funds**

Funds governed under Title IV of the Higher Education Act for graduate students include:

- Federal Work-Study
- Federal Perkins Loan
- Federal Direct Unsubsidized Stafford Loan
- Federal Direct graduate PLUS Loan
- Federal Teach Grant

For purposes of complete withdrawal and the Return of Title IV Formula, Federal Work-Study is not considered. However, in all total withdrawal cases, you cannot continue to work under the Federal Work-Study Program after your date of withdrawal. Also, any student whose enrollment falls below six credits because they drop/withdraw (officially or unofficially) or stop attending classes must stop working immediately. Students are responsible to notify their site supervisor regarding changes in class schedule/enrollment and the FWS staff at the Office of Financial Aid. If you have further questions contact, contact the FWS staff at 718.951.5178 or .5816, or via e-mail.

#### **Point of Contact to Initiate Withdrawal**

Students may drop a course or courses during the withdrawal period via CUNYfirst.

#### **Federal Direct Loan Proration**

PLUS Loans and loans for graduate or professional students are not subject to proration.

#### **Gainful Employment**

On June 30, 2012, the Department received a court ruling in a legal challenge that affects the implementation of the Gainful Employment (GE) regulations. On March 19, 2013, the court issued a decision that denied a request from the Department to reinstate certain GE provisions, including the reporting requirements. That decision does not affect the GE disclosure requirements for institutions.

Final regulations published in the Federal Register on October 29, 2010, require institutions to report certain information about students who enrolled in Title IV eligible educational programs that lead to gainful employment in a recognized occupation (GE programs). Those regulations also provide that institutions must disclose to prospective students certain information about the institution's GE Programs. Such information is provided for all Brooklyn College applicable programs of study on the institution's website.

## Scholarships, Awards, and Prizes

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### **Brooklyn College scholarships, awards and prizes**

Scholarships, awards and prizes are given each year to Brooklyn College graduate students. Friends of the college, including trustees of the Brooklyn College Foundation, Inc., have joined to support the college's continuing academic excellence through the establishment of endowed funds to support the education of qualified students.

Graduate students are encouraged to apply for Brooklyn College scholarship funding. Applications are available beginning in September for the following fall semester. For scholarship applications, scholarship listings and information about how to apply for scholarships, awards and prizes, visit the Scholarships Web page. Students already accepted to the college should apply for scholarships through the WebCentral portal, by visiting the "Student Transactions" section of the eServices tab.

The selection of recipients is based on criteria that may include academic performance, financial need, field of study, community service, extracurricular activities, career plans, and/ or other stipulations established by the donor. Scholarships and awards range from partial to full tuition for the academic year. Some scholarships are restricted by academic departments or schools or, in some cases, by designated committees and are awarded to students in specific areas of study or special programs.

Each year several new scholarships and awards become available. The dollar amounts and availability of scholarships and awards listed are subject to change based on account activity, varying interest rates, and other factors.

### **External scholarships**

There is information about an extensive array of external scholarships on the Internet. Students may search for scholarships online by using such key words as graduate scholarships, fellowships, or financial aid. Some sites allow registration that will report scholarships fitting a student's profile. Searching the Internet for scholarships is free; check with the Office of Scholarships before contacting any external scholarship agency that is requesting a fee for its services. In addition to the Internet, external scholarships may be located through places of employment, religious organizations, community, and civic organizations, and libraries. Donors of external scholarships should be instructed to send checks to the Scholarships Office. Checks should include the name of the scholarship, the term(s) for which the award is made and the student's complete legal name and Social Security number. If the donor does not provide instructions otherwise, the amount of the scholarship check will be divided and applied to the student's account equally for the fall and spring semesters.

### **Conditions of scholarship and award receipt**

Scholarships and awards are applied directly to a student's Brooklyn College account. Any funds that exceed the current semester charges are refunded by mail or direct deposit via the Bursar's Office unless otherwise instructed by the donor. Some types of financial aid may need to be adjusted prior to refunds being distributed. Students whose checks from external organizations require a signature will be contacted by the Scholarships Office.

In order for funds to be disbursed, students must have completed all the following requirements of the aid receipt process. The student must: receive an award letter from the Scholarships Office; resolve any existing financial obligations; be enrolled in a degree program and in good academic standing, with a minimum GPA of 3.5; be registered for the required credit hours on which the scholarship was based and submit a thank-you letter to the Scholarships Office, addressed to the donor.

## Special Programs and Opportunities

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### **The New York City Louis Stokes Alliance for Minority Participation (NYC-LSAMP)**

The NYC-LSAMP in science, technology, engineering and mathematics (STEM) is an alliance of 16 CUNY colleges and the CUNY Graduate Center. The goal of the program is to ensure a long-term capacity to produce significantly greater numbers of individuals from groups underrepresented in STEM careers through lasting changes achieved at participating institutions. The program offers financial support for undergraduate and graduate education and opportunities to be part of faculty-supervised research teams at Brooklyn College.

Eligible students must:

- be U.S. citizens or permanent residents admitted to full-time study at Brooklyn College;
- be a member of a group underrepresented in science research, including, but not limited to, African Americans, Native Americans and Hispanics;
- major in a STEM discipline; and
- have a GPA of 3.00 or higher.

For more information, visit the LSAMP website or contact the program activity coordinator, 141 Ingersoll Hall Extension, 718.951.4346. Deadline for summer and fall application is May 1; deadline for spring application is Dec. 1.

### **Latin/Greek Institute**

In the summer Latin/Greek Institute, Brooklyn College, and the CUNY Graduate Center offer college-level work in language and literature. Master's students are eligible to apply. No previous knowledge of Latin or Greek is required. The Latin curriculum consists of study of forms and grammar, reading and analysis of representative texts from archaic remains through the Renaissance, and study of classical or medieval Latin literature. The Greek curriculum consists of language study and reading and analysis of representative texts in Attic, Ionic and Koine Greek. Information and application forms may be obtained in the Department of Classics, 2408 Boylan Hall, 718.951.5191, or at the Latin/Greek Institute Office, 365 Fifth Avenue, New York (212.817.2081). Further information is available on the institute's website.

## Academic Regulations and Procedures

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This chapter outlines academic regulations and procedures. Part I explains how to plan a program of study; Part II discusses registration, grades and transfer credit; Part III describes academic requirements that must be met to qualify for a degree or advanced certificate as well as miscellaneous other matters. Administration of academic regulations and procedures is the responsibility of the Office of the Associate Provost for Academic Programs, 3208 Boylan Hall, 718.951.5771.

Academic counseling for students in each program is available from the graduate deputy or program head in each department. Students should discuss their program of study and academic progress toward program completion with their graduate deputy or program head each semester either in person or by e-mail. For general academic advice and information, students should contact the office of the dean of their respective school or the Office of the Associate Provost for Academic Programs, 3208 Boylan Hall, 718.951.5771.

### I. Planning the program of study

At the beginning of course work, and no later than the first week of the semester, all graduate students should prepare a program of study with the appropriate departmental graduate deputy or program head. Programs and regulations are subject to change without notice and therefore current students should maintain regular contact with their graduate deputy or program head. They may also consult the degree progress system via the CUNY portal.

Matriculated students are responsible for meeting all requirements in their degree or advanced certificate program. Students should consult the appropriate sections of this Bulletin for all official information regarding requirements for their degree or advanced certificate as well as general college requirements. Degree requirements for each program may also be found on the Graduate Programs and Advisers Web page.

#### Length of time to complete degree or advanced certificate

A master's degree or advanced certificate must be completed within seven years inclusive of any official leave of absence, beginning with the student's initial registration for graduate courses in a program at Brooklyn College in any status: matriculated, matriculated with conditions, nonmatriculated, nondegree or provisional. (See the chapter "Admission" for definitions of each.) Exceptions are sometimes granted with compelling justification or because of the size of a student's academic program but require the filing of a petition for extension of time to the Faculty Council Committee on Graduate Admissions and Standards. Information on how to develop a petition is available in the Office of Academic Standing, 3219 Boylan Hall, 718.951.4866.

#### Academic residency

At least 60 percent of the credits required for a degree must be earned at Brooklyn College. Departments and/or programs may have additional academic residency requirements. See the section "Rules about transfer courses and credits" below, for more information.

### II. Registration, grades, and transfer credit registration for courses

Prior to registration, students should review the degree requirements for their program, as well as their progress toward the degree, by checking the program requirements at the time of their entry or whatever set of requirements they elect if eligible to change program requirements (see the section "Applicable Bulletin," below). Some programs require a pre-registration visit with the graduate deputy or program head; even if not required, such a consultation is often extremely important to keep moving efficiently toward graduation. The requirements of each program can be found online at the Brooklyn College website under "Academics" or in the electronic copy of previous Bulletins if the student is subject to an earlier Bulletin.

Students are notified by mail and/or e-mail of dates for registration via the Web and when the latest Schedule of Classes becomes available. Students who have not been notified or who have questions should inquire in the Enrollment Services Center, West Quad Center. Students may also consult the college website for registration information; the Course

Schedules and Bulletin page contains the Schedule of Classes, posted each semester, as well as complete instructions for registration, the college calendar and other important information.

Students are expected to complete registration during the official registration period. Registration after the first three weeks of the semester, that is, after the end of the “late add” period, is not permitted. Students who are dropped for nonpayment will not be allowed to reregister for the dropped classes after the end of the “late add” period under any circumstances.

### **Hours and Credits.**

Statements in this bulletin regarding a certain number of class hours or credits refer to the number of weekly class hours (or their equivalent). Thus a listing that reads “3 credits” means that the course will meet for three fifty-minute class hours each week for fourteen weeks, exclusive of the final examination, or for some other scheduling pattern that equates to 2100 minutes (3 hours x 50 minutes x 14 weeks) during the term. Every weekly hour of lecture or recitation meeting for 14 weeks is equal to one semester hour of credit. The same is true for the following: a) two weekly hours of laboratory work, b) two weekly hours of supervised fieldwork, c) three hours of unsupervised honors work or, d) three hours of unsupervised field work. Exceptions to this general rule apply in certain programs or courses and are specified in the bulletin.

Statements in this bulletin regarding class hours and credits usually refer to the **total number of semester class hours**, unlike undergraduate courses which usually list weekly class hours. Thus a listing that reads 30 hours plus conference (or “plus conference and independent work”); “3 credits” means that the course will meet for two class (i.e., lecture) hours each week for fifteen weeks, or for some other scheduling pattern that equates to this in terms of total class time in the course.

### **Modes of Instruction**

The following is the CUNY definition of modes of instruction (the preceding CUNYfirst symbol is linked to each course in the semesterly schedule of classes):

**P In-Person.** No course assignments and no required activities delivered online.

**W Web-Enhanced.** No scheduled class meetings are replaced but some of the course content and assignments, as well as required or optional activities, are online.

**PO Partially Online.** Up to 20% of scheduled class meetings are replaced with online activities or virtual meetings.

**H Hybrid (Blended).** Between 33% and 80% of scheduled class meetings are replaced with online activities or virtual meetings.

**O Online.** More than 80% but less than 100% of scheduled class meetings are replaced with online activities or virtual meetings.

**FO Fully Online.** 100% of scheduled class meetings are replaced with online activities or virtual meetings. All of the class work, including exams, is online.

### **Equated Credit for Non-Credit Instruction**

All hours associated with regular courses are college level, and all credits are applicable towards the degree. The degree credits and the equated credits are equal and used to determine tuition and financial aid enrollment status. Below is CUNY’s definition and configuration for equated credit for non-credit instruction.

#### **Remedial Courses**

Remedial courses consist entirely of below college-level instruction, and are designed for students who do not meet CUNY’s basic skill proficiency standards.

All contact hours associated with remedial courses are non-credit instruction below college level and are designed to serve the needs of students who have not demonstrated skill proficiency as defined by the CUNY assessment policy. Degree credits on remedial courses are zero. Equated credits on remedial courses are set equal to the number of contact hours, on a one-to-one basis. Equated credits are used to determine tuition and financial aid enrollment status.

For example, a remedial course that meets for 3 hours per week over a 15-week semester generates 0 degree credits, 3 contact hours and 3 equated credits.

#### **Developmental Courses**

Like remedial courses, developmental courses are designed for students who have not demonstrated skill proficiency, and are not open to students who have achieved proficiency as defined by the University. Unlike remedial courses, they carry some degree credit. Academic credit shall be given only for the college-level instruction in the course. Developmental courses carry excess contact hours of a remedial nature, which may be counted as equated credits in addition to the degree credits. Equated credits are used to determine tuition and financial aid enrollment status.

For example, a developmental course that meets for 6 hours per week for a 15-week semester, of which 3 hours per week are below college level, generates 3 degree credits, 6 contact hours and 6 equated credits.

#### **Compensatory Courses**

Like regular courses, compensatory courses are designed for students who have met the University's skill proficiency standards, and consist of college-level material. However, compensatory courses offer additional mandatory excess hours designed to provide skills needed to succeed in the course. The additional instruction may be offered in workshops, seminars, tutorials, study labs or other instructional formats. Degree credit shall be awarded only for the contact hours associated with college-level work. Excess hours in compensatory courses are not counted as equated credits and are not calculated in tuition and financial aid or academic load.

For example, a compensatory course that meets 4 hours per week over a 15-week semester, of which 1 hour per week is compensatory, generates 3 degree credits, 4 contact hours, and 3 equated credits.

#### **Compensatory ESL Courses**

ESL courses may be regular, developmental or compensatory. All follow the above definitions with the exception of Compensatory ESL course offerings. Like regular courses, compensatory ESL courses are designed for ESL students who have met the University's skill proficiency standards, and consist of college-level material. Compensatory ESL courses offer additional mandatory excess hours designed to provide skills specific to the ESL population needed to succeed in the course. The additional instruction may be offered in workshops, seminars, tutorials, study labs or other instructional formats. Degree credit shall be awarded only for the contact hours associated with college-level work. However, excess hours in compensatory ESL courses carry excess contact hours of a developmental nature, which may be counted as equated credits in addition to the degree credits. Equated credits are used to determine tuition and financial aid enrollment status.

For example, a compensatory ESL course that meets 4 hours per week over a 15-week semester, of which 1 hour per week is ESL compensatory, generates 3 degree credits, 4 contact hours, and 4 equated credits. Such courses or class sections are identified with an ESL indicator.

#### **Course numbers**

Courses numbered 6000 are broadly based survey courses that do not require extensive undergraduate preparation. They are intended for students in other disciplines and may not be offered toward a degree by candidates in the field in which they are given.

Courses numbered 7000 require extensive undergraduate preparation and are intended for candidates for a master's degree or certificate in the field in which they are given. Other students may be admitted only with permission of the chairperson or deputy chairperson.

Each course number is followed by G, T or X. The letter G means that the course may be credited only toward a master's degree in liberal arts and sciences programs; T, that the course may be credited only toward a master's degree or an advanced certificate in the Teacher Education Program; and X, that the course may be credited toward a master's degree in either liberal arts and sciences programs or the Teacher Education Program. In some cases, a student may receive permission to apply credit for a course designated G toward a master's degree in the Teacher Education Program or to apply credit for a course designated T toward a master's degree in liberal arts and sciences programs. Courses whose number is followed by the letter U are regular master's courses that may be credited toward a City University doctoral program.



### Limitation on credits per semester

Full-time status at the graduate level is defined as taking at least 12 credits. Master's students may not register for more than 15 graduate credits a semester or more than 6 graduate credits in either of the two summer sessions without special permission from the department and the Associate Provost for Academic Programs. Students on F-1 and J-1 visas must carry a full-time load unless a lower load is approved by the Office of International Student Services. It is recommended that students with full-time employment or other major time commitments carry a maximum course load of no more than 6 to 9 credits each semester.

### Registration limitations for nondegree students

Some graduate courses and programs do not admit nondegree students. Nondegree students should seek permission from their departments before attempting to enroll in graduate courses.

### Adding, dropping and withdrawing from courses

A registration adjustment consists of adding, dropping or withdrawing from a course; changing from one course section to another; or making any other alteration after registration is completed. A student may add a course only during the first three weeks of classes; the procedures for adding, dropping, and withdrawing depend on when they are done. In the second and third weeks, the adding of classes requires permission of the instructor and the department chairperson. Complete information about registration adjustments, including deadlines and penalties, is in the Schedule of Classes.

The academic (as opposed to financial) consequences of withdrawing from classes depend on when the official withdrawal takes place. A student may drop courses without academic penalty through the third week of classes and no record of the course or courses will appear on the student's transcript. A student may withdraw from courses without academic penalty after the first three weeks of the semester until the conclusion of the 10th week; a grade of W will be assigned and will appear on the student's transcript. Withdrawals may be made in person at the ESC or via CUNYfirst.

A student who attended a minimum of one class session and stopped attending but did not officially withdraw will receive a grade of WU, equivalent to a failure. A student who never attended a course but did not officially withdraw will receive a grade of WN; a WN grade, like a W, has no impact on the student's GPA (though the student may be liable for tuition payments associated with the course if the course is not formally dropped). In some cases, if the work is satisfactory and there is sufficient justification, a student may be permitted to withdraw from courses late without academic penalty by filing a petition for withdrawal with the Office of Academic Standing. The petition must provide valid reasons supported by documented evidence of extenuating circumstances responsible for the withdrawal. A grade of WF denotes an official withdrawal initiated by the student or the college, indicating that the student was failing at the time of withdrawal.

Students should note that there are financial implications for courses dropped after the first day of classes, as specified on the Tuition Payment Options Web page and in the section "Refund policy" of the "Tuition and Fees" chapter. A student who withdraws from a course after the third week of the term receives no refund of tuition.

### Grades in courses

Students receive a final letter grade in every course. Note that there is no "D" grade in the Graduate Division. The following grading system is used:

A+, A, A-	
B+, B, B-	
C+, C	
F	Failure
AUD	Auditor
FIN	Failure, for not resolving INC grade
INC	Term's work incomplete
NC	No credit, applicable only to specifically designated courses
P	Passed, given for acceptable thesis and some research classes
PEN	Used in cases where there is an ongoing investigation connected to the Academic Integrity Process

SP	Satisfactory progress in thesis research
W	Withdrew officially (no academic penalty)
WA	Withdrew administrative (immunization requirements not fulfilled)
WD	Withdrew Drop (Dropped after FA certification date during the program adjustment period. Student Attended at least one class section.
WF	Withdrew with a failing status (counts as failure)
WN	Never attended (no academic penalty)
WU	Withdrew unofficially (student attended at least one class session; counts as failure)

**A+ grade.** The grade of A+ indicates a truly exceptional performance and is rarely given.

**INC grade: Unresolved grades and absence from final examination** A grade of Incomplete (INC) may be given at the discretion of the instructor when 1) a student has satisfactorily completed most, but not all, course requirements, and 2) a student provides to the instructor evidence documenting the extenuating circumstances that prevent the completion of course requirements by the end of the semester. The instructor may change the grade of INC to another grade when the work has been completed.

A grade of Incomplete (INC) may also be given at the discretion of the instructor when 1) a student has been fulfilling course requirements but is absent from the final examination and 2) a student provides to the instructor evidence documenting the extenuating circumstances that prevent the taking of the scheduled final examination. The instructor may change the grade of INC to another grade after the final exam has been taken.

Deadlines for resolution of unresolved grades appear in the academic calendar posted each term. Students who do not meet the deadlines are assigned a grade of FIN.

Students who have officially withdrawn from the college and have INC grades may be exempted from the above limitations. Please see the section on Maintenance of Matriculation regarding the need for students to be in a matriculated status when resolving INC grades or completing other degree requirements.

**PEN grade:** a temporary grade awarded when the disposition of the final grade requires further evaluation and when the incomplete grade is inappropriate. PEN is also used to facilitate the implementation of the Procedures for Imposition of Sanctions whereby the college must hold a student's grade in abeyance pending the outcome of the academic review process. Final determination of a grade will depend on final evaluation by the instructor or the outcome of the college's academic review process.

#### Calculation of the GPA

A+ and A	=	4.00
A-	=	3.70
B+	=	3.30
B	=	3.00
B-	=	2.70
C+	=	2.30
C	=	2.00
F, FIN, WF, and WU	=	0.00

The following table demonstrates how a student who has completed 24 credits should compute the GPA.

Grade	Value	Credits	Total
A =	4.00	x 9	36.00
A- =	3.70	x 3	11.10
B+ =	3.30	x 3	9.90
B =	3.00	x 3	9.00
C =	2.00	x 3	6.00

F	=	0.00	x	3	0.00
Total				24	72.00

The GPA is  $72.00 \div 24 = 3.00$ .

**The general rule for calculating the GPA.** Grades earned in all courses acceptable toward the degree or advanced certificate are included in the calculation of the GPA. In particular, this includes 1) all 7000-level courses in an academic department in which the student has taken one or more courses acceptable for the degree, and 2) all 6000-level courses in an academic department in which the student has taken one or more 6000-level courses acceptable for the degree. A student may not choose from among the courses that will be counted in calculating the GPA.

**Calculation of the GPA when a student repeats a course.** Credit cannot be earned twice for the same course. When a student repeats a course (or its equivalent) in which a grade of C or higher was earned, no credit is given for the repeated course. The grade for that course will appear on the transcript, preceded by an asterisk (\*) but is not included in computing the GPA. This rule applies when a student repeats courses taken at Brooklyn College or when a student completes courses at Brooklyn College that are equivalent to those taken at other CUNY institutions and that appear on his or her academic record. Some specified courses may be repeated for credit. Such exceptions are noted in the bulletin description of these courses.

**Calculation of the GPA when a student changes degree programs.** When a student changes degree programs without having earned a degree in the first program, the GPA is calculated in accordance with the requirements of the new program. Only those courses from the prior record that are applicable to the new degree program become part of the GPA calculation. (See "Change of program" in the chapter "Admission.")

**Calculating the GPA for a nondegree student who later becomes a degree candidate.** Although a maximum of 15 credits earned in nondegree status may be applied to a degree, for a student who moves from nondegree to matriculated status in a program, all courses taken in nondegree status that would apply to the degree for a matriculated student must be included in calculation of the GPA. Students may not pick and choose which of these credits will be calculated in the GPA. This rule applies to both 7000-level and 6000-level courses. Additional information may be found in the "Nondegree" section of the chapter "Admission."

**F-Grade Replacement Policy.** A graduate student who receives certain failing grades (F, FIN, WF or WU, but not an F resulting from an academic integrity violation) in a Brooklyn College course and who retakes that course at the college and earns a grade of C or higher will have the failing grade excluded from the calculation of the GPA. The original failing grade remains on the transcript, preceded by a note to indicate that the course grade is not included in the computation of the GPA. Students should monitor their transcripts through CUNYfirst. If there is a question regarding the calculation, students should check with the registrar in the Enrollment Services Center.

Use of the F-Grade Replacement Policy is limited to a total of 6 credits for the duration of a student's graduate career in any of the institutions of the City University of New York. A student who has used, for example, 4 credits of the 6-credit total may replace only a failed 2-credit course. After 6 credits have been used, the F-Grade Replacement Policy no longer applies; a student who fails a course and later repeats it will have both courses included in calculation of the GPA. In order to take advantage of the F-Grade Replacement Policy, students must repeat the course at the same college where they originally received the failing grade. An F grade earned at Brooklyn College may not be made up by a course at another CUNY or non-CUNY school, and an F grade earned at another CUNY or non-CUNY school may not be made up at Brooklyn College. Note also that the F-grade Replacement Policy may not be used to replace an F grade resulting from a violation of CUNY's policy on academic integrity.

#### **Rules about transfer courses and credits**

Degree and advanced certificate candidates may apply for transfer credit for courses taken before enrollment at Brooklyn College and may apply to take graduate courses at non-CUNY institutions for transfer credit after enrolling at Brooklyn College.

After acquiring a GPA at Brooklyn College, courses may also be taken at other CUNY colleges under a permit procedure.

Regardless of whether a student is matriculated or not, transfer credit is not granted for courses taken more than five years before a student's initial registration for graduate courses at Brooklyn College. The number of transfer credits granted for a course may not exceed the number of credits of an equivalent course at Brooklyn College. A maximum of 6 credits may be accepted as transfer credit (called "elective credit") for courses for which there are no direct equivalents at Brooklyn College.

The college limits the total number of transfer credits that can be counted toward a degree, whether the courses are from CUNY or non-CUNY schools. Students may receive transfer credit for up to 40 percent of the credits required for a degree. These credits must be transferred from other accredited graduate institutions, approved by the appropriate Brooklyn College department and taken within the specified time limit. See below for special considerations about how transfer and permit grades taken outside of Brooklyn College are factored into the GPA.

To be allowed to count courses completed at other institutions prior to students' matriculation at Brooklyn College toward Brooklyn College degrees, students must file an application for transfer credit. The application may be obtained in the Enrollment Services Center or on the WebCentral portal. Students must include with the application the catalog of the college attended or a photocopy of the course description for each course submitted for transfer credit. An official transcript from the college attended must be forwarded to the Office of the Registrar. The graduate deputy or chairperson of the major department must approve the application. If the course was completed in a department other than the major department, approval of the graduate deputy or chairperson of the appropriate Brooklyn College department is also required.

To be allowed to take and count toward the degree courses taken at other institutions while they are matriculated in a Brooklyn College master's program, students must apply to their program for permission, regardless of whether the courses will be taken at a non-CUNY school or a CUNY institution. However, the specific procedures for receiving permission for transfer credit differ depending on the institution where the courses will be taken.

**For non-CUNY colleges.** Currently matriculated students must apply in person to their graduate deputy or program head for permission to use transfer credits. Permission is obtained using the transfer credit application that may be obtained in the ESC. The form is also available online on the WebCentral portal. If the course to be taken is in a department other than the major department, approval of the deputy chairperson or chairperson of the appropriate Brooklyn College department is also required. For programs in the School of Education, approval of the deputy for graduate studies is required. With the application, students must include the catalog of the college where they plan to attend or a photocopy of the course description for each course they plan to take. Students who take a course at another college that has not been approved in advance may be denied transfer credit for the course.

#### **For CUNY colleges**

Currently matriculated students may apply online using the CUNY permit system. Instructions for filing a permit request electronically (an "e-permit") can be accessed through the CUNY portal. Note that receiving permission is not the same thing as actually registering. To complete the permit process, students must pay for the course(s) through Brooklyn College and then register for the approved courses on the other campus.

#### **Special considerations for transfer courses from non-CUNY institutions**

Courses taken at non-CUNY institutions to be transferred must have been completed with a grade of B or higher; a grade of B- is not acceptable. The courses may not have been applied toward a degree earned previously. Grades in courses taken at non-CUNY institutions and accepted for transfer credit at Brooklyn College are not included in the calculation of a student's GPA.

#### **Special considerations for courses taken by permit at other CUNY institutions**

As of fall 2004, courses taken by Brooklyn College students at other CUNY colleges under the CUNY permit procedure are included in the calculation of a student's GPA and become part of the students' record, regardless of the grade earned. CUNY courses not approved by Brooklyn College under the permit procedure must have a B or higher in order to transfer.

#### **Crediting courses to more than one master's degree and/or advanced certificate program**

Departments and programs may choose to allow students to apply courses from a first Brooklyn College master's degree or advanced certificate to the required coursework and credit requirements of a second master's degree or advanced certificate up to the lesser of 9 credits or 50 percent of the required credits of the second master's degree or advanced certificate. This dispensation applies only to course work taken at Brooklyn College; courses used toward a prior degree or advanced certificate outside of Brooklyn College may not be credited toward a second master's degree or advanced certificate at Brooklyn College. Furthermore, it applies only to courses that are required by the second program; courses taken in the first program may not be applied toward elective credits in a second program. If a program chooses to credit a student's Brooklyn College coursework, as described above, toward a second master's degree or advanced certificate, the department chair, graduate deputy, or program head must specify the same in writing to the Registrar.

### **Attendance in courses**

The instructor may consider attendance and class participation in determining the term grade, although a student is not denied credit for a course solely on the basis of the attendance record. It is the student's responsibility to turn in all assignments on time.

A student late for class may be excluded from the classroom.

To obtain a grade for a course that was not completed due to enlistment in the armed forces, Peace Corps or VISTA, a student must have been enrolled for approximately 13 weeks during the fall or spring term or five weeks during the summer term.

### **Appeal of final grade**

An instructor may not raise a student's grade in a class by accepting additional work after the end of the semester, except in cases of INC grades (see the section "Grades in courses" above) in which the student either takes a makeup final or submits the limited number of assignments still due at the end of the semester. In any other cases, a change of grade can be made only if the instructor certifies that an error was made in entering or calculating a grade. Such a change is made on a Change of Grade Form that must be signed by the instructor and the department chairperson, and approved by the Office of the Associate Provost for Academic Programs.

In the academic community, grades are a measure of student achievement toward fulfillment of course objectives. The responsibility for assessing student achievement and assigning grades rests with the faculty, and, except for unusual circumstances, the course grade given is final.

The grade appeals system affords recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned as a result of prejudice, caprice, or other improper conditions such as mechanical error or assignment of a grade inconsistent with those assigned other students. A student who believes he or she has reason to challenge a grade penalty assigned for an alleged violation of academic integrity shall use the Academic Integrity Appeal procedures.

**Option One: Informal appeal.** Students who believe that they have received an unfair or inappropriate grade are required to meet with the instructor of record to attempt to resolve the matter informally. The student must explain the grounds for the grade appeal to the instructor and attempt to understand the instructor's reasons for assigning the grade. The purpose of the meeting is to reach a mutual understanding of the instructor's rationale for the grade and to resolve differences in an informal and cooperative manner.

**Option Two: Formal appeal.** If the matter is not resolved, the student has the right to appeal the grade to the department chairperson or designee. When the department chairperson or designee receives a formal grade appeal following the student's informal appeal to the instructor, the chairperson or designee may attempt mediation and upon failure of mediation, the chairperson or designee shall convene a Grade Appeals Committee to investigate the appeal and to render a decision. To assure that all departmental committees conform to the principles of due process, the following procedures apply:

1. The student must submit a completed form to show that he/she has met with the instructor and that informal

resolution failed.

2. The student must submit all relevant documentation to show that he/she has met the course requirements, including, but not limited to, a) course syllabus, b) all documented grades (graded tests, papers, projects, etc.), and c) a list of all other grades that the student knows he or she received in the course and any other factors that may have influenced the grade.
3. The Grade Appeals Committee has the authority to screen out appeals that do not set forth the aforementioned ground for appeal. The convener will explain any such finding in writing to the student, the faculty member, and the department chairperson.
4. The department chairperson will notify the instructor that a formal grade appeal has been initiated and the instructor shall provide the grade distribution break down for the student and any other relevant information.
5. During the regular semester, the Grade Appeals Committee will review the material presented and will advise the student and instructor of its decision, in writing, within 30 calendar days from the date the student submitted a complete formal grade appeal with all necessary documentation. If the appeal is submitted after May 5, the Grade Appeals Committee must respond to the student by the following September 30.

#### **Time limits for appeal**

A student who wishes to appeal a grade must initiate the process in the full semester following the one in which the contested grade was received. Spring and summer session courses must be appealed during the following fall semester; fall and January intersession courses must be appealed during the following spring semester. Appeals that are not initiated by these deadlines will not be considered.

#### **Appeal of Departmental Grade Appeals Committee's decision**

A student who wishes to appeal the decision of the Departmental Grade Appeals Committee shall submit the appeal to the Faculty Council Committee on Graduate Admissions and Standards. Students must submit their written appeal to the Committee on Graduate Admissions and Standards through CAASS. The decision of the Committee on Graduate Admissions and Standards will be final.

### **III. Academic requirements and procedures**

This section explains general academic requirements and procedures for graduate degree and advanced certificate programs, including minimum GPA requirement; academic probation and dismissal; comprehensive examination, thesis and language examinations; and applying for graduation.

#### **Academic residency**

At least 60 percent of the credits required for a degree must be earned at Brooklyn College. Departments and/or programs may have additional academic residency requirements.

#### **Minimum GPA requirement**

To receive a graduate degree or an advanced certificate, a candidate must maintain and graduate with a minimum GPA of 3.00. Individual departments may, with the approval of Faculty Council, set higher grade requirements in certain specified courses or groupings of courses accepted toward the degree or advanced certificate.

#### **Academic probation**

Students matriculated in degree and certificate programs are expected to make appropriate academic progress toward completion of the program. That includes registering for and completing graduate courses that are explicitly approved components of the student's degree or certificate program or other courses approved by the graduate deputy. Other markers of satisfactory academic progress include completion of all degree requirements within seven years after initial registration and completion of such other milestones as comprehensive examinations and theses. All students, regardless of status — matriculated and nonmatriculated as well as nondegree — must maintain an appropriate grade point average; students with a GPA lower than 3.00 are on academic probation. Students who have taken only undergraduate courses while in any graduate status will be placed in a special probation status that is not entered on the students' transcripts, as a warning that graduate status requires the completion of graduate courses. Students on academic

probation may not take the comprehensive examination, submit a thesis, or earn a graduate degree or advanced certificate unless specific approval is granted by the Committee on Graduate Admissions and Standards.

Academic probation is viewed as a warning, the purpose of which is to alert the student that his or her academic standing is in jeopardy so that appropriate steps can be taken to correct the situation before the student reaches the point where he or she is dismissed from the program for academic reasons. The most common reason for academic probation is having a GPA lower than 3.00. Anytime that a student's GPA falls below 3.00, the student is automatically on probation, but depending on the timing when the low GPA is obtained, a probation warning from the Office of the Associate Provost for Academic Programs may or may not be generated. Students on academic probation because of a low GPA must increase their GPA to 3.00 or higher with courses creditable to the degree within 9 credits of being placed on probation. They may not improve their GPA by taking courses outside of the program, unless these courses are approved in writing as counting toward the degree by the graduate deputy or program head. The Office of the Associate Provost for Academic Programs works with the student and the graduate deputy or program head to develop a realistic, written plan for improving the student's grades. In some cases, this may require waiting until all grades for a semester have been submitted, to see whether the GPA has improved before permitting students to register. Other actions that may be taken include the requirement to take fewer courses until the GPA is improved, to get extra help in areas such as writing, to attend a probation workshop, or to suggest that the student restructure outside obligations to permit more time to be given to graduate study.

When a student is placed on academic probation for any reason, a "stop" is placed on registration by the Office of the Associate Provost for Academic Programs. The probation stop bars the student from registration until an appropriate academic plan is approved by the graduate deputy. Once the Associate Provost's Office has agreed that an appropriate plan is in place, it will lift the probation stop temporarily so that the student may register for the current term. The probation stop will remain in place, however, for any future registrations until the cause for academic probation has been corrected. Students in academic difficulty are encouraged to discuss their status with the Graduate Academic Policy Appeals and Probation Specialist, 3219 Boylan Hall, who works with the deputies and program heads to assist students in achieving satisfactory academic standing. When a student is no longer on academic probation, the stop will be removed, and he or she will be able to register in the normal manner.

Note that the probation stop is only one of several stops that can prevent successful registration. For example, unpaid bills for tuition or library fines will also block registration, as will failure to comply with immunization requirements.

### **Dismissal**

Failure to improve the GPA or make acceptable academic progress toward degree completion after the student has been on probation for 9 credits, or sometimes more if there is evidence that the student is making progress to raise the GPA to acceptable levels, will make the student subject to dismissal from the degree or certificate program. The decision to dismiss is not taken lightly and involves discussion between the graduate deputy or program head and staff in the Office of the Associate Provost for Academic Programs. Students who do not meet admissions conditions requirements may be dismissed from the program upon the recommendation from the graduate deputy. Once a decision to dismiss is made, notification of dismissal is sent by the registrar.

### **Comprehensive examination, thesis and language examinations**

To qualify for a master's degree, candidates in most programs are required to pass a written comprehensive examination and/or submit an acceptable thesis or major research paper. An oral examination may also be required. Requirements for each program are specified on the Graduate Programs and Advisers Web page. When there is a choice between exit requirements such as a comprehensive examination and a thesis, a student who fails a comprehensive examination may not then choose to write a thesis, nor may a student who has submitted an unacceptable thesis then choose to take a comprehensive examination. Students seeking a waiver of this regulation must file a petition with the Office of Academic Standing.

**Comprehensive examinations.** Comprehensive examinations are designed to assess how well students have mastered the curriculum in their degree program and are taken near the end of a student's work in the program. Students who choose or are required to take a graduate comprehensive examination in their program must:

- be matriculated,
- have a GPA of at least 3.00,
- have no outstanding admissions or matriculation conditions, and
- be scheduled to complete all course requirements for the degree by the end of the semester in which the examination is taken; in some cases, depending on the number of credits remaining, it may be preferable to take the comprehensive examination in the semester before the student expects to graduate, should all or part of the exam need to be repeated.

Comprehensive examinations are given in the fall and spring semesters on dates stated in the academic calendar on the college website. Students apply to take comprehensive examinations online at the WebCentral portal under the eServices/Student Transactions tabs and are notified by e-mail about their eligibility status. The first date to apply for a comprehensive examination is the first day of classes of the semester in which the examination is to be taken, and students must apply within 30 days of this date. Students must apply each time they wish to take a comprehensive examination. See section "Maintenance of Matriculation" for procedure to take comprehensive examination in a semester in which the student is not registered for any classes.

A comprehensive examination may not be taken more than twice. In extraordinary circumstances, exceptions may be granted by the Faculty Council Committee on Graduate Admissions and Standards; students may obtain information on filing a petition to this committee in the Office of Academic Standing, 3219 Boylan Hall.

**Thesis.** A student in a liberal arts or sciences program who chooses or is required to write a thesis must consult with the graduate deputy before registering for any required thesis research course. A student in a School of Education program who plans to write a thesis must consult with the appropriate program head.

Instructions for writing and filing a thesis may be obtained in the offices of the respective school deans. Some programs provide supplemental instructions. Unless otherwise noted in the department requirements, a student registers for the thesis research course only once. The grade of SP (satisfactory progress) is assigned until the thesis is accepted. Thesis research credit is assigned and a grade of P (pass) is entered on the record when the thesis is accepted.

**Language examinations.** In some programs, students are required to pass one or more foreign language examinations given by the department or the Educational Testing Service. Language requirements, if any, are stated under a program's degree requirements on the Graduate Programs and Advisers Web page.

#### **Applying for graduation and the diploma**

By the middle of the term prior to the one in which students expect to graduate, they should request a degree audit in the Office of the Registrar by applying for graduation. Applications for graduation may be filed in the Enrollment Services Center no later than the deadline listed in the academic calendar on the college website. Failure to meet this deadline may delay graduation and may impact the student's ability to participate in the commencement ceremony. Students who previously filed for graduation but then did not graduate must file again in the Enrollment Services Center in the semester when they plan to actually graduate. All degree and advanced certificate requirements and all forms and procedures related to those requirements must be completed by the end of the term in which the student expects to graduate. Degrees are awarded to students who have completed all degree requirements provided that they have fulfilled all financial obligations to Brooklyn College.

#### **Maintenance of matriculation**

As required by the university, a nonrefundable maintenance of matriculation fee must be paid by students who do not register for degree-related courses in a given semester but 1) wish to take a comprehensive examination, submit a thesis, or resolve an INC grade; 2) expect to graduate in that semester; or 3) wish to use the academic facilities of the college during that semester. This fee may not be waived.

#### **Applicable Bulletin**

A candidate for a degree or advanced certificate may complete the program requirements as stated in any single Bulletin in effect during the time of the student's continuous attendance in a department or program, including any official leaves



of absence. If continuous attendance is broken for any reason without an official leave of absence, the applicable Bulletin requirements will be those in effect when the student reregisters. The student may not select particular requirements from different Bulletins.

**Readmission**

After a semester of absence, matriculated students who have not yet graduated from their degree programs and who wish to register must apply for readmission through the Brooklyn College website. Go to [www.brooklyn.cuny.edu](http://www.brooklyn.cuny.edu) click on Admissions then on Other Student and then on Re-Entry. Students who wish to matriculate in a different program must apply for admission to that program through the Office of Graduate Admissions. The application will be reviewed by the graduate program to which the student has applied; students can only readmit into a program to which they have previously been accepted.

Students who are maintaining matriculation for a term do not need to readmit. Students with a GPA below 3.0 must be approved by their department for re-admission. Students who have been absent from their program for two or more semesters, without an approved leave of absence, must have their applications approved by their academic department. Students who would exceed the seven year degree completion limit must file a petition with the Office of Academic Standing for approval of readmission.

**Official leave of absence**

A degree or advanced certificate candidate whose GPA is at least 3.00 may be granted an official leave of absence for up to a cumulative maximum of two years. Official leave of absence forms may be obtained in the Enrollment Services Center, West Quad Center. The form is also available on the WebCentral portal. The length of an official leave of absence does not affect the deadline for completion of the requirements for the master's degree or advanced certificate. The seven-year time limitation includes all periods of nonattendance for any reason except service in the armed services, Peace Corps or VISTA.

**Change of name**

A change of name must be made in person, with supporting documentation, in the Office of the Registrar or the Enrollment Services Center. The form is available under the "My Info" tab on the WebCentral portal.

**Change of address**

A change of address may be made in person at the Enrollment Services Center or on the WebCentral portal under the "My Info" tab.

**Veterans' benefits**

Veterans claiming benefits must complete application forms each term after registration in the Veterans Affairs and Counseling Center, 1407 James Hall.

## Student Rights and College and University Rules

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As a public institution of higher education that is part of the City University of New York, the college and its students, faculty, and staff are required to comply with federal, state, and local laws, rules and regulations as well as university and college policies that seek to enforce them. Those currently in effect are summarized below with links to relevant websites for the complete text of each, subject to change by the appropriate authorities.

### Policies concerning standards of behavior for the college community

#### **Maintenance of public order**

The tradition of the university as a sanctuary of academic freedom and center of informed discussion is long-honored and must be guarded vigilantly. The principle of intellectual freedom, rights of professors to teach and engage in scholarly research, and rights of students to learn and express their views free from external pressures and interference are deeply held values of institutions of higher education, including Brooklyn College. CUNY's regulations to secure these benefits and ensure the academic freedom for all in this educational community and the penalties for violations may be found on the CUNY website; click on the tab "Faculty/Staff," then "Regulations for the Maintenance of Public Order" under "Policies and Procedures."

#### **Nondiscrimination and equal opportunity**

The City University of New York, located in a historically diverse municipality, is committed to values and policies that enhance respect for individuals and their cultures. The university believes that, in order to benefit from this diversity, it must foster tolerance, sensitivity, and mutual respect among all members of its community. Efforts to promote diversity and to combat bigotry are an inextricable part of the educational mission of the university. The university does not condone and will not tolerate discrimination in employment or in its educational programs and activities. It continues to recognize the importance of maintaining at each campus equal access and opportunity for qualified students, faculty, and staff. More information about the university's nondiscrimination policy may be found on the CUNY website; click on the tab "Faculty/ Staff," then "CUNY Nondiscrimination Policy" under "Policies and Procedures."

To this end, it is Brooklyn College's policy that its educational and employment programs will be administered without regard to age, carrier status, citizenship status, color, disability, gender, genetic predisposition, marital status, military status, national origin, race, religion, Sabbath observance, sexual orientation, transgender, veteran status, victim of domestic violence or other factors irrelevant to productive participation in the programs of the college. Further, in keeping with local, state, and federal mandates and recognizing the many benefits that accrue from a community of diverse experience and cultural heritage, the college pledges to act affirmatively in providing employment opportunities for qualified women, racial and ethnic minorities, Vietnam-era veterans and individuals with disabilities. All Brooklyn College employees — administrators, members of the faculty and staff — and students are expected to cooperate fully in meeting these legal and ethical mandates.

CUNY policy and New York State and federal law require that the college provide qualified individuals with disabilities the opportunity to participate in programs, activities, and employment. CUNY's statement on "Disability Accommodation Procedures" may be found on the CUNY website; click on the tab "Faculty/Staff," then the relevant section under "Policies and Procedures." More information on college services for students with disabilities appears in the chapter "Additional Campus Services and Facilities" of this Bulletin.

Inquiries or complaint-related matters pursuant to any of the equal opportunity laws, including Executive Order 11246, Title VII of the Civil Rights Act, the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Act of 1974, the Americans with Disabilities Act, Title IX of the Education Amendments, and others, may be addressed to the Office of Diversity and Equity Programs, 2147 Boylan Hall, 718.951.4128. Students with disabilities may wish, in the first instance, to contact the director of the Center for Student Disability Services, 138 Roosevelt Hall, 718.951.5538.

### **Workplace violence**

The City University of New York Workplace Violence Policy and Procedures prohibits violence in the workplace. Violence, threats of violence, intimidation, harassment, coercion and other threatening behavior toward people or property will not be tolerated. Complaints involving workplace violence will be given the serious attention they deserve. Students may file a complaint in the Office of the Vice President for Student Affairs, 2113 Boylan Hall, or in the Office of Campus and Community Safety Services, 0202 Ingersoll Hall. The full text of the policy is available in both of these offices and on the CUNY website; click on the tab “Faculty/Staff,” then “Workplace Violence Prevention Policy” under “Policies and Procedures.”

### **Sexual harassment**

It is the policy of CUNY to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty and staff. Harassment of employees or students based upon gender is inconsistent with this objective and contrary to the university’s nondiscrimination policy. Sexual harassment is illegal under federal, state and city laws, and will not be tolerated within the university. The complete text of the CUNY sexual harassment policy may be found on the CUNY website; click on the tab “Faculty/Staff,” then “Policy against Sexual Harassment” under “Policies and Procedures.”

The university’s policy against sexual harassment is carried out at Brooklyn College through the Sexual Harassment Awareness and Intake Committee, which consists of students and members of the faculty, administration, and staff members who review all complaints of sexual harassment and undertake to resolve complaints, using both formal and informal procedures. Any student or other member of the college community may report allegations of sexual harassment on an informal, confidential basis to any member of this committee. Information on the college’s procedures for dealing with complaints about sexual harassment is available online under the “Campus Info” tab on the WebCentral portal. Specific information on the college’s procedures and the names and contact information for the panel members may be found on the Policies, Rights, and Regulations Web page, [www.brooklyn.cuny.edu/pub/policies.htm](http://www.brooklyn.cuny.edu/pub/policies.htm).

### **Hate crimes**

All members of the Brooklyn College community are subject to New York State law on hate crimes. The law applies to criminal acts involving violence, intimidation, and destruction of property based upon bias and prejudice. In such crimes, victims are intentionally selected, in whole or in part, because of their race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation. Information on the law and examples of the hate crimes that are prohibited may be found online under the “Campus Info” tab on the WebCentral portal.

### **Smoke-free policy**

Effective no later than Sept. 4, 2012, the use of tobacco shall be prohibited on all grounds and facilities of CUNY, including those at Brooklyn College. This includes all indoor and outdoor locations.

### **Drug, alcohol and tobacco use**

The New York State Legislature has made the possession or purchase of certain drugs without authorization a crime, including the selling or giving of alcohol to any “visibly intoxicated person.” The possession and consumption of alcohol is illegal under state law for those under 21 years of age, as is the selling of tobacco products to anyone under age 18. All members of the Brooklyn College community are expected to comply with these laws. No member of the academic community who may be liable for criminal prosecution and conviction will receive special consideration due to his or her status within the college. The police and other law enforcement agencies are required to investigate violations of the law wherever these may occur. Search warrants may be obtained and undercover agents placed on the campus without college approval or knowledge. Disciplinary proceedings will be initiated against any member of the academic community who uses, sells or transfers illegal drugs on campus.

The college recognizes the personal difficulties and complexities that are associated with drug and alcohol use. Members of the college community seeking help are invited and encouraged to use the confidential therapeutic and counseling services that are available. Professional substance-abuse counselors together with trained students have proved of great

assistance over the years in drug and alcohol rehabilitation. An appointment for these services may be obtained by calling the Personal Counseling Office, 0203 James Hall, 718.951.5363. More information about the Brooklyn College and CUNY policies on drug, alcohol and other substance abuse and resources for assistance with abuse problems may be found online under the “Campus Info” tab on the WebCentral portal.

#### **Freedom of information and process to access public records**

Requests to inspect public records at the college should be made to the records access officer, 718.951.3118. Public records are available for inspection and copying by appointment only. If a request for access to records is denied, the requestor has a right to appeal to the CUNY general counsel and vice-chancellor for legal affairs. Copies of the CUNY Procedures for Public Access to Public Records and the appeal form are available at the reference desk of the Brooklyn College Library and online under the “Campus Info” tab of the WebCentral portal.

### **Policies concerning students and faculty**

#### **Policies on submission of fraudulent or incomplete admissions materials**

The submission of such documents in support of applications for admission as transcripts, diplomas, test scores, references or the applications themselves that are forged, fraudulent, altered from the original, materially incomplete, obtained under false pretenses or otherwise deceptive (collectively referred to as fraudulent documents) is prohibited by CUNY and may be punishable by a bar on applying for admission, suspension, and/or expulsion. The term “applications for admission” includes transfer applications. Materially incomplete applications include applications that fail to include all prior post-high school college-level courses, regardless of whether the courses were taken in the United States or abroad, whether the applicant received a degree or the courses were taken for credit, or whether the applicant is changing academic majors or fields. The complete text for this policy may be found on the CUNY website.

#### **Student complaints about faculty**

The university and its colleges have a variety of procedures for dealing with student-related issues, but those procedures generally do not cover student complaints about faculty conduct in the classroom or other formal academic settings. The university respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities. At the same time, however, the university recognizes its responsibility to establish procedures for addressing student complaints about faculty conduct that is not protected by academic freedom and not addressed in other procedures. CUNY’s policy on student complaints about faculty may be accessed on the CUNY website; click on the tab “Faculty/Staff,” then “Student Complaint Procedures” in the section “Policies and Procedures.”

#### **Academic integrity**

The CUNY Board of Trustees has adopted a policy on academic integrity that applies to all students at Brooklyn College. Academic dishonesty is prohibited and is punishable by penalties, including failing grades, suspension and expulsion. Cheating is the unauthorized use or attempted use of material, information, notes, study aids or devices or communication during an academic exercise. Plagiarism is the act of presenting another person’s ideas, research, or writing as one’s own. Internet plagiarism includes submitting downloaded papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and cutting and pasting from various sources without proper attribution. The full text of the CUNY Academic Integrity Policy may be found at [http://www.cuny.edu/about/administration/offices/la/Academic\\_Integrity\\_Policy.pdf](http://www.cuny.edu/about/administration/offices/la/Academic_Integrity_Policy.pdf).

Brooklyn College’s procedures for implementing the CUNY policy and other explanatory material may be found online under the “Campus Info” tab on the WebCentral portal.

#### **Acceptable use of computer resources**

The computer resources of Brooklyn College and the City University of New York must be used in a manner that is consistent with the university’s educational purposes and environment. CUNY recognizes that there is a concern among the university community that because information created, used, transmitted, or stored in electronic form is by its nature susceptible to disclosure, invasion, loss and similar risks, electronic communications and transactions are particularly vulnerable to infringements of academic freedom. CUNY’s commitment to the principles of academic freedom

and freedom of expression includes electronic information. Therefore, whenever possible, CUNY will resolve doubts about the need to access CUNY computer resources in favor of a user's privacy interest.

However, the use of CUNY computer resources, including the use for electronic transactions and communications, like the use of other university-provided resources and activities, is subject to the requirements of legal and ethical behavior.

This policy is intended to support the free exchange of ideas among members of the CUNY community and between the CUNY community and other communities while recognizing the responsibilities and limitations associated with such exchange. The full text of the CUNY Policy on Acceptable Use of Computer Resources may be found on the CUNY website; click on "Faculty/Staff," then "Computer Use Policy" in the section "Policy and Procedures."

All users of computer resources are expected to act in a spirit of mutual respect and cooperation, and to adhere to the regulations for their use set forth below. Users of CUNY computer resources therefore:

- Must have a valid authorized account to use computer resources and may use only those resources that are specifically authorized. Accounts may be used only in accordance with their authorized purposes.
- Are responsible for safeguarding their computer account. Passwords should be changed frequently and not be disclosed to anyone. All necessary precautions should be taken to protect the account, no matter what type of computer resources are used.
- May not circumvent system protection facilities.
- May not knowingly use any system to produce system failures or degraded performance.
- May not engage in unauthorized duplication, alteration or destruction of data, programs or software. Data, programs or software belonging to others may not be transmitted or disclosed; copyrighted material may not be duplicated.
- May not engage in abusive or improper use of computer hardware. This includes, but is not limited to, tampering with equipment, unauthorized attempts at repairing equipment and unauthorized removal of equipment components.
- May not use computer resources for private purposes, including, but not limited to, the use of computer resources for profit-making or illegal purposes.
- May not use computer resources to engage in abuse of computer personnel or other users. Such abuse includes the sending of abusive, anonymous or unsolicited messages within CUNY or beyond via network facilities.

The use of college computer resources may be subject to college regulations. Everyone is expected to be familiar with these regulations.

The university reserves the right to monitor, under appropriate conditions, all data contained in the system to protect the integrity of the system and to ensure compliance with regulations. Any user who is found to be in violation of these rules shall be subject to the following:

- suspension and/or termination of computer privileges; disciplinary action by appropriate college and/or university officials;
- referral to law enforcement authorities for criminal prosecution; and/or
- other legal action, including action to recover civil damages and penalties.

#### **Peer-to-peer file-sharing programs and copyright violations**

Peer-to-peer (P2P) file-sharing programs have become a popular way to exchange music, movies, games, and software over the Internet. Academic applications of these programs are also expanding, but their use is not without risk. P2P file-sharing programs are not illegal. However, they can be used for illegal copying or distributing of music, movie, software, and other files. Most material is copyrighted; downloading or distributing such material without permission of the copyright holder is a violation of U.S. copyright law.

If students use a P2P program to download, trade, or share files without appropriate permission, they may be liable for money damages and even jail time. This kind of use is also in violation of CUNY's policy on the use of CUNY computer resources and may subject students to disciplinary action. A statement from CUNY about file-sharing and copyright may be found on the CUNY website.

### **Nonattendance because of religious beliefs**

The New York State Education Law provides that no student shall be expelled or refused admission to an institution of higher education because he or she is unable to attend classes or participate in examinations or study or work requirements on any particular day or days because of religious beliefs. Students who are unable to attend classes on a particular day or days because of religious beliefs will be excused from any examination or study or work requirements. Faculty must make good-faith efforts to provide students absent from class because of religious beliefs equivalent opportunities to make up the work missed; no additional fees may be charged for this consideration.

If classes, examinations, or study or work requirements occur on Friday after 4 p.m. or on Saturday, similar or makeup classes, examinations, or study or work requirements will be made available on other days, where possible and practical. The faculty and the administration will not allow any adverse or prejudicial effects to accrue to students availing themselves of this regulation. If students have complaints about the application of this policy, they are entitled to bring action or a proceeding for enforcement of their rights in the Supreme Court of Kings County.

### **Nondiscrimination for students with disabilities**

Brooklyn College, as a unit of the City University, does not and will not discriminate against qualified students with disabilities in access to its programs and services. Disability, for purposes of this policy, is defined to mean a "physical or mental impairment that substantially limits one or more major life activities," such as walking, seeing, hearing, speaking, breathing or learning.

Brooklyn College operates its programs and activities so that these programs and activities will provide meaningful accessibility to qualified students with disabilities and reasonable accommodation in delivery of educational and other services. This commitment is reflected in adjustments to academic and other activities and structural modifications to college facilities if this is required for accessibility and is fiscally reasonable and does not fundamentally alter the program or activity.

Students who need individual accommodations should direct their needs to the Center for Student Disability Services, 138 Roosevelt Hall, 718.951.5538. If a requested academic adjustment cannot be implemented or if a student believes that he or she is being discriminated against on the basis of a handicap or disability, the student should contact the coordinator of the center. Students may also consult with the Office of Diversity and Equity Programs, 2147 Boylan Hall, 718.951.4128, which will, as appropriate, refer the matter to the center, attempt to resolve the dispute among the parties, or accept a formal complaint in accordance with applicable procedures.

### **Immunization requirements**

New York State health law requires students to submit documentation proving immunity to measles, mumps and rubella as well as a Meningococcal Meningitis Vaccination Response Form. Information on the procedure for proving immunity is in the chapter "Admission" in this Bulletin. Information on the New York State Department of Health immunization requirements may be found on the Brooklyn College website.

Questions may be referred to the Health Programs/Immunization Requirements Office, 0710 James Hall, 718.951.4505 or .4266, or via e-mail: [hpo@brooklyn.cuny.edu](mailto:hpo@brooklyn.cuny.edu).

### **Medical withdrawal and reentry**

As part of its commitment to the academic success and personal growth of its students, CUNY and its constituent campuses are responsible for providing a safe learning and working environment for students, faculty, staff and other members of the university community. CUNY has a policy that deals with students' behavior that is attributable to a medical condition and that presents a direct threat of harm to self or others, or substantially disrupts the learning and working environment of others. In such situations, the safety and security of the campus community, including the individual student, is paramount. Besides taking action to protect the security and safety of the campus community, a college may address the student's conduct to determine whether action under this policy or under the student disciplinary process is appropriate. When a student's conduct directly threatens or substantially disrupts the learning or

working environment of others and appears to relate to a medical condition, the campus may, at its option, address the student's conduct either in accordance with this policy or through the student disciplinary process. If the student's conduct constitutes a threat solely to himself or herself, it should be addressed under this policy rather than the disciplinary process. This policy may be read in full on the CUNY website.

## **Policies concerning privacy and student records**

### **Access to student records (FERPA procedures)**

The college abides by provisions of the Federal Education Rights and Privacy Act of 1974, a federal law regarding the privacy of student records and the obligations of the institution, primarily regarding the release of records and access provided to records. The complete texts of the revised CUNY Board of Higher Education policy as adopted on April 23, 1979, and the Family Educational Rights and Privacy Act of 1974, as amended, are available for review in the Office of the Registrar, West Quad Center.

Under these provisions, students have the right to be advised of what student records and information are maintained by the college, who maintains them, who has access to them and for what purposes, and of policies for reviewing and expunging student records, procedures for granting access to them and for challenging them, cost charged for copies, and other rights and requirements under the law. Students also have the right to deny access by others without their written consent. Brooklyn College may disclose, without consent, directory information (student's name, address, telephone number, e-mail address, date and place of birth, dates of attendance, major field of study, class, year or date of expected graduation, degrees and awards received, participation in officially recognized, activities and sports, photograph, and most recent educational agency or institution attended, and the height and weight of members of athletic teams) to persons having a legitimate interest in this information. Students may stipulate that any or all of the information above not be released without their written consent. Conversely, a student may request to allow disclosure of nondirectory information to specified individuals. To exercise either of these options, students must complete and submit a corresponding form that may be downloaded from the Privacy Statement Web page.

A student's education records, other than information stated above, can be released without the student's consent only to university officials — including trustees, college officials, faculty and staff — with a legitimate educational interest. Upon request, the college may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

A student who wishes to inspect and review his or her educational records may make the request to the student records access officer in the Office of the Registrar or to the person in charge of the office who is the official custodian of the record in question, but a request pertaining to records in the custody of a teacher or counselor should be made directly to that teacher or counselor. Requests made to the student records access officer in the Office of the Registrar must be made by completing a request form. Requests for records in other locations may be oral or written. Requests will be granted or denied within 15 days of receipt of the request.

If the request is granted, the student will be notified of the time and place where records may be inspected. If the request is denied or not responded to within 15 days, the student may appeal. Additional information regarding the appeal procedure will be provided to the student if a request is denied.

A student may request an amendment of education records that he or she believes are inaccurate or misleading. In this case, the student should write to the college official who is responsible for the record, clearly identify the part of the record that is in question, and specify why it should be changed.

If the college decides not to amend the record, the student will be notified of the decision and advised of his or her right to a hearing. When the student is notified, additional information will be provided regarding the hearing procedures.

### **Policy on withholding student records.**

According to a CUNY Board of Trustee resolution, students who are delinquent and/or in default in any of their financial

accounts with the college, the university or an appropriate state or federal agency for which the university acts as either a disbursing or certifying agent, and students who have not completed exit interviews, as required by the National Direct Defense Student Loan (now Perkins Loan) Program and the Nursing Student Loan Program, are not to be permitted to register or obtain a copy of their grades, financial aid transcripts, transcripts of their academic records, or certificates or degrees, nor are they to receive funds under the federal campus-based student assistance programs or the Pell (Basic) Grant Program unless the Financial Aid Office waives this regulation in writing due to cases of exceptional hardship, consistent with federal and state regulations.

**Sale of term papers**

Title I, Article 5, Section 213-b of the New York State Education Law provides in pertinent part that: “No person shall, for financial consideration, or the promise of financial consideration, prepare, offer to prepare, cause to be prepared, sell or offer for sale to any person any written material which the seller knows, is informed, or has reason to believe is intended for submission as a dissertation, thesis, term paper, essay, report, or other written assignment by a student in a university, college, academy, school, or other educational institution to such institution or to a course, seminar, or degree program held by such institution.”

**Grievance procedures**

Grievance procedures for specific college rules and regulations differ depending on the nature of the complaint. Any student who has a grievance against another member of the college community may receive help with processing an informal complaint or in filing a petition of complaint in the Office of the Vice President of Student Affairs, 2113 Boylan Hall.



## Cocurricular Programs and Activities

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### Campus events and club activities

During common hours (Tuesday, 12:15 – 2:15 p.m., and Flexible Common Hours, Thursday, 12:15 – 2:15 p.m.) when classes generally are not in session, students may participate in various clubs and activities as well as academically related out-of-classroom projects recommended by faculty or advisers. Special lectures, concerts and other events, including cultural awareness programs, are also presented during common hours. There are about 140 chartered student clubs on the Brooklyn College campus. These organizations present academic and social events; sponsor ethnic, cultural and religious programs; furnish forums for political and societal concerns; provide service to the campus and the wider community; stage performances and exhibitions; and arrange activities for students with special interests. All chartered student groups may be contacted through Student Activities Central in 302 Student Center or through the appropriate student government, located on the third floor of the Student Center. For information about the use of the Quad for student events or posting banners and flyers and sponsoring large scale events around the campus, contact the Director of the Student Center on the first floor of the Student Center.

Several common hours are usually scheduled each term for evening students. The dates, which change each term, are listed on the calendar on the Course Schedules and Bulletins Web page. On common hour evenings, classes may meet for shorter periods than usual.

### Brooklyn College Student Center

The Brooklyn College Student Center, as part of the Division of Student Affairs, contributes to students' educational experiences at the college through a cocurricular programs, student governance, civic engagement and leadership. The Student Center offers meeting and conference rooms, a computer corner, game room, and archival rooms filled with memorabilia- private study rooms are based on availability upon request. The Student Center is the hub of student life housing the Student Center Student Advisory Board, three student government offices (CLAS, SGS and GSO), the Inter-Greek Council office, and the Academic Club Association. It is also home to Student Activities Central where club members can book rooms for events and gain advise when programming. The Students Engaged in Responsible Volunteer Action (SERVA) reception area, as well as the Office of Central Depository (the processing center for student activity monies allocated to student club organizations) and the Programming, Assessment and Training Office is also available for student usage to help further enhance student leadership skills for life- long learning.

The Brooklyn College Conference Center houses a state-of-the-art meeting complex open to students, faculty and staff that is located on two newly renovated floors at the top of the Student Center. It also offers various meeting spaces capable of accommodating presentations, large or small assemblies, lectures, movie screenings, award ceremonies, and much more.

### Student governance and leadership opportunities

The student governments for the College of Liberal Arts and Sciences, the School of General Studies and Graduate Studies are located in 311, 312 and 309 Student Center, respectively. Qualified students may seek office during the annual elections held in the spring. Student government meetings are open to all students. Students may serve on a variety of committees including Faculty Council, Policy Council and other governance bodies throughout the College. In addition, students may participate in a variety of leadership and civic engagement opportunities, including CUNY leadership activities and voter education initiatives as well as volunteering as peer advisers during orientation. For additional information, visit the Civic Engagement and Orientation Office, Boylan Hall.

### Graduate Student Organization

The Graduate Student Organization (GSO), 308-309 Student Center, is the student government of Graduate Studies. Each Brooklyn College graduate student contributes to the graduate student government, which is funded by part of the Student Activity Fee students pay each time they register. GSO elections are held annually; any matriculated graduate student in good standing may seek office. Meetings of the organization are open to all students.

The GSO polls members, reports their opinions and represents them on issues that concern them. It holds colloquia and

other meetings on subjects of professional and social interest to the academic community. It sponsors and allocates funds to associations of graduate students in individual academic departments. It publishes a newsletter during the year. Further information may be obtained from the GSO office, 718.951.5503.

### **Student honor societies**

Students are nominated each year for selection to the Dean's Honor List. Each graduate department or program is asked to submit names according to strict criteria available in the office of the dean of the respective school.

National honor societies with chapters on the Brooklyn College campus are Alpha Epsilon Rho (radio and television), Upsilon Pi Epsilon (computer science), Kappa Delta Pi (education), Pi Delta Phi (French), Pi Mu Epsilon (mathematics), Psi Chi (psychology), Alpha Kappa Delta (sociology), Sigma Delta Pi (Spanish), Sigma Alpha Eta (speech), and Golden Key International Honour Society (all disciplines).

### **Alpha Sigma Lambda**

The Brooklyn College Chapter of Alpha Sigma Lambda, Zeta of New York, is a member of the national honor society for evening colleges. Candidates for undergraduate degrees are elected to membership on the basis of scholarship, leadership, and integrity.

### **Phi Beta Kappa**

The Brooklyn College Chapter of Phi Beta Kappa, Rho of New York, is a constituent member of the Phi Beta Kappa society, whose purpose is to recognize and encourage scholarship and cultural interests. Members are elected primarily on the basis of broad cultural interest, scholarly achievement, and good character. Only those students whose work has been definitely liberal in character and purpose are considered for election as members. Grades earned in applied or professional courses are not considered in determining eligibility for election to membership.

Weight is given to the breadth of the course program as well as to grades earned. Weight is also given to college level foreign language study beyond the Core Curriculum requirement. Candidates are expected to show evidence of elective study beyond the Core Curriculum requirements and outside their major in at least two of the three broad areas of the humanities, the social sciences, and the sciences. The Committee on Admissions considers all eligible students; candidates do not apply to Phi Beta Kappa.

### **Student service and volunteer opportunities**

#### **Student Engaged in Responsible Volunteer Action (SERVA)**

The Students Engaged in Responsible Volunteer Action (SERVA) program, Brooklyn College's volunteer registry, provides recognition for students who provide volunteer service in the community and on campus. Among the on-campus programs are the Brooklyn College Emergency Medical Squad, the Health Programs/ Immunization Requirements Office, the Student Center, and service with new-student orientations, campuswide committees, disaster relief, blood drives and work with those in need as well as through the Athletics programs at the College. For more information, e-mail the SERVA office.

#### **New York Public Interest Research Group, Inc. (NYPIRG)**

The New York Public Interest Research Group, Inc. (NYPIRG) is a nonprofit, nonpartisan research and advocacy organization established, directed and supported by New York State college students. NYPIRG provides the structure through which concerned students may work for social change in such areas as consumer protection, environmental quality, fiscal responsibility, political reform, equal opportunity and social justice while gaining experience in areas of research, government, and citizenship.

Academic credit may be received for NYPIRG internship work through urban fieldwork courses (Political Science 3610 and 3611) or through internships arranged with the permission of individual course instructors. With chapters on 19 campuses throughout the state, NYPIRG is directed and funded by students through their Student Activity Fee. There is a two-week refund period each term for students who do not want to contribute to the organization; refunds may be requested in Central Depository, 302 Student Center, or in the NYPIRG office, 0302 James Hall, 718.859.7177.

**Recreational activities**

Recreational activities are open and unstructured; appropriate facilities are available. Schedules for activities are made available at the beginning of each semester. The recreational facilities include a fitness center, swimming pool, basketball courts and tennis courts. To use the facilities, students must present a valid Brooklyn College identification card in the Recreation Center, West Quad Center, 718.951.5366.

**Intercollegiate athletics**

The intercollegiate sports program offers a schedule of athletics competition in Division III of the National Collegiate Athletic Association (NCAA). All students are encouraged to take part in the program, which includes men's soccer, women's softball, and men's and women's basketball, crosscountry, swimming, tennis and volleyball. Students who are interested in joining a team should visit the Recreation Center, West Quad Center, 718.951.5366.

It is the mission of the intercollegiate athletics program to enhance the educational experience by providing opportunities for students to achieve their athletic potential while representing Brooklyn College. The program fosters friendship and sportsmanship; winning and losing are only important as they support the process of learning. Brooklyn College strongly supports a policy of gender equity.

Recognizing that the most important priority for student athletics is academic performance, the Athletics Division supports this goal by limiting the length of the season, number of contests, length of practices and extent of travel. In accord with NCAA Division III regulations, Brooklyn College does not offer athletic scholarships. There are no revenue-producing sports, and admission to all games is free. Outstanding coaches, trainers and physicians are assigned to all teams. Facilities and equipment are properly maintained for safety and cleanliness.

**Intramural sports**

Intramurals provide structured tournaments in a variety of sports for men, women, and coed teams. The program welcomes all students and faculty and staff members regardless of their athletic abilities. Information may be obtained in the Office of Recreation, Intramurals and Intercollegiate Athletics, 426 West Quad Center, 718.951.5366.

## Academic Resources

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### Libraries

#### **Brooklyn College Library**

The Brooklyn College Library provides integrated information support for instructional and research programs. The library is the most technologically advanced in the City University of New York as well as one of the largest in the New York City metropolitan area. Occupying the library's 6.5 acres of space are more than 2,300 student seats, 21.5 miles of shelving, 22 group-study rooms, six computer classrooms and more than 900 computers for student and faculty access in a beautiful, light-filled setting conducive to study and research. Many seats are configured for computer use, and wireless network connectivity is widely available. Laptop loan programs exist for students and faculty alike.

The physical collections total nearly 1.6 million volumes, over 57,000 print and electronic journals, and about 25,000 audiovisual units (sound recordings, videotapes and DVDs). The library's substantial digital collections include both electronic subscriptions and works of reference as well as nearly 170,000 electronic books. The library's collections are represented in CUNY+, the online catalog of the City University of New York. The library also houses the Brooklyn College Archives, the New Media Center, and both academic and administrative computing.

Brooklyn College library faculty members provide extensive in-person and online reference service to faculty and students. The collections support both graduate and undergraduate study in the humanities, social sciences, and sciences. The library also holds important archival and special collections, among which are the Brooklyniana Collection and the Manuscripts Collection.

#### **Morton, '59, and Angela Topfer Library Café First floor, Whitehead Hall, 718.951.4672**

The Library Café, open 24 hours a day, seven days a week, features 80 PC and Macintosh networked computer stations. Each has the latest versions of multiple software packages and Internet browsers. Notebook computers, plug-ins for personal laptops, and high-quality laser printers (in color and black and white) are also available. There are group-study rooms and areas for individual study or reading. Modeled on the style of Internet cafés, the sleek, state-of-the-art facility, with large windows facing a landscaped courtyard providing natural light, is a popular site for computing, study and student interchange or merely having a sandwich, coffee or soda. The Café can be found online at <http://ait.brooklyn.cuny.edu/librarycafe>

#### **Walter W. Gerboth Music Library, Second floor, Brooklyn College Library**

The Music Library is named in memory of its principal founder and first librarian, teacher and scholar Walter W. Gerboth. It offers facilities for music study, research, listening and viewing. The collection comprises thousands of scores (including the "Douglas Hedwig Brass Ensemble & Trumpet Music Collection") and books about music (classical, popular, world) and dance, many of which circulate for out-of-library use; sound- and video-recordings; journals (both in print and on microfilm) and other serials including critical, scholarly editions of composers' "complete works" and "monumental editions." Digital databases – both of text and audio files -- accessible via the Library's homepage and the "Music" subject page are an important component of the diverse, multi-media collections that comprise the Music Library.

#### **Costas Memorial Classics Library, 2405 Boylan Hall**

The library contains a non-circulating collection of more than 4,000 volumes of Greek and Latin texts and books on classical topics donated by the late Professor Procope S. Costas and other members and friends of the Classics Department. The library is open to students and faculty members for research when classes are in session and the library is not in special use.

**Meier Bernstein Art Library, 5300 Boylan Hall**

Located in a beautiful suite of rooms in the Art Department, the library contains art books, periodicals and some digital materials, as well as computers with Internet access, which may be used for reading, study, reference, research, review of course materials, gathering current information about the art world, looking at pictures or just browsing. The library has sponsored artists-in-residence, lectures and studio critiques by guest artists, art historians, critics, museum curators, gallery directors, art magazine editors and others, including many famous people drawn from the New York art world. The library is named for the painter who established the Meier Bernstein Foundation for the promotion of fine-arts education, from which it has received most of its funding; additional support comes from the Art Department, its faculty and alumni, and other sources.

**S. Eugene Scalia Memorial Library, 1212 Boylan Hall**

The library, located in the Center for Italian American Studies, is a reference library of more than 900 volumes.

**Centers and Institutes****Africana Research Center, 3109 James Hall, 718.951.5597**

The center promotes research in Africana studies and in political, economic and cultural issues of interest to scholars and the African, Caribbean and African American communities.

**Archaeological Research Center, 0207 Ingersoll Hall, 718.951.4714**

The center supports excavations abroad on sites dating from early Neolithic to medieval times. The center also supports and directs excavations in New York. Evidence is recovered and studied from these and other digs in which members and students participate. The center publishes its findings.

**Auditory Research Center**

4416 Boylan Hall, 718.951.5186

The Brooklyn College Auditory Research Center conducts basic and applied research on various topics related to the auditory system. A recent highlight of center activity is a successful investigation of the EarPopper, a nonsurgical device used for the elimination of middle-ear fluid in children. The center has received a number of federally funded research grants in which paid graduate students participate as research assistants. Some of these students have gone on to pursue doctoral degrees at institutions across the country, including the Massachusetts Institute of Technology and the CUNY Graduate Center. The advisory board for the center includes prominent physicians and scientists.

**Center for Child and Adult Development, 1107 James Hall, 718.951.5876**

The School Psychologist Graduate Program of the School of Education sponsors the center. It serves the community and professionals in the fields of education, psychology, and counseling by providing, through conferences and symposia, information on educational and mental health practices, and recent research relevant to child and adult development.

**Center for Computer Music, 118 Roosevelt Hall Extension, 718.951.1418**

The Brooklyn College Center for Computer Music (BC-CCM), part of the Conservatory of Music, is both a place and a community of artists and researchers, with a rich history dating back to the 1970s. The mission of the BC-CCM is to explore the creative possibilities of technology in relation to the creation of music, sound art, sound design, and multimedia arts. These explorations include composition of new artistic work as well as research projects. Courses related to the BC-CCM cover techniques of music creation with digital tools and instruments, theories and use of sound processing and synthesis, design and creation of new music and multimedia performance instruments (both software and hardware), audio production, and history and aesthetics of electroacoustic music and sound art. The center includes a 15-seat technology lab, an advanced project lab, and a recording studio. Software support includes ProTools, Max/MSP/Jitter, Ableton Live, OpenMusic, PWGL, Csound, Audacity, Melodyne, Spear, Sibelius, Arduino, Processing, the Adobe Creative

Suite, and more. Since 1990, the BC-CCM has hosted an International Electroacoustic Music Festival, with performances of music, video, film and live electronic works by artists from around the world each semester. More information is available at the BC-CCM website, <http://www.bc-ccm.org>.

**Center for Italian American Studies, 1212 Boylan Hall, 718.951.5070, extension 6264**

The Center for Italian American Studies, established in the 1970s, works closely with the Presidential Advisory Committee on Italian American Affairs. The center seeks to stimulate interest in Italian American life and to explore the social, political and cultural attitudes and behavior patterns of Italian Americans. It serves the students, faculty and staff of Brooklyn College, as well as the greater New York Community, by organizing conferences, lectures and seminars. The center conducts and sponsors research on the Italian American population. It supports a minor in Italian American studies, which is offered through the Department of Modern Languages. The Center administers the Senator Martin J. Golden Awards, which are given to undergraduate students each year. The center's director serves as adviser to the Italian Culture Club, which has meeting space within the center. The center houses the S. Eugene Scalia Memorial Library, the Bernard Toscani Library (books in Italian) and the James Periconi Library (an extensive collection of Italian American books in English). Library books and other materials are for use only within the center.

**Center for Nuclear Theory, 3438 Ingersoll Hall, 718.951.5418**

Research in theoretical nuclear physics is supported by the center, whose members serve as mentors for graduate students in the area of nuclear theory.

**Center for the Study of Religion in Society and Culture, 3413 James Hall, 718.951.5306**

The Center for the Study of Religion in Society and Culture (RISC) fosters study and research of religion and its social impact with a particular emphasis on the impact of religious institutions in Brooklyn. It houses the archives of the Program for Analysis of Religion Among Latinas/os, a nationwide survey of Latino leadership in parishes and congregations conducted with funding from the Lilly Endowment and the Ford Foundation. In collaboration with the Program for Studies in Religion, RISC cosponsors events and lectures addressing religious topics.

**Center for the Study of World Television, 304 Whitehead Hall, 718.951.5555**

The center is affiliated with the Department of Television and Radio. Its goal is twofold: to develop a better understanding of the use of national and international policy for the constructive application of television and related media to the social, cultural, political and economic needs of various countries and regions; and to develop a better understanding of how the diverse global trajectories of television programming are part of the formation of social and cultural identities and practices. The center has conducted and published research, sponsored lectures, developed databases on aspects of international television, and conducted various symposia at the United Nations and at City University campuses.

**Children's Studies Center for Research, Policy and Public Service, 3104 James Hall, 718.951.3192**

Established in 1997, the mission of the Children's Studies Center is to promote a human rights approach to and participation in local, national and international research and policy efforts on behalf of children and youth. The center's work complements the pedagogical approach to the study of Children and Youth in the Children's Studies Program, which offers a Children's Studies major, concentration and minor. With a focus on research, policy and public service, the center works closely with key stakeholders in government, child advocacy agencies and community-based organizations to formulate and implement strategies that will improve the lives of children and young people.

**Ethyle R. Wolfe Institute for the Humanities, 2231 Boylan Hall, 718.951.5847**

The Ethyle R. Wolfe Institute for the Humanities supports research, writing, teaching and public discussion in the humanities and human sciences at Brooklyn College. It seeks to promote faculty initiatives and to ensure excellence in scholarship in these areas. Toward that end, it presents public lectures, symposia and conferences as well as interdisciplinary faculty study and discussion groups; offers full-year research fellowships in the humanities to Brooklyn College faculty; collaborates with several undergraduate honors programs; and brings leading scholars to campus.

**H. Wiley Hitchcock Institute for Studies in American Music, 415 Whitehead Hall, 718.951.5655**

<http://www.brooklyn.cuny.edu/web/academics/centers/hitchcock.php>

The H. Wiley Hitchcock Institute for Studies in American Music, part of the Conservatory of Music, is a research center dedicated to the study, preservation and presentation of a wide spectrum of American music, including jazz, popular, folk and art music. It sponsors conferences, symposia and concerts. In recent years, it has focused on contemporary composers in the greater New York area and on musical traditions of immigrant communities surrounding the college. The institute has published more than 30 monographs on various topics in American music as well as bibliographies, discographies and a semiannual newsletter. Its research collections, including books, periodicals, scores and recordings, are open to students and scholars by appointment.

**Infant Study Center, 4311 James Hall, 718.951.5171 or 5610**

The center conducts grant-supported research studies on visual and perceptual development in infants and young children. Aspects of both normal and abnormal development are studied. A major interest is the development of new methods of assessing visual functioning in infants and young children. Graduate and undergraduate students assist in research.

**The María E. Sánchez Center for Latino Studies, 1204 Boylan Hall, 718.951.5561**

The center, an extension of the Department of Puerto Rican and Latino Studies, serves students, faculty and the community by stimulating interest in Puerto Rican and Latin@ affairs. It sponsors conferences, workshops, lectures, seminars, internships, undergraduate research assistantships and non-credit courses. It encourages curricular development and research on topics related to the Latin@ experience and fosters educational exhibits as well as artistic and cultural expression. It maintains a facility for special collections, publications, and research.

## **Additional Campus Services and Facilities**

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### **ATM banking**

An automated teller machine (ATM), installed by HSBC Bank, is located adjacent to the Information Booth, 1139A Boylan Hall. Open 24 hours a day, the ATM performs all transactions except deposits. The service is free-of-charge to users with HSBC accounts, but fees are charged to those who have accounts at other banks and whose own bank charges for ATM use.

### **The Black and Latino Male Initiative, 3309A James Hall, 718.951.5766**

The Black & Latino Male Initiative (BLMI) is designed to support students academically, socially and professionally throughout their college careers and ensure that they graduate and pursue a post baccalaureate degree. The core mission is to increase the number African-Americans and Latinos, particularly men and other historically underrepresented groups who enroll in and graduate from college.

BLMI offers peer and faculty mentorship, special lectures, workshops and programs, tutoring, one-on-one academic advisement and use of computers for its members.

### **Bookstore, 0400 Boylan Hall, 718.951.5150 [brooklyn@bkstore.com](mailto:brooklyn@bkstore.com)**

The bookstore stocks new and used required and recommended books, computer software and supplies, greeting cards and magazines, school and art supplies, Brooklyn College memorabilia and snacks.

### **Brooklyn Center for the Performing Arts at Brooklyn College (BCBC), 718.951.4600**

Brooklyn Center (BCBC) is a world-class performing arts center that is a resource for both the campus and the wider community. Performance spaces include the 2,400 seat Walt Whitman Hall and the New Workshop Theater, a 100 seat flexible studio space.

Celebrating its 60th Anniversary this year, BCBC annually presents a professional season of international music, dance, theater and family events reflecting the multicultural diversity of Brooklyn. In addition, more than 300 music, dance and theater events are presented by students and faculty members, including recitals, concerts by the Conservatory Orchestra and the Conservatory Wind Ensemble, mainstage and thesis productions by the Department of Theater, and fully staged productions by the Brooklyn College Opera Theater. BCBC's box office is in Whitman Hall. Free or highly discounted tickets for most performances are available with a valid student ID. Program information may be obtained by calling the box office, 718.951.4500, or by visiting [www.brooklyncenter.org](http://www.brooklyncenter.org).

### **Campus and Community Safety Services, 0202 Ingersoll Hall, Office, 718.951.5511, Emergencies, 718.951.5444**

The Brooklyn College Safety Services staff seeks to ensure that the rights of every member of the campus community are respected and that the campus enjoys a safe and secure atmosphere conducive to the pursuit of educational objectives. Public safety personnel are on-duty 24 hours a day, seven days a week. Criminal actions or other emergencies on campus should be reported immediately, in person or by telephone, to Safety Services or to any public safety officer on patrol. Reports of crimes may also be made in writing. The college maintains a close working relationship with the New York Police Department and has in place an Emergency Response Plan for dealing with emergencies on campus.

### **Emergency medical service hotline**

Emergency medical assistance is offered by the Student Volunteer Emergency Medical Squad, 021 Ingersoll Hall Extension, 718.951.5858. The squad also provides an ambulance response. A number of public safety officers are certified as EMTs and respond to medical emergencies 24 hours a day.

### **Anonymous reporting hotline**

A reporting hotline, 718.951.4628, is available for use by anyone wishing to report suspicious activity anonymously.

### **Security escort service**

Escorts will be provided by public safety personnel to campus parking lots and nearby public transportation (bus and



subway) for students, faculty and staff members who request them. Requests should be made about 20 or 30 minutes before an escort is needed. A security shuttle service operates on Campus Road when the campus is open, providing transportation to and from local bus stops, subway stations and the Residence Hall at Brooklyn College. A van is available for students and staff members with disabilities.

### **Bicycle rack**

The Office of Campus and Community Safety Services maintains bicycle racks at Campus Road and East 27 Street, at the West Gate, inside the West Quad Entrance on Bedford Avenue and inside the gate at the Whitehead Hall Entrance during the hours the campus is open. The enclosures may be used by students, faculty, and staff members upon presentation of a valid Brooklyn College photo identification card. There are also two racks outside the East and West Quad Entrances on Bedford Avenue, but these locations are not staffed by security personnel. Bicycles must be properly secured to the rack with sturdy chains or locks. Overnight storage of bicycles is not permitted.

### **Photo identification cards**

All students and members of the faculty and staff are required to carry a Brooklyn College photo identification card on campus and should wear it on campus when the college is closed. The card must be displayed in order to gain access to the campus, the library, and the Student Center. Photo ID card services are located in the Enrollment Services Center, West Quad Center.

Students who wish to enter or remain on campus after hours must obtain written permission from the Office of the Vice President for Student Affairs or have a 24-hour photo identification card.

### **Annual security guide**

The Office of Campus and Community Safety Services is in compliance with the Jeanne Clery Act (formerly the Campus Security Act of 1990) and publishes an annual security guide each fall. The guide, available on the office website, includes campus crime statistics. A campus log of reported crimes is open to the public in the office.

### **Center for Student Disability Services, 138 Roosevelt Hall, 718.951.5538**

<http://www.brooklyn.cuny.edu/web/about/offices/disability.php> The Center for Student Disability Services serves as the primary program for ensuring the successful integration of students with disabilities into the college community and for making determinations of what will constitute appropriate, reasonable accommodations. Most accommodations are based on the current nature of the student's disability or disabilities and the supporting documentation. Commonly offered services and accommodations include pre-admission interviews, preregistration assistance and advising, testing accommodations and arrangements, and auxiliary aids (readers, scribes, laboratory assistants); alternate print format; advocacy; and direct liaison with offices providing college services. In addition, through the center, students have access to the Frank and Mamie Goldstein Resource Center, a special resource center where a wide variety of equipment is available, including a Dragon dictate speech-recognition system, a scanner with screen-access software, a text-to-speech synthesizer, magnification systems, CCTV systems, Braille and large-print keyboards, and a Braille printer. Similar equipment is also available at the Brooklyn College Library, the Atrium Computer Lab and the Topfer Library Café.

### **Commencement information**

At the above website, consult the Commencement Roadmap for baccalaureate graduates and candidates. The Roadmap outlines the necessary steps for participation in the annual ceremonies held in late May or early June. Because commencement is a ceremonial recognition of graduation, all candidates seeking to participate must successfully complete a graduation review (senior check) to determine their eligibility. After a review of the Roadmap, if you have any further questions about the ceremonies, you may send an e-mail.

### **Computer Language Instruction Center (CLIC), 4316, 4311 and 4305 Boylan Hall, 718.951.5231**

The Computer Language Instruction Center (CLIC) is an integral part of the Department of Modern Languages and Literatures.

The main lab room, 4316 Boylan Hall, is equipped with 28 Internet-connected computers running Windows. Students may

access specialized, foreign-language instruction software, audio-visual lessons, a collection of foreign films and videos, stored on the center's main server.

The Teaching Lab, 4311 Boylan Hall, is used for classroom instruction. It is equipped with 24 Internet-connected computers, a ceiling mounted projector, and a lectern housing a computer, document camera and multi-standard, multi-region DVD and VCR players.

The Teaching Lab, 4305 Boylan Hall, is used for classroom instruction. It is equipped with a ceiling mounted projector, a movable lectern housing a computer and document camera. Also available are a multi-standard, multi-region DVD and VCR players, and WiFi access.

**Department of English, English-as-a-Second-Language Program, 1414 Ingersoll Hall, 718.951.5928**

This program is for students whose native language is not English. Students are assigned to the program on the basis of the University Skills Assessment Tests in reading and writing. Course descriptions may be found on the ESL website.

**ESL Reading and Writing Laboratory, 1408 Ingersoll Hall**

The laboratory is open to students enrolled in ESL courses.

**Diana Rogovin Davidow Speech Language Hearing Center at Brooklyn College, 4400 Boylan Hall, 718.951.5186**

The center staff consists of licensed and certified speech-language pathologists and audiologists who provide and supervise quality clinical services on a fee basis. Clients with speech, language, voice, fluency and hearing concerns are seen for evaluations and remediation, including the dispensing of hearing aids. Students majoring in speech-language pathology and audiology receive supervised clinical experience in conjunction with their academic preparation. Facilities include a complex of sound-treated rooms, audio and video recording equipment, and soundproof audiometric booths containing the latest instrumentation for testing and research.

**Drug and alcohol abuse counseling and information, 0203 James Hall, 718.951.5363**

<http://www.brooklyn.cuny.edu/web/about/offices/studentaffairs/offices/counseling.php>

Professional help is provided through counseling and referral at Personal Counseling. Free and confidential services are available to students, staff and faculty members as well as their families.

**Early Childhood Center, 1604 James Hall, 718.951.5431**

The Early Childhood Center (ECC) is the Lab School for the School of Education and provides nationally recognized high quality early education and care programs, primarily for the children of Brooklyn College students. Programs are available for children ranging in age from four months through 12 years. The ECC provides on-site, supervised field experiences for teacher education candidates, students in allied professional fields, and students in the liberal arts and sciences.

The ECC consists of a diverse community. The Program for Infants and Toddlers and the Program for Young Children address early education and care for infants, toddlers, and young children, offering day and afterschool programs. The Afterschool/Evening Programs for School-age Children provide a stimulating and nurturing environment where children choose from a variety of activities. Homework assistance is also provided.

A partnership with the NYC Department of Education allows for the provision of a free UPREK program for four-year-old children. Summer programs for infants, toddlers, and young children are available. An Occasional Care Program for School-age Children is also offered during the fall and spring semesters. The ECC also houses a lactation room on-site, available to the college community.

**Enrollment Services Center, West Quad Center, 718.758.8150**

Designed to provide students with "one-stop shopping," the Enrollment Services Center (ESC), first floor, West Quad Center, enables students to accomplish routine tasks quickly and efficiently. The ESC is the home of the registrar's information counter, tuition and fees payment processing, photo ID services, check distribution functions, general financial aid information and recreational passes functions. For hours of operation or other information about the ESC,

call 718.758.8150 or e-mail the center.

#### **Food services**

College dining facilities are located on the lower level of Boylan Hall. They include cafeteria service, a kosher dairy bar, a gourmet coffee bar and a buffet service dining room. The main cafeteria offers bagels, salads, sandwiches, vegetarian and vegan offerings, and expanded vending machine snack choices. The cafeteria is open from morning until evening. Catering is available for receptions and other special events. Vending machines are located in several buildings throughout the campus, and sandwiches and snacks are available in the lobby of the West Quad Center. Starbucks, in the Library Café, serves hot beverages as well as cold drinks, baked goods and snacks.

#### **General information line, 718.951.5000**

The campus switchboard is in operation Monday through Thursday, 8 a.m. to 6p.m., and Friday, until 5:00 p.m. During off-hours, an auto attendant guides callers to individual departments. Specific information, including a departmental directory, may be accessed from menus.

#### **Health Clinic, 114 Roosevelt Hall, 718.951.5580**

Services at the Brooklyn College Health Clinic include the diagnosis and treatment of a variety of acute and chronic illnesses. Health education, prevention and wellness are emphasized, along with early screening and detection of disease. Gynecological care, including family planning options, is offered. Medication and laboratory testing are available for free or at greatly reduced prices. All services are strictly confidential.

#### **The Health Programs/Immunization Requirements Office, 0710 James Hall, 718.951.4505**

This office provides information on student health and wellness issues, student immunization requirements and health insurance. Emergency medical services are provided by a trained volunteer student squad are available in 021 Ingersoll Hall Extension, 718.951.5858.

#### **Student Housing, 0219 Student Center, 718.951.5000 ext. 6534**

Residence hall and off-campus housing referrals and information are provided. Listings are also available on the WebCentral portal. Additional information regarding the privately owned and operated residence hall to which the college refers students for housing may be found on the residence hall website.

#### **Information Booth, 1139A Boylan Hall, 718.951.4748**

The Information Booth/SERVA staff provides students with information on campus activities and services.

#### **Information Technology Services, ITS Entrance, Brooklyn College Library, ITS, 718.951.5861, ITS Public Computing, 718.951.5787**

The computing infrastructure at Brooklyn College is one of the most advanced in CUNY. These systems support applications in all disciplines and are used by students and faculty to access critical administrative data. Information Technology Services provides support to students, faculty, and administration through the Help Desk and on site.

All students may use the college's public-access computer labs, extensive Web and distance learning systems, and network of BCLink digital information kiosks. Every registered student is provided with an advanced Microsoft Exchange e-mail account that may be accessed on- or off-campus via the Internet.

Brooklyn College maintains several large-scale public-access computing facilities, supplemented by departmental disciplines-specific labs and electronic classrooms. Overall, nearly 1,500 computers are available to students. Facilities include the ITS Public Computing Labs in the West End Building, the New Media Center and lower-level labs in the library, the 24/7 Morton and Angela Topfer Library Café in Whitehead Hall, and the Learning Center off the Boylan Hall lobby. The ITS Public Computing Labs, which are open seven days a week, have more than 250 PCs, MACs and SUN Unix workstations; lounge areas; and food service. The library labs have more than 500 PCs and MACs; the Library Café more than 100 PCs and MACs. All campus labs have shared network printing linked to free black-and-white printing quotas, high-speed Internet access, group-study rooms, express printing and helpful support staff.

The college supports various computing platforms, including Windows, Apple MAC and Linux/Unix systems. All of these are available at public-access facilities and are used in various instructional contexts. The college also maintains a sophisticated videoconferencing and multimedia facility that is used in many courses for distance learning and facilitates interaction with students from other CUNY colleges.

An extensive inventory of adaptive computer equipment enables students with disabilities to utilize the computer resources. These facilities and associated technical support are concentrated in the ITS Public Computing Labs, the library and the Mamie and Frank Goldstein Resource Center in the Center for Student Disability Services.

**BC WebCentral Portal, <https://portal.brooklyn.edu>**

Brooklyn College students may use the BC WebCentral portal to transact a wide range of academic business via the Web, including registering for courses, paying tuition, viewing their progress toward their degree, applying for scholarships, applying for graduate school, withdrawing from courses, applying for pass-fail, declaring their major, applying for absentee final exams, projecting their GPA based on current grades, signing up to receive grades via e-mail and much more. WebCentral users have access to WebMail, private calendars, to-do lists, Web favorites, news feeds and other useful tools. The portal provides information and services customized to each user. A single WebCentral sign-on allows users to access all authenticated services without having to re-enter his or her credentials.

**BC CUNYfirst Student Information System, <https://home.cunyfirst.cuny.edu>**

CUNYfirst is a CUNY-wide software system hosted by CUNY that allows students to transact a wide range of academic business, including browse the course catalog, register for courses, drop courses, pay tuition and fees online, manage personal information, view grades and progress towards a degree, and view and print unofficial transcripts.

**Brooklyn College website, [www.brooklyn.cuny.edu](http://www.brooklyn.cuny.edu)**

The Brooklyn College website provides a wealth of useful information about the college and its programs for prospective and current students, prospective employees, visitors and guests.

**E-mail services**

The college provides every registered student with a Brooklyn College Microsoft Exchange e-mail address, accessible via the Web, POP, IMAP and Outlook. The e-mail account is protected against viruses and allows students to create their own folder structure. Students can create a custom alias for their account and are encouraged to submit private e-mail addresses via the BC WebCentral portal, if they prefer to receive college mail at that address. Accounts for entering students are created within the first week of the term. The ITS network support line, 718.677.6180, assists students with using their e-mail.

**Wireless network access**

Wireless network access (WIFI) is available throughout the campus, including all main buildings, as well as most outside gathering spaces. It can be accessed with appropriately configured laptops or PDAs by students with Brooklyn College e-mail accounts. Access requires an 802.11x-compliant secure client and a Brooklyn College e-mail address. Further information and setup instructions are available on the technology tab on the BC WebCentral portal.

**International Student Services, 235 West Quad Center, 718.951.4477**

The Office of International Student Services assists F-1 and J-1 international students with visa and immigration processes and compliance; provides referrals to both on- and off-campus resources; and serves as an advocate for international students. International Student Services, part of the Division of Enrollment Management, is committed to guiding the F-1 and J-1 international student at Brooklyn College. The office aspires to provide high-quality service and support that will help the international student achieve academic and personal success. From welcoming the student on campus to congratulating the student at the graduation ceremony, our staff members help support the international student experience at Brooklyn College. Students are encouraged to visit us in our office, on our [website](#), or on our [Facebook page](#).

### **Lay Advocate Program (legal counseling), 139 Ingersoll Hall Extension, 718.951.5360**

The program offers members of the Brooklyn College community basic legal information, counseling by an attorney, and referral to legal-service agencies. Information on college rules and student rights is given by trained undergraduate volunteers supervised by an attorney. Academic credit may be received for lay advocate internship work through urban fieldwork courses (Political Science 3610 and 3611).

### **Learning Center, 1300 Boylan Hall, 718.951.5821**

The Learning Center (LC) offers Brooklyn College students FREE peer tutoring in courses across the curriculum in a comfortable, supportive environment well stocked with computers and reference materials. Students working on writing assignments can get help with every stage of the writing process. Those who wish to work on their writing are recommended to schedule an appointment for regular weekly meetings or an individual session. For all other subjects unrelated to writing, students may drop in without an appointment during our advertised days and times. Sessions are conducted in small groups or one-on-one depending on availability. Additionally, the LC offers comprehensive review sessions before midterm and final exams. We encourage all students to visit our website for updated schedules and additional information.

### **Magner Career Center, 1303 James Hall, 718 951-5696**

The Magner Career Center provides undergraduates, graduate students and alumni the knowledge, skills, values and opportunities essential to fulfilling their career aspirations. Through its workshops and services the Center assists students with a wide range of career needs including résumé writing, interview preparation, choosing a career, searching for a job or internship, learning how to network and developing professional skills, etc. The Center's career panels, company visit program, alumni mentor program, networking nights, and pre-law initiatives connect students with prestigious employers and successful alumni. The job/internship fair each semester and an online database gives students access to thousands of full-time and part-time jobs and internship opportunities.

### **Newspapers and literary magazines**

Newspapers written and edited by Brooklyn College students are available in the lobbies of campus buildings. Brooklyn Review, a literary-arts magazine, is published by students in the M.F.A. programs in creative writing and fine arts. The Zine is published by the undergraduate English majors' office for counseling.

### **Office of Communications and Marketing, 2118 Boylan Hall, 718.951.5882**

The Office of Communications and Marketing provides overall leadership for the college's efforts to increase its visibility and elevate its reputation. It is responsible for integrating marketing activities across all units; maintaining high standards of quality for all college communications; generating press coverage and responding to media inquiries; promoting the accomplishments of students, faculty, researchers and alumni; and producing the college's official website. It also serves as a resource for the college community for information on effective marketing and communication strategies and for assistance with producing collateral materials. The office consists of staff with expertise in marketing strategy and operations, brand management, public relations, copywriting, graphic design, digital communications, photography and journalism.

### **Office of Research and Sponsored Programs, 2158 Boylan Hall, 718.951.5622**

The office provides extensive advisement and support for faculty and staff who are engaged in sponsored programs and who are seeking external funding for research projects and other scholarly pursuits. The grants office identifies and disseminates funding opportunities for research, training, curriculum development and other projects; assists in the preparation, review and submission of proposals and budgets to government and private agencies; and facilitates the administration of funded projects and interaction between Brooklyn College, the CUNY Technology Commercialization Office and the Research Foundation of the City University of New York.

### **Performing arts facilities**

Events in music and theater presented by student performers are open, inexpensively, to Brooklyn College students. Information on performances is published in the calendar of the college's Arts Council and may be found on the online college calendar. Rehearsal and practice studios for the Conservatory of Music, theater workshops and classrooms for the Department of Theater, and performance spaces for both are in the Brooklyn Center for the Performing Arts at Brooklyn

College, currently housed in Whitman and Roosevelt halls. A dance studio is located on the second floor of the West Quad Center. By fall 2014, Brooklyn College will complete construction of the new Leonard and Claire Tow Center for the Performing Arts that will serve the rehearsal and performance needs of both the Conservatory of Music and the Department of Theater. In addition to a fully equipped 220-seat, multipurpose performance space, two large music rehearsal spaces, a theater rehearsal space and scene shop, the Tow Center will include numerous music teaching studios, chamber-music rehearsal spaces, practice rooms, a recording studio and a sound lab for the programs of the Center for Computer Music and PIMA.

The Conservatory of Music also maintains a select library of books and scores; playback facilities for records, tapes, compact discs and CD-ROMs; and a large collection of musical instruments for instructional use. The Theater Department has access to two stages, three acting studios, a directing studio, dressing rooms, lighting and carpentry areas, a costume construction workshop, instructional audiovisual equipment and a design lab. It also offers a special library and reading room for theater majors.

The Brooklyn College Preparatory Center for the Performing Arts is the precollege component of the Conservatory of Music and the Department of Theater. It offers community programs in music, theater and dance for children three to 18 years of age and for adults. Its Suzuki Program for violin and cello is among the largest and most successful of New York City's Suzuki schools. Student and faculty recitals are held regularly in Studio 312 in Roosevelt Hall Extension. It is open to all who seek high-quality training by professional artist teachers, from beginners to those preparing for college-level work. Information on admission and tuition is available by calling 718.951.4111.

**Personal Counseling, 0203 James Hall, 718.951.5363**

Personal counseling offers individual, couples, family and group counseling; short-term therapy; crisis intervention; referrals to off-campus services; and a range of life-skills workshops for test anxiety, stress management, etc. All services are free and confidential.

**The Office of Student Assistance and Referral (SAR)**

The Office of Student Assistance and Referral (SAR) helps students find the right information, discuss options, and make referrals to resources on and off campus. SAR also provides oversight for selected student emergency loans and grant funds administered by the Division of Student Affairs.

The Student Ombudsperson seeks to ensure the responsiveness of the college to individual student's concerns and, as such, has oversight for the Office of Student Assistance and Referral. The ombudsperson working with SAR's staff assists students in gaining access to college services and programs for which they are eligible. The ombudsperson functions both for the individual student and for the college in serving its primary constituent, the student. For further information or to make an appointment (evenings are available), e-mail SAR or go to 2113 Boylan Hall.

**Television Center, 018 Whitehead Hall, 718.951.5585**

The Television Center provides television production and post-production facilities and technical support to the Department of Television and Radio. Students enrolled in the department's graduate programs may be employed by the center as part-time production assistants and have the opportunity to participate in various aspects of television production. The center's facilities include a multi-camera studio with live switching capabilities, digital editing facilities, audio production suites, professional field-production equipment and the state-of-the-art student radio station, BCR.

**Testing Office, 245 West End Building, 718.951.5916**

The Office of Testing is responsible for administering evaluative tests and assessments in accordance with the City University's Testing Program. The Testing Office also provides proctoring services by administering exams for distance learning students and the College Level Examination Program and serves as a host site for Kryterion, and Castleworld Wide Testing. The following tests are administered: the CUNY Assessment Tests for incoming students; the Collegiate Learning Assessment Tests for incoming freshmen and seniors; Calculus Placement Test; College Level Examination Program (CLEP), SAT and Distance Education Exams. The office may be reached by telephone, fax (718.951.4721) or e-mail at [testing@brooklyn.cuny.edu](mailto:testing@brooklyn.cuny.edu)

**Veterans Affairs and Counseling Center, 1407 James Hall, 718.951.5105**

The center provides orientation counseling; assistance with admission procedures, academic planning and tutoring; and liaison with the Veterans Administration and other government agencies. It also provides referrals for pro bono legal services, medical benefits, post-traumatic stress disorder (PTSD) counseling, career opportunities and updated information on federal and state benefits. Peer counselors help veterans file applications for the GI bill, VA Work Study and other educational benefits.

**Women's Center, 227 Ingersoll Hall Extension, 718.951.5777**

The center sponsors non-credit programs, workshops and lectures on a broad variety of women's issues. It offers referrals to therapists, lawyers, social service and counseling agencies as well as information about new career opportunities, professional women's networks, scholarships and grants. Services are available to students, faculty and staff members, and community residents.

## **Programs and Courses of Instruction**

## Accounting

Department office: 202 Whitehead Hall  
Phone: 718.951.5152

### Full-time Faculty

Professors: Grayson, Kass-Shraibman  
Associate Professors: Giladi, McTague, Testa, Widman, Zelcer  
Assistant Professors: Crossman, Fischer, Gerstein, Lachman, Williams  
Lecturers: Langer, Lefkowitz, Sauber

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### M.S. degree program in accounting (C.P.A. qualifying) HEGIS code 0502; SED program code 88398

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The master of science in accounting program is registered with the New York State Education Department as meeting the 150 semester-hour requirement for CPA candidates. Students who complete the program will be permitted to sit for the CPA examination. Course work emphasizes asset valuation and related problems of enterprise reporting, tax research and planning, comptrollership and managerial accounting, contemporary accounting topics, and accounting requirements of the Securities and Exchange Commission (SEC). This program requires extensive preparation in the areas of professional accounting and general business. Applicants who have completed the bachelor of science degree in accounting (public accounting) at Brooklyn College satisfy the undergraduate education requirements of this program. All other applicants must present coursework equivalent to the requirements for the B.S. in public accounting at Brooklyn College.

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Degree requirements  
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Thirty credits are required for the degree.

Students must complete the following courses:

Accounting:

All of the following: Accounting 7106X, 7107X, 7108X, and 7109X.

Two of the following: Accounting 7110X, 7120X, 7130X, 7140X, 7150X, 7190X.

Economic analysis:

One of the following: Economics 7000X, Economics 7205X or Business 7205X, or Business 7206X, or Economics 7010X. Students who have not taken Economics 7025X or a comparable undergraduate mathematics course are advised to take Economics 7205X or Business 7205X or Business 7206X.

Finance:

Economics 7215X or Business 7215X or Business 7240X or Business 7216X.

Quantitative methods:

Economics 7230X or Business 7230X.

Business Electives/Econometrics:

One course from the following: Accounting 7110X, 7120X, 7130X, 7140X, 7150X, 7190X; Business 7200X, 7202X, 7204X, 7208X, 7216X, 7220X, 7240X, 7250X, 7255X, 7260X; Business 7131X or Accounting 7131X; Economics 7020X, 7021X.

With permission of the graduate deputy chairperson, up to 12 graduate credits may be accepted for work done at other institutions.

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### M.S. degree program in business administration HEGIS code 0517; SED program code 01895

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A business administration degree can provide students with a variety of career paths ranging from public policy to international finance to banking. The Accounting, Finance and Business Management, and Economics Departments offer a 33-credit master of science degree in business administration with four options for specialization: economic analysis, global business and finance, accounting, or general business.

Option one is more flexible and allows students to explore different areas of economics including health economics, public finance and public policy, and international trade.

Option two is more focused and is expressly for students with an interest in global business and finance. It includes courses in global finance and management, international economics and finance, bargaining and conflict resolution, global business environment, and international human resource management.



Option three is for students with an interest in accounting. An undergraduate degree in accounting is not required. However, this option is only open to students who have taken Accounting 2001, 3001, 3011, 3021, and 3101 (introductory accounting, managerial accounting, financial accounting, and income taxation) or the equivalent.

Option four is a more flexible major for those interested in general business. It is of interest to those who may have had previous undergraduate or graduate coursework in business and want to obtain a general business degree and also to those who never previously had such coursework and want to obtain a business degree. It can be customized by the student to the student's interest in a broad range of business topics.

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

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#### Degree requirements

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A minimum of thirty-three credits is required for the degree. Students must complete at least 24 credits in the Finance and Business Management, Accounting, and Economics Departments. The following courses are required: Economics 7000X, 7010X, 7020X, 7021X, 7025X. Students selecting Option 2 or Option 3 (below) may take either Economics 7000X or Business 7206X. They also take either Economics 7020X or Business 7276X; Economics 7021X or Business 7279X; Economics 7010X or Economics 7215X or Business 7215X; and either Economics 7025X or Business 7278X. Option 3 students who have taken an undergraduate course in calculus may, with the permission of the graduate deputy, waive Economics 7025X and substitute a course from the Option 3 requirements listed below. With permission of the graduate deputy chairperson, up to nine credits may be taken in appropriate courses in other departments. With permission of the graduate deputy chairperson, up to 12 credits may be accepted for work done at other institutions. Option 4 students with permission of the graduate deputy may substitute any or all courses from the graduate core of Economics 7000X or Business 7206X, Economics 7010X or Economics 7215X or Business 7215X, Economics 7020X, Economics 7021X or Business 7279X, Economics 7025X or Business 7278X with any Business course. This will typically be allowed for those with previous undergraduate or graduate coursework in these course topics.

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

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#### Option 1: Economic Analysis

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

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#### Option 2: Global Business and Finance

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

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#### Option 3: Accounting

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

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#### Option 4: General Business.

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

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### **CUNY Ph.D.**

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The City University of New York offers a doctoral program in business with a specialization in accounting. General information about CUNY Ph.D. programs is in the chapter "About Brooklyn College" of the Graduate Bulletin.

Accounting Department courses may be credited toward the CUNY doctoral degree with permission of the executive officer of the doctoral program. For information, students should consult the deputy chairperson of the Accounting Department and the executive officer of the doctoral program.

## Courses

### **ACCT 7101X Financial and Managerial Accounting**

45 hours plus conference; 3 credits

Intensive study of accounting principles and managerial applications to introduce students specializing in fields other than accounting to basic analytic tools of corporate financial reporting and firm decision making. (Not open to students who have completed more than 6 credits in accounting courses. Not open to students who have completed Economics 701X.)

### **ACCT 7106X Advanced Accounting Theory**

30 hours plus conference; 3 credits

Asset valuation and related problems of enterprise reporting. Financial accounting issues for complex business entities from both a conceptual and technical view. (Not open to students who have completed Economics 706X.)

Prerequisite: admission to the accounting specialization or permission of the chairperson or the chairperson's designee.

### **ACCT 7107X Federal Taxation: Planning, Current Developments, and Advanced Problems**

30 hours plus conference; 3 credits

Methodology used in tax research and planning. Ethical and policy considerations in tax planning and tax decisions. Capital gains, reorganization, estate planning, exempt organizations, pensions, special purpose entities. (Not open to students who have completed Economics 707X.)

Prerequisite: admission to the accounting specialization or permission of the chairperson or the chairperson's designee.

### **ACCT 7108X Auditing Concepts, Standards, and Procedures**

30 hours plus conference; 3 credits

Examination of theory and philosophy underlying verification of financial data. Changing standards and new levels of legal and moral responsibility. Role of control and supervisory agencies. Application of statistical methodology to the audit function. (Not open to students who have completed Economics 708X.)

Prerequisite: admission to the accounting specialization or permission of the chairperson or the chairperson's designee.

### **ACCT 7109X Financial Statement Analysis**

30 hours plus conference; 3 credits

Analysis and interpretation of financial statements primarily by external decision makers. Fundamental analysis techniques in equity (share) evaluation decisions. Credit assessment and debt valuation decisions. Measures of liquidity, solvency, capital structure, return on investments, and operating performance. Impact of accounting conventions and alternative standards on analytical measures.

Prerequisite: two undergraduate courses in intermediate accounting or permission of the chairperson or the chairperson's designee.

### **ACCT 7110X Accounting Requirements of the Securities and Exchange Commission and Other Regulatory Agencies**

30 hours plus conference; 3 credits

Accounting principles and auditing requirements of the Securities and Exchange Commission and other selected government agencies. Applicable statutes, regulations, court decisions. (Not open to students who have completed Economics 703X.)

Prerequisite: admission to the accounting specialization or permission of the chairperson or the chairperson's designee.

### **ACCT 7120X Comptrollership and Managerial Accounting**

30 hours plus conference; 3 credits

Role, functions, and responsibilities of the corporate comptroller and treasurer. Relevant modern planning and control techniques and their underlying conceptual philosophy. Design, installation, and implementation of management information systems for planning operations, reporting performance, and administering the firm. Decision-making models, profit planning, and performance analysis. (Not open to students who have completed Economics 704X.)

Prerequisite: admission to the accounting specialization or permission of the chairperson or the chairperson's designee.

### **ACCT 7130X The Legal Environment of Business**

30 hours plus conference; 3 credits

Survey of private substantive rights; government regulatory agencies as they relate to business activities; comprehensive examination of regulations concerned with the protection of consumers, investors, employees, and the preservation of the environment and competition. (Not open to students who have completed Economics 752X.)

Prerequisite: admission to the accounting specialization or permission of the chairperson or the chairperson's designee.

### **ACCT 7131X Tax Regulation & Strategy**

45 hours; 3 credits

The practical application of accounting and government regulations regarding the taxation of individuals and entities. Legal aspects of operating a business, regulation, and corporate social responsibility. The federal tax process, procedures, accounting, and planning are explored. This course is the same as Business 7131X.

Prerequisite: At least 9 credits of undergraduate courses in accounting.

### **ACCT 7140X Contemporary Accounting Topics**

30 hours plus conference; 3 credits

Current problems in financial and managerial accounting and the accounting profession. (Not open to students who have completed Economics 714X.)

Prerequisite: admission to the accounting specialization or permission of the chairperson or the chairperson's designee.

### **ACCT 7150X International Accounting**

30 hours plus conference; 3 credits

Analytical approach in examining major international dimensions of financial and managerial accounting. National and cultural influences on accounting and the accounting profession. Financial regulations, international accounting standards, and transparency in financial reporting. Case studies.

Prerequisite: two undergraduate courses in intermediate accounting or permission of the chairperson or the chairperson's designee.

### **ACCT 7190X Special Topics**

30 hours plus conference; 3 credits

Topics vary from term to term. Students may take this course two times, but may not repeat topics.

Prerequisite: permission of the chairperson or his designee.

**ACCT 7191G Independent Reading**

Minimum of 135 hours of independent work and conference; 3 credits  
Independent research for students concentrating in accounting.  
Supervised by a faculty member. This course may be used as a stage in  
the preparation of a master's thesis. One or more written reports  
and/or final examination. (Not open to students who have completed  
Economics 7091G [782G].)

Prerequisite: Accounting 7106X [706X], 7107X [707X], and 7108X  
[708X]; and permission of the chairperson or the chairperson's  
designee.

**ACCT 7195G Thesis Research**

Hours to be arranged; 3 credits  
Thesis research for students concentrating in accounting. Supervised by  
a faculty member. Students register for this course only once. (Not  
open to students who have completed Economics 7095G [783G].)

Prerequisite: grades of B or better in all of the following: Accounting  
7106X [706X], 7107X [707X], and 7108X [708X]; and permission of  
the chairperson or the chairperson's designee.

## Africana Studies

Department office: 3105 James Hall  
Phone: 718.951.5597

### Full-time Faculty

Professors: Cunningham, Day, Latortue, Thomas  
Assistant Professors: Byam, Cumberbatch, Green

Offering a multidisciplinary perspective on the study of people of African descent in Africa, the Caribbean, and the United States, the department offers courses focusing on the histories, cultures, politics, and societies of Africa and its diaspora. The department offers courses that augment other graduate majors.

The department offers study-abroad opportunities which provides an in-depth experience in a selected country of the African diaspora in cooperation with a host institution in that country. Summer seminars have taken place in Barbados, Brazil, Cuba, Ghana, Haiti, Jamaica, Panama, and Trinidad.

## Courses

### AFST 7010X Black Research Methodology

45 hours; 3 credits

An introduction to methodology used to conduct empirical research in the Black community. The course will include an introduction to the theory of individual and organizational behavior; historical, experimental, and descriptive research methods; introduction to computer usage in conducting research; and discussions of issues relevant to research in the Black community.

### AFST 7020X Black Community Organizations and Participation

45 hours; 3 credits

Study, analysis, and evaluation of the techniques and forms of Black community expression and participation in the inner city. Policy enactment to deal with the problems of the Black community. Case studies reviewed.

Prerequisite: 6 credits of advanced courses in the social sciences, or permission of the chairperson.

### AFST 7030X The Political Economy of the Caribbean

45 hours; 3 credits

An analysis of the political economy of the states in the Caribbean, including Haiti, the Dominican Republic, Cuba, the French and Commonwealth Caribbean. The stated objectives of various development strategies advanced since the 1950s; the relationship between state systems, public policy output, and a response of the various structures/individuals within those systems.

### AFST 7040X Summer Seminar in Africa, the Caribbean, South America, or the United States

90 hours; 6 credits

Lectures, research, and study in selected historical, political, economic, and social aspects of life in a selected country or in a region of the United States. Lectures by Brooklyn College and host country scholars, in cooperation with a university in Africa, the Caribbean, South America, or the United States may be supplemented by fieldwork, and library and empirical research. This course may not be taken more than once.

Prerequisite: completion of 6 graduate credits in the social sciences or the humanities; or permission of the chairperson.

### AFST 7050X Social Change in Africa, 1750-1945

30 hours plus conference; 3 credits

Introduction to social change in sub-Saharan Africa from the era of the slave trade to the end of World War II. Emphasis on internal transformations sparked by industrialization, imperial expansion and colonization, including political innovations, changing market relations as well as transformations in kinship and gender relations. In depth coverage of slavery, women in the economy, the development of an African working class, religious transformations, the emergence of new elites, the growth of modern political activism, and resistance to colonization. This course is the same as History 7580X [754.1X].

### AFST 7060X Modern South Africa

30 hours plus conference; 3 credits

Analysis of major political, economic, and social developments in the Republic of South Africa since 1948. Against the backdrop of South Africa's recent history, topics examined include: the system of apartheid, White rule and Black challenge, the South African economy, South Africa and the wider world, the Nelson Mandela era, and U.S. South African interests and policies. This course is the same as Political Science 780X.

### AFST 7070X Independent Research and Study

30 hours plus conference; 3 credits

Investigation of a selected topic in Africana Studies developed by the student and a faculty advisor. Will include a set of readings, a substantial written assignment, and regular meetings. Hours to be arranged.

Prerequisite: Permission of major advisor and Africana department chairperson.



## Anthropology and Archaeology

Department office: 3307 James Hall  
Phone: 718.951.5507

### Full-time Faculty

Professors: Bankoff, Perdikaris, Rosenberger

Visiting Professor: Diaz Barriga

Associate Professors: Antoniello, Cavanaugh

Assistant Professors: Chester, Hejtmanek, Schiller

In addition to coursework using the four-field approach, which includes cultural anthropology, archaeology, physical anthropology, and linguistics, the Department of Anthropology and Archaeology offers ongoing opportunities for hands-on research in laboratory and fieldwork studies led by full-time faculty members. A doctorate in anthropology is offered by the City University of New York at the Graduate School and University Center. The following courses are offered as electives for students in other fields.

### Courses

#### **ANTH 7010X Special Topics in Anthropology**

45 hours; 3 credits

Subjects of interest in any of the four fields of anthropology that are not treated systematically in the regular curriculum. Topics vary from term to term. Students may take this course twice but may not repeat topics.

Prerequisite: nine credits in advanced social science from an undergraduate program or permission of the chairperson.

#### **ANTH 701 IX Special Topics in Peoples and Cultures of Selected Areas**

45 hours; 3 credits

Study of culture groups or areas, not usually encountered in the departmental offerings; institutions, historical and environmental influences, and/or effects of outside contact on specific ethnographic, or archaeological cultures. Physical, ethnographic, and theoretical analyses of culture groups. Cultural adaptations and retentions. Contemporary issues and problems. Students may take this course twice but may not repeat topics.

Prerequisite: permission of the chairperson based upon the topic to be offered.

#### **ANTH 7440X Seminar in Zooarchaeology**

30 hours lecture, 30 hours laboratory; 3 credits

Study of animal remains from archaeological sites; methods of recovery, identification, and analysis. Special emphasis placed on natural and social environments, formation processes, subsistence strategies, and paleoenvironments.

Prerequisite: completion of the core courses in biology, anthropology, and archaeology in the Ph.D. program at the City University of New York Graduate Center, or permission of the chairperson.

#### **ANTH 7470X Summer Archaeological Field School**

15 hours plus 150 hours supervised fieldwork; 6 credits

Intensive instruction in field methods and techniques of archaeology through participation in every aspect of an excavation; training in archaeological mapping, excavation techniques, and methods of archaeological laboratory analysis. For Summer Archaeological Field School abroad, room and board fees and travel expenses are additional.

Prerequisite: permission of the chairperson.

#### **ANTH 7510X North American Indians**

45 hours lecture; 3 credits

Patterns of American Indian cultures north of Mexico; cultural and linguistic diversity, cultural adaptations and developments; contemporary Native Americans.

Prerequisite: credits in advanced social science in an undergraduate program or permission of the chairperson.



## Art

Department office: 5306 Boylan Hall  
Phone: 718.951.5181

### Full-time Faculty

Distinguished Lecturer: Acconci

Professors: Carlile, Cronin, Giusti, Hadler, Kiel, Kousser, Mallory, McCoy, Rand

Associate Professors: Ball, Comerford

Assistant Professors: Cloud, Kilroy, Schwab

Lecturer: Simon

The Art Department, at the center of the art world, draws on New York's vast community of notable artists and art historians for its faculty and for the many visiting artists and lecturers who supplement the curriculum. Students have easy access to the city's great museums and countless galleries. The department offers an M.F.A. in studio art, an M.A. in art history, an Advanced Certificate in museum education, and a concentration for education majors. An internationally recognized studio faculty, many represented in important museums and by commercial galleries in the U.S. and abroad, teach drawing, painting, sculpture, printmaking, photography, digital art, and combined media. A faculty of distinguished scholars offers art history courses ranging from ancient to modern, both western and non-western. The studio program, with a fine-arts rather than a commercial focus, seeks a balance between traditional and new in its mix of faculty, students, and course content. A large percentage of its graduates are successful artists, many represented by commercial galleries. Others have become commercial artists, illustrators, graphic designers, architects, cartoonists, art directors, art restorers, and fashion designers. A number have won such major honors as Guggenheims, Fulbrights, Pollack-Krasners, and the Prix de Rome. Art history graduates have become museum curators, gallery directors, art critics, art writers, art editors, and archivists, or work for public or private art-related organizations. Graduates of both programs teach in leading art schools and universities.

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### **M.A. degree program in art history** **HEGIS code 1003; SED program code 02017**

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Students choose as an area of concentration one of the subject areas or other specializations within art history.

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Matriculation requirements  
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Applicants must offer a distribution of advanced art history courses in different subject areas or specializations within art history acceptable to the Art Department.

The Art Department may require an interview.

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

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Degree requirements  
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Thirty credits are required for the degree.

Students must complete Art 7190G.

Students must also complete 27 additional credits in art history courses. Up to six of these credits may be taken outside the Art Department with permission of the deputy chairperson for graduate art history.

During the first two years, a minimum of one course each term is required unless waived by the deputy chairperson for graduate art history.

Within the first year, students must pass an introductory examination to determine their general knowledge of art history.

Students must submit a thesis of publishable quality acceptable to the Art Department. Information about requirements for the thesis is in the section "Academic Regulations and Procedures" of the Graduate Bulletin.

Students must pass a reading examination in French, German, Italian, or Spanish.

Courses in the Art Department offered toward the degree must be 7000-level courses.

The program of study must be approved by the deputy chairperson for graduate art history.



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Recommendations  
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Students are encouraged to audit courses in related fields in other departments.

To gain experience in college-level teaching, students may work with the instructor of an undergraduate course in their area of concentration; collaboration is encouraged in preparing lectures, making up exams, and reading papers.

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**M.F.A. degree program in art**  
**HEGIS code 1002; SED program code 02016**

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Students choose as an area of concentration one of the following subject areas: Drawing and painting, sculpture, printmaking, photography, or digital art. They also take courses in other areas of concentration and in art history. Periodically, their work is formally reviewed by the full studio faculty who also visit their studios individually for informal critiques.

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Matriculation requirements  
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Applicants must offer at least 36 credits in studio art and art history courses including a well-balanced distribution of credits in two-dimensional and three-dimensional art acceptable to the Art Department.

Applicants must submit directly to the Art Department a selection of work emphasizing their intended area of concentration before February 1 for Fall admission. The work should be submitted through the program's Web site, <http://artmfa.brooklyn.cuny.edu>, following the instructions on the Web site.

Applicants must also submit a completed application to the Brooklyn College Division of Graduate Studies. General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission" of the Graduate Bulletin.

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Degree requirements  
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Forty-eight credits are required for the degree.

Students must complete Art 7210X, 7220X, 7910X, 7920X, 7940G, 7950G, and 7951G. Art 7940G, 7950G, and 7951G must be taken in sequence, usually beginning in the first semester of matriculation.

Students must also complete 18 additional credits in studio art courses, internship, independent study electives, or other electives outside the department.

Students must also complete nine additional credits in art history courses. Art 7198G may be repeated for credit.

Independent creative work developed in Art 7940G, 7950G, and 7951G must culminate in a final exhibition with accompanying artist's statement about the work.

Courses in the Art Department offered toward the degree must be 7000-level courses.

The program of study must be approved by the deputy chairperson for graduate studio art.

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Charles G. Shaw Awards  
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For distinction in painting, the Art Department grants awards each term to a number of graduate students matriculated in the M.F.A. program.

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**Advanced certificate in museum education**  
**HEGIS code 0899; SED program code 36517**

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Matriculation Requirements  
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Matriculation in the Masters in Art History program (30 credits)  
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Degree Requirements  
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Twelve credits are required for the certificate in addition to the thirty credits required for the MA in Art History.

Students must complete Art 7184G and Art 7185G.

Students must also complete two 60-hour internships, Art 7193G and Art 7194G.

Students will begin the program with art history courses. They must complete ARTD 7184G before the internships. The internships can either be completed during the summer or during the fall or spring semesters along with their regular coursework in art history. Students should complete ARTD 7185G in the second year. The master's thesis may consist of a strictly art historical subject or may include some research into museum education.

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## CUNY Ph.D.

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The City University of New York offers a doctoral program in art history. General information about CUNY Ph.D. programs is in the chapter "Support for Academic Success in Graduate School" of the Graduate Bulletin. The Art Department offers courses at Brooklyn College in art history that are creditable toward the CUNY doctoral degree with permission of the executive officer of the doctoral program. For information about the courses, students should consult the deputy chairperson for graduate art history of the Art Department and the executive officer of the doctoral program.

## Courses

Unless a prerequisite is specific, students may apply graduate or undergraduate courses toward fulfillment of that prerequisite.

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## ART HISTORY

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### Ancient and medieval art

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#### **ARTD 7003G Topics in Egyptian and Near Eastern Art**

30 hours plus conference; 3 credits  
Specific topics are announced one year in advance. Students may take this course twice but may not repeat topics. (Not open to students who have completed the same topic in Art 706.1G.)

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

#### **ARTD 7007G The Classical Period in Greek Art**

30 hours plus conference; 3 credits  
Architecture, sculpture, and painting of the Greek world in the fifth and fourth centuries B.C.

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

#### **ARTD 7011G Roman Imperial State Art**

30 hours plus conference; 3 credits  
Treatment of the human figure and ornament in manuscripts of the seventh and eighth centuries. Style of manuscripts, metalwork, and ivories of Carolingian courts and schools.

Prerequisite: Matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

#### **ARTD 7015G Byzantine Art : From the Catacombs to Iconoclasm**

30 hours plus conference; 3 credits  
Catacomb art in fresco and sarcophagi. Church-building activities from Constantine to Justinian. Earliest Bible cycles in manuscript and mosaic. growing popularity of icons. Art of the imperial capital of Constantinople.

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

#### **ARTD 7019G Medieval Art to the Time of Charlemagne**

30 hours plus conference; 3 credits  
Treatment of the human figure and ornament in manuscripts of the seventh and eighth centuries. Style of manuscripts, metalwork, and

ivories of Carolingian courts and schools.

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

#### **ARTD 7023G Romanesque Art**

30 hours plus conference; 3 credits  
Sculpture and architecture of the West from about 1050 to 1200.

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

#### **ARTD 7026G Gothic Art in Europe**

30 hours plus conference; 3 credits  
Major twelfth-century and thirteenth-century monuments of architecture, sculpture, painting, metalwork.

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art, or permission of the deputy chairperson.

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### Early modern European art

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#### **ARTD 7033G Renaissance Painting in Florence and Vicinity during the Fifteenth Century**

30 hours plus conference; 3 credits  
Formation and development of the early Renaissance style in Florentine painting of the fifteenth century.

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

#### **ARTD 7036G The High Renaissance and Its Aftermath in Florence and Rome**

30 hours plus conference; 3 credits  
Inception, fruition, and disintegration of the High Renaissance style in painting and sculpture of central Italy.

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

#### **ARTD 7039G Problems in Late Gothic and Renaissance Art and Architecture**

30 hours plus conference; 3 credits  
Seminar or colloquium. Students may take this course four times but may not repeat topics. (Not open to students who have completed the same topic in Art 762.1G, 762.2G, 762.3G.)

Prerequisite: a course chosen from Art 7030G [753G] through 761G in late Gothic or Renaissance art appropriate to the problem of the term or permission of the deputy chairperson.

### **ARTD 7043G Baroque Art in Italy**

30 hours plus conference; 3 credits  
Origins and development of the Baroque style in painting and sculpture in seventeenth-century Italy.

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

### **ARTD 7051G Topics in Baroque Art and Architecture**

30 hours plus conference; 3 credits  
Specific topics are announced one year in advance. Students may take this course twice but may not repeat topics. (Not open to students who have completed the same topic in Art 772.1G.)

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

### **ARTD 7056G Latin American Art, 1492 to the present**

45 hours, 3 credits  
Examination of art and architecture of Latin America from the Conquest to the contemporary moment.

Prerequisite: Matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

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## **Modern European and American art**

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### **ARTD 7061G Neoclassicism and Romanticism**

30 hours plus conference; 3 credits  
Sources and evolution of European Neoclassic and Romantic painting and sculpture from 1750 to 1850.

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

### **ARTD 7064G Impressionism and Postimpressionism**

30 hours plus conference; 3 credits  
Origins and development of Impressionism, Postimpressionism, and Neoimpressionism in European painting from 1850 to 1900.

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

### **ARTD 7068G European Art since 1900**

30 hours plus conference; 3 credits  
Major trends in European painting and sculpture in the first half of the twentieth century.

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

### **ARTD 7072G American Art from World War II to the Present**

30 hours plus conference; 3 credits  
Major contemporary painters and sculptors seen in relation to broader trends and developments. Emphasis on the New York school.

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

### **ARTD 7082G Topics in Modern European and American Art and Architecture**

30 hours plus conference; 3 credits  
Specific topics are announced one year in advance. Students may take this course four times but may not repeat topics. (Not open to students who have completed the same topic in Art 796.1G, 796.2G, or 796.3G.)

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

### **ARTD 7086G History of Photography**

30 hours plus conference; 3 credits  
Seminar or colloquium. Technical and aesthetic history of photography. Its relation to other arts.

Prerequisite: permission of the deputy chairperson.

### **ARTD 7091G Women in Art**

30 hours plus conference; 3 credits  
Exploration of the changing image and role of women in art from the Renaissance to the present. Major artists including Gentileschi, Delaunay, Modersohn-Becker, Kahlo, O'Keefe, and Sherman will be studied. Issues of gender, race, and contemporary feminist theory will be discussed.

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

### **ARTD 7097G Architecture and Urban Design in New York City**

45 lecture hours; 3 credits  
Study of New York City's monuments and infrastructure. Contextualization of the city's built environment within its architectural discourse.

Prerequisite: None

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## **Asian, African, and Oceanic art, and indigenous art of the Americas**

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### **ARTD 7100G Approaching "Non-Western" Art**

45 hours; 3 credits  
Examines the arts of selected cultures that developed outside the spheres of influence of major European civilizations. Investigates how European imperialism and colonization has affected the understanding and interpretation of cultures.

Prerequisite: matriculation for the M.A. in art history.

### **ARTD 7135G Foundations of Islamic Art**

30 hours plus conference; 3 credits  
Exploration of the foundations of Islamic art beginning with the Middle East in the seventh century, following the spread of these artistic developments through North Africa, Europe, and into Central Asia up to the early Ottoman Empire in the sixteenth century. Study of aniconism and iconoclasm, the presentation and collection of Islamic art in Western museums, and the influence of Islam on the intellectual and cultural life of the West.

Prerequisite: matriculation for the M.A. in art history.

### **ARTD 7146G Topics in Native American Art of the U.S. and Canada**

45 hours; 3 credits  
Examination of the visual arts of native North American cultures from

the Eskimo to Canada, the Northwest and Southwest areas of the United States, the Plains, and Eastern Indian societies. Consideration of the visual arts in their historical and contemporary contexts, and in media such as architecture, painting, pottery, sculpture, textiles, and performance.

Prerequisite: Matriculation for the M.A. in art history or permission from the department chair

### **ARTD 7150G Topics in Pre-Columbian Art of Mesoamerica and the Andes**

3-hour lecture plus conference; 3 credits

Exploration of the art and architecture of the major civilizations, such as the Maya, Aztec, and Inka, that flourished in the regions we now call Latin America from the first millennium BCE through the conquest and colonization by Spain in the sixteenth century. Course includes a brief evaluation of the effect of these indigenous traditions upon art and culture in Latin America from the colonial period to the modern era, including modernists such as Diego Rivera and Frida Kahlo.

Prerequisite: Matriculation for the M.A. in art history

### **ARTD 7151G The Art and Architecture of New Spain and the Andes, 1492-1821**

45 hours; 3 credits

Examination of art and architecture of the former Spanish Viceroyalties of New Spain (Mexico), from 1521-1821, and the Andes, from c. 1534-1820.

Prerequisite: matriculation for the M.A. in art history.

### **ARTD 7154G The Art of Death and Dying in Mexico**

45 hours; 3 credits

Examination of visual culture in Mexico, from 2000 B.C.E. to the present, with a focus on death, dying, and the afterlife.

Prerequisite: Matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

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## **Architecture**

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### **ARTD 7076G Modern Architecture to World War I**

30 hours plus conference; 3 credits

Origins of the modern movement in stylistic and technological developments of the nineteenth century. Formulation of diverse conceptions of a new architecture before World War I. (Not open to students who have completed Art 795G.)

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

### **ARTD 7078G Modern Architecture since 1914**

30 hours plus conference; 3 credits

Major movements of theory and design in twentieth-century architecture. Modernism.

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

### **ARTD 7156G History of Architecture: Ancient through Gothic**

3 hours; 3 credits

Exploration of the history of architecture across the Mediterranean and Europe, beginning in Ancient Mesopotamia and Egypt and continuing with Greece, Rome, Byzantium, Islamic Spain, and Western Europe through the thirteenth century.

### **ARTD 7157G History of Architecture: Renaissance through Nineteenth Century**

45 lecture hours; 3 credits

Exploration of the history of architecture in Europe and the United States from the Renaissance through the 19th Century.

Prerequisite: none

### **ARTD 7158G History of Architecture: Modern through Contemporary**

45 lecture hours; 3 credits

Exploration of the history of architecture across the globe from the turn of the 20th century through contemporary practice. Key monuments and theories of the modern age.

Prerequisite: none

### **ARTD 7159G History of Urban Design and Planning**

3 hours; 3 credits

Exploration of approaches to urban design and planning in Europe and the United States, beginning in the ancient world and continuing through the present day.

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## **Special studies**

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### **ARTD 7160G Visual Culture Studies**

3 hours plus conference; 3 credits

Exploration of visual culture and design issues from ancient to modern times. Interdisciplinary approach to the study of images across diverse media. Impact of the mass media on contemporary movements such as Pop Art. Influence of race and gender.

Prerequisite: Matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

### **ARTD 7170G Basic Studies in Connoisseurship**

30 hours plus conference; 3 credits

Seminar or colloquium. Comprehensive study of art history through examination and evaluation of works of art, of various periods, in museums and private collections. Meetings conducted by faculty and guest speakers. Comprehensive examination.

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.

### **ARTD 7175G Ancient to Modern Iconoclasm**

45 hours; 3 credits

Examination of the practice of destroying images from c. 1500 B.C.E. to the present, with a focus on religious and politically motivated attacks.

Prerequisite: Matriculation for the M.A. in art history or permission from the department chair.

### **ARTD 7180G Art Theory and Criticism**

30 hours plus conference; 3 credits

Perspectives on art from different cultures and periods; interpretation and analysis of works of art through various approaches from art history, art criticism, and art theory. New materials and definitions of contemporary art. Topics include biography, formal analysis, iconography, social history, gender, race, psychoanalysis, modernism, post-structuralism.

Prerequisite: matriculation for the M.A. in art history or for the M.F.A.

in art or permission of the deputy chairperson.

### **ARTD 7183G Museology**

45 hours; 3 credits

Exploration of the museum exhibition from the curatorial, educational and administrative perspective. Examination of the creation of narrative, selection of objects, layout and installation, and writing of didactics and labels to give students a comprehensive understanding of exhibition planning and execution. Practical consideration given to budget, fundraising and the incorporation of technology.

Prerequisite: Matriculation for the MA in Art History

### **ARTD 7184G Museum Education I**

45 hours, 3 credits

Exploration of a variety of methodological approaches to object-based learning within a museum setting. Achievement of a comprehensive understanding of methods in museum education. Topics covered include discipline-based art education, visual thinking strategies, contextual model of learning, and other teaching/learning processes. Opportunity for students to observe onsite teaching in a museum setting and to learn how programs are developed.

Prerequisite: matriculation for the M.A. in art history.

### **ARTD 7185G Museum Education II**

45 hours, 3 credits

Exploration of the diverse areas within Museum Education, including public programs, school programs, family programs and community outreach. Application of the various teaching methods explored in Art 7184 to the disparate areas that comprise the education departments in museums today

Prerequisite: Art 7184G.

### **ARTD 7190G Seminar in Art Historical Methodology**

30 hours plus conference; 3 credits

Research, writing techniques, and methodologies essential to the field of art history. Topics include studying oeuvre catalogues, doing on-site archival work, and conducting interviews.

Prerequisite: matriculation for the M.A. in art history or permission of the deputy chairperson.

### **ARTD 7193G Internship in a Museum**

60 hours, 3 credits

Work in a museum in one of the following departments: registrar, education, curatorial, or development.

Prerequisite: matriculation for the M.A. in art history and permission of the deputy chairperson.

### **ARTD 7194G Internship in an Arts Organization**

60 hours, 3 credits

Work in a museum, gallery, auction house, archival or private collection, arts foundation or other arts-related organization.

Prerequisite: matriculation for the M.A. in art history and permission of the deputy chairperson.

### **ARTD 7197G Independent Study for the M.A. Thesis**

60 hours; 3 credits

Research supervised by a faculty member dedicated towards completion of the M.A. thesis. Students may take this course up to two times.

Prerequisite: Matriculation for the M.A. in art history and permission of the deputy chairperson.

### **ARTD 7198G Special Problems I**

30 hours plus conference each term; 3 credits each term

Research supervised by a faculty member in the student's major area. Students may take these courses more than once.

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art and permission of the deputy chairperson.

### **ARTD 7199G Special Problems II**

30 hours plus conference each term; 3 credits each term

Research supervised by a faculty member in the student's area of concentration. Students may take these courses more than once.

Prerequisite: matriculation for the M.A. in art history or for the M.F.A. in art and permission of the deputy chairperson.

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## **STUDIO ART**

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### **ARTD 7905G Techniques and Analysis of Contemporary Art**

45 hours; 3 credits

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

Prerequisite: Matriculation in MFA or MA Art Education

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## **Introductory courses**

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### **ARTD 7210X Workshop in the History of Art**

60 hours; 3 credits

Study of past and present art using techniques of art history and the design workshop. Workshop assignments correlated with lecture material to develop historical insight through immediate experience.

Prerequisite: matriculation for the M.F.A. in art or for the M.A. in art education or permission of the deputy chairperson.

### **ARTD 7220X Workshop in the Theory and History of Design**

60 hours; 3 credits

Historical analysis of basic design concepts. Evolution of handcrafted design from ancient times to the present. Assigned readings. Seminars and workshop demonstrations.

Prerequisite: matriculation for the M.F.A. in art or for the M.A. in art education or permission of the deputy chairperson.

### **ARTD 7250T Projects in Creative Art for the Classroom**

30 hours plus conference; 3 credits

Initiation and development of projects in creative art in consultation with the instructor. Presentation of an evolving portfolio to both art and education faculty for evaluation. Must satisfy standards of originality and execution consistent with achievement of the advanced degree, and demonstrate and document how personal artistic knowledge translates into classroom practice. (This course is the same as Education 7506X [781X]).

Prerequisite: matriculation for the M.A. in art education.

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## **Drawing and painting**

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**ARTD 7310X Advanced Drawing Techniques I**

60 hours; 3 credits

Advanced work in various drawing media. Emphasis on development of mastery in creative draftsmanship and black-and-white composition. Figure drawing.

Prerequisite: matriculation for the M.F.A. in art or for the M.A. in art education; and a minimum of two undergraduate drawing courses or permission of the deputy chairperson.

**ARTD 7311X Advanced Drawing Techniques II**

60 hours; 3 credits

Continuation of Art 7310X [733X].

Prerequisite: Art 7310X [733X].

**ARTD 7410T Painting**

60 hours; 3 credits

Advanced workshop in various painting media. Discussion of materials and techniques. Lecture.

Prerequisite: matriculation for the M.S. in Ed. in the liberal arts option in art; and Art 6210T [623.IT] or the equivalent of the course.

**ARTD 7420X Advanced Painting Techniques I**

60 hours; 3 credits

Advanced creative work in easel painting. Analysis of various techniques. Utilization of a variety of media.

Prerequisite: matriculation for the M.F.A. in art or for the M.A. in art education; and a minimum of two undergraduate painting courses or permission of the deputy chairperson.

**ARTD 7421X Advanced Painting Techniques II**

60 hours; 3 credits

Continuation of Art 7420X [743X].

Prerequisite: Art 7420X [743X].

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**Sculpture**

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**ARTD 7510T Sculpture**

60 hours; 3 credits

Workshop problems in elements of sculptured form, volume, and mass. Work in clay and plaster. Discussion of modeling, carving, construction, and the nature of materials with reference to masterworks. Lecture.

Prerequisite: matriculation for the M.S. in Ed. in the liberal arts option in art; and Art 6210T [623.IT] or the equivalent of the course.

**ARTD 7520X Sculpture I**

60 hours; 3 credits

Problems in creative sculpture stressing individual solutions and versatile craftsmanship in different materials and techniques. Discussion of history and theory of sculpture. Lecture.

Prerequisite: matriculation for the M.F.A. in art or for the M.A. in art education.

**ARTD 7521X Sculpture II**

60 hours; 3 credits

Problems in creative sculpture stressing individual solutions and versatile craftsmanship in different materials and techniques. Discussion of history

and theory of sculpture.

Prerequisite: matriculation for the M.F.A. in art or for the M.A. in art education; Art 7520X [751X] or a minimum of two undergraduate courses in three-dimensional design and sculpture media or permission of the deputy chairperson.

**ARTD 7550T Ceramics**

60 hours; 3 credits

Workshop in the development of creative ceramics skills for elementary school teachers. Forming, texturing, and glazing. Firing techniques; use and maintenance of kilns.

Prerequisite: matriculation for the M.S. in Ed. in the liberal arts option in art; and Art 6210T [623.IT] or the equivalent of the course.

**ARTD 7560X Advanced Ceramics**

60 hours; 3 credits

Traditional and contemporary methods of form making, decoration, glaze chemistry, firing techniques.

Prerequisite: matriculation for the M.F.A. in art or for the M.A. in art education; and at least one undergraduate course in ceramics.

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**Printmaking**

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**ARTD 7610X Printmaking I**

60 hours; 3 credits

Advanced work in a wide range of graphic techniques including etching, engraving, dry point, lithography, wood-block printing. Extensive work in drawing. Emphasis on individual creative achievement.

Prerequisite: matriculation for the M.F.A. in art or for the M.A. in art education.

**ARTD 7611X Printmaking II**

60 hours; 3 credits

Advanced work in a wide range of graphic techniques including etching, engraving, dry point, lithography, and woodblock printing for the experienced printmaker. Emphasis on individual creative achievement.

Prerequisite: matriculation for the M.F.A. in art or for the M.A. in art education; Art 7610X [763X] or a minimum of two undergraduate courses in printmaking techniques or permission of the deputy chairperson.

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**Photography**

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**ARTD 7710T Photography**

60 hours; 3 credits

Development of visual perception through photographic processes: the photogram, camera, films, exposure, analysis of negatives, darkroom procedures. Problems of lighting and previsualization. Discussion of the work of past and present master photographers. Lecture.

Prerequisite: matriculation for the M.S. in Ed. in the liberal arts option in art; and Art 6210T [623.IT] or the equivalent of the course.

**ARTD 7720X Creative Photography I**

60 hours; 3 credits

Advanced creative work in camera and darkroom techniques aimed at developing individual expression and technical mastery. Independent research in contemporary trends. Seminar discussion.

Prerequisite: matriculation for the M.F.A. in art or for the M.A. in art

education; and a minimum of two undergraduate courses in creative photography or permission of the deputy chairperson.

### **ARTD 7730X Advanced Creative Photography II**

60 hours; 3 credits

Continuation of Art 7720X [745X].

Prerequisite: Art 7720X [745X].

## **Digital art**

### **ARTD 7810G The Aesthetics of Information**

60 hours of workshop; 3 credits

Examination of critical thought about art and technology. Issues of identity construction, interface, performativity, virtuality, and representation. Creative projects as well as short papers are required.

Prerequisite or corequisite: matriculation for the M.F.A. in art or for the M.A. in art education.

### **ARTD 7820G Advanced Digital Art I**

60 hours of workshop; 3 credits

Strategies of media translation, replication, and distribution, with an emphasis on cross-media creative work. Print, video, and net art projects.

Prerequisite or corequisite: matriculation for the M.F.A. in art or for the M.A. in art education.

### **ARTD 7821G Advanced Digital Art II**

60 hours; 3 credits

Techniques of incorporating viewer intervention into a perceptual environment. Interactive art possibilities and venues, including site-specific installations (custom interface design and physical computing) and network based work (VRML or Quicktime VR). This course is the same as Computer and Information Science 7642G [753G].

Prerequisite or corequisite: matriculation for the M.F.A. degree in art or for the M.A. degree in art education or Computer and Information Science 7620X [741X] or 7640X [752X].

## **General and combined media**

### **ARTD 7910X Writing and Practice**

45 hours; 3 credits

A seminar taught by an eminent artist, critic, curator, or historian that aims to acquaint students with a broad range of critical thinking and to develop students' skills in verbal and textual analysis. It is intended as a stimulus to art-making and helps to form the critical and conceptual foundation for students to bring back to their studio practice. The course is taken in the third semester and includes artists' writings and the development of the students own thesis proposals.

Prerequisite: matriculation for the M.F.A. in art or for the M.A. in art education or permission of the deputy chairperson.

### **ARTD 7920X Collaborative Strategies**

3 hours; 3 credits

A studio course in which students will work together to create co-authored artworks. Emphasis will be placed on experimental works bringing together disparate media. The role of collaboration in the arts will be discussed, including examples of important collaborative groups and examples of different models for collaboration. Students will be challenged to examine new communicative strategies vis-a-vis other

artists. The course is taken in the first semester as an introduction to the ideas and art of all the students in the first year of graduate study.

Prerequisite: matriculation for the M.F.A. in art or for the M.A. in art education or permission of the deputy chairperson.

### **ARTD 7930G The Political Body**

45 hours; 3 credits

In this practicum, students learn about the diversity of visual and conceptual strategies utilized by contemporary artists to address how the shifting political climate impacts the depiction of the human body. Topics that will be investigated include: gender, feminism, race, ethnicity, class, sexual orientation, and nationality, among others. The practical application of these various strategies will be discussed with students in group and individual studio critiques. The course will include weekly readings, five studio projects including a semester long art criticism project.

Prerequisite or corequisite: matriculation for the M.F.A. in art.

### **ARTD 7940G Master Seminar and Research**

15 hours plus 60 hours independent work and conference; 3 credits  
Evaluative and critical techniques in the visual arts, applying analytical criteria to the student's independent work in a medium. Examination of historical models of style and theory as antecedents of contemporary practice. Emphasis on independent development and exploration within a chosen medium. Preparation of a written prospectus. Review and approval by the graduate faculty committee is required before taking Art 7950G [782.2G].

Prerequisite: matriculation for the M.F.A. in art or permission of the deputy chairperson.

### **ARTD 7950G Master Project I**

90 hours independent work and conference; 3 credits

Independent research, development, and production of creative work in the student's concentration. Written report. Review and approval of work in progress by the graduate faculty committee is required before taking Art 7951G [782.3G].

Prerequisite: Art 7940G [782.1G] and a minimum of two studio courses related to the concentration.

### **ARTD 7951G Master Project II**

90 hours independent work and conference; 3 credits

Continuation of Art 7950G [782.2G]. An exhibition of work and a written report are reviewed and must be approved by the graduate faculty committee at the end of the term.

Prerequisite: Art 7950G [782.2G].

## **Independent work**

### **ARTD 7960G Internship**

60 hours; 3 credits

Some undergraduate art teaching. Preparing lessons and instructional materials, and assisting the instructor in presentations and evaluations.

Prerequisite: matriculation for the M.F.A. in art and permission of the instructor.

### **ARTD 7970X Special Problems in Visual Arts Media I**

90 hours of independent work plus conference each term; 3 credits each term

Research supervised by a faculty member in media problems related to

the student's area of interest in the visual arts. Portfolio and/or paper each term.

Prerequisite: matriculation for the M.F.A. in art or for the M.A. in art education and permission of the deputy chairperson and instructor.

#### **ARTD 7971X Special Problems in Visual Arts Media II**

90 hours of independent work plus conference each term; 3 credits each term

Research supervised by a faculty member in media problems related to the student's area of interest in the visual arts. Portfolio and/or paper each term.

Prerequisite: matriculation for the M.F.A. in art or for the M.A. in art education and permission of the deputy chairperson and instructor.

#### **ARTD 7972X Special Problems in Visual Arts Media III**

90 hours of independent work plus conference each term; 3 credits each term

Research supervised by a faculty member in media problems related to the student's area of interest in the visual arts. Portfolio and/or paper each term.

Prerequisite: matriculation for the M.F.A. in art or for the M.A. in art education and permission of the deputy chairperson and instructor.

#### **ARTD 7973X Special Problems in Visual Arts Media IV**

90 hours of independent work plus conference each term; 3 credits each term

Research supervised by a faculty member in media problems related to the student's area of interest in the visual arts. Portfolio and/or paper each term.

Prerequisite: matriculation for the M.F.A. in art or for the M.A. in art education and permission of the deputy chairperson and instructor.

#### **ARTD 7974X Special Problems in Visual Arts Media V**

90 hours of independent work plus conference each term; 3 credits each term

Research supervised by a faculty member in media problems related to the student's area of interest in the visual arts. Portfolio and/or paper each term.

Prerequisite: matriculation for the M.F.A. in art or for the M.A. in art education and permission of the deputy chairperson and instructor.

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### **ART EDUCATION**

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#### **ARTD 6210T Introduction to Drawing and Color**

60 hours; 3 credits

Workshop for students who are not art majors and want to continue in art beyond the basic workshop. Practice in drawing. Creative work in color. Discussion of masterworks of the past and present in terms of actual workshop problems. Museum visits. (Not open to students who have completed an introductory course in drawing or painting.)

Prerequisite: Matriculation for the M.A. in art education and a course in basic design.

**The following inactive course(s) will only be offered if there is sufficient demand:**

ARTD 7030G Early Florentine and Sieneese Painting



## Biology

Department office: 200 Ingersoll Hall Extension  
Phone: 718.951.5396

### Full-time Faculty

Professors: Basil, Eshel, Gavin, Lipke, Polle, Quadri, Tramontano  
Associate Professors: Forest, He, Muth, Nishiura, Singh, Wilson  
Assistant Professors: Biais, Forlano, Ikui, Saxena, Schvarzstein, Studamire  
Research Faculty-Assistant Professor: Garcia-Sherman  
Lecturer: McEntee

Biology is a huge and diverse area of human knowledge that includes everything from the behavior of the molecules that code genetic information to enormous ecosystems that cover the surface of our planet. The Department of Biology offers courses and programs of study that reflect this tremendous range and depth of information. For some students, this means the study of crayfish and how they behave in muddy swamps, while for others there is the opportunity to dissect genes and see how they work. All students can discover something new about themselves and the world around them. Students in the master's programs have the opportunity to do their thesis research in one of the department's many research laboratories.

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### M.A. degree program in biology HEGIS code 0401; SED program code 01987

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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 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.

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#### Matriculation requirements

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

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#### Degree requirements

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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 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.

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 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 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.

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."

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**M.A. degree program in education: biology teacher (7-12)**  
**HEGIS code 0401.01; SED program code 26742**

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Based on the required background in science, this program develops the student's knowledge of biology. Courses from the Department of Biology and the School of Department of Secondary Education are required. In the Department of Biology, courses are chosen from the offerings described for the master of arts, biology program. In the Department of Secondary Education, coursework is chosen from the following areas of study: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; and methods of teaching biology in grades 7-12. Also included are fieldwork and student teaching of biology. The program prepares students to teach biology and related sciences in secondary schools. Courses required for the degree vary depending on the entry qualifications of students. All students should consult the Head of the program in adolescence science education for the current requirements.

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 Head of the program in adolescence science education for the current requirements.

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 Matriculation requirements  
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Applicants must offer adequate preparation in the following, with an average grade of B or higher in biology courses: general biology; general physics; an advanced course in botany, zoology, general physiology, and genetics; and two terms of organic chemistry.

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

(a) New York State Initial Certification in Adolescence Education in teaching biology for grades 7-12;

(b) courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching biology in grades 7-12; 100 hours of fieldwork; 40 days or 300 hours of student teaching of biology in grades 7-12, or one year of full-time teaching of biology in grades 7-12.

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

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) before being considered for admission. For more updated and complete information on minimum passing scores see the section on additional admission requirements for students with international credentials in the Graduate Bulletin or the program web page. At the discretion of the program, additional English courses may be required as a condition 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 Head of the program in adolescence science education in the School of Education and the chairperson of the Biology Department.

Applicants should see the Head of the program in adolescence science education for counseling.

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

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 Degree requirements  
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A minimum of 34 credits is required for the degree.

Students must complete 22 credits in biology and related areas.

Students must complete 12 credits in courses in the Department of Secondary Education. Students take different education courses and sequences of courses depending on their previous course work, teaching experience, and the certificates they hold. Students who possess Initial Certification in teaching biology must complete 9 credits in Group II and 3 credits in Group III, below.

Students who do not possess Initial Certification in teaching biology or equivalent course work and teaching experience or who are teaching but do not possess Initial Certification in teaching biology must have the appropriate course work and credits in the subject area and must complete courses in Group I, Group II, and 7503X in Group III below. The student teaching methods course (SEED 7380T) must precede the student teaching seminars (SEED 7381T and SEED 7383T) and field experience (SEED 7542T and SEED 7543T).

Students who already have a master's degree but wish Initial Certification in teaching biology must take appropriate courses in Group I and Group

III, below, as determined at the time of matriculation by the Head of the program in adolescence science education.

Group I:

Secondary Education 7500X, 7501X or 7314X, 7542T, 7380T, 7381T, 7383T, 7671X, 7543T.

Group II:

Secondary Education 7502T, 7327T or 7326X, 7340T.

Group III:

Secondary Education 7547T, 7527T, 7545X, 7503X, 7548X/ENGL 7507X, 7315, 7038X.

Students must pass a comprehensive examination or submit a thesis acceptable to the Biology Department. Information about requirements for the comprehensive examination and the thesis is in the chapter "Academic Regulations and Procedures."

The program of study must be approved early in the first semester by the chairperson or the deputy chairperson of the Biology Department and the Head of the program in adolescence science education in the School of Education.

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## **Fellowships**

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Some fellowships are available to qualified students. Inquiry should be made of the chairperson at the time of application.

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## **CUNY Ph.D.**

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The City University of New York offers doctoral programs in biology and biochemistry. General information about CUNY Ph.D. programs is in the chapter "Support for Academic Success in Graduate School." The Biology Department offers courses at Brooklyn College that are creditable toward the CUNY doctoral degree. For information about the courses, students should consult the deputy chairperson of the Biology Department and the executive officer of the doctoral program.

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## **Sigma Xi**

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Sigma Xi, the Scientific Research Society, encourages original investigation in the natural sciences, pure and applied. The fields of activity of the society include the physical sciences, the life sciences, the earth sciences, and mathematics. The Brooklyn College Chapter elects students to associate membership in the society on the basis of academic excellence and marked aptitude for research in one of the fields listed above.

## **Courses**

Unless a prerequisite is specific, students may apply graduate or undergraduate courses toward fulfillment of that prerequisite.

### **BIOL 7005X Genetics**

60 hours; 4 credits

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

Prerequisite: A course in genetics and/or molecular biology.

### **BIOL 7007G Molecular and Macroevolution**

45 hours; 3 credits

Readings and commentary in molecular evolution and macroevolution. Exploration of the relationship between mutations and gene duplications with diversification, discussion of how natural selection leads to adaptation. Weekly written commentaries, and a major research project with oral presentation.

Prerequisites: A course in genetics or molecular biology

### **BIOL 7010T Modern Concepts in Biology I, II**

60 hours each term; 4 credits each term

Significant contemporary concepts in biology. These courses may be taken more than once, with the permission of the chairman or graduate deputy.

### **BIOL 7013X Principles of Immunology**

45 lecture hours; 3 credits

Innate and adaptive immunity with emphasis on the cellular and molecular mechanisms of immunity. Immune responses to viral, bacterial, fungal and protozoan pathogens, allergic hypersensitivity responses and autoimmune diseases. Recent developments in modifying the immune system to respond effectively to cancer, the development of more effective vaccines and the role of inflammation in disease. Case studies will provide a clinical context. (Not open to students who have taken BIOL 4013 or equivalent.)

Prerequisite: None

### **BIOL 7020T Modern Concepts in Biology I, II**

60 hours each term; 4 credits each term

Significant contemporary concepts in biology. These courses may be taken more than once, with the permission of the chairman or graduate deputy.

### **BIOL 7027G Model Systems in Biology**

30 hours; 2 credits

Introduction to a selection of biological systems used in different areas of biological research. Exploration of how and why different biological systems are used to solve biological problems, the advantages of selected systems to solve specific problems, and how Biology faculty

are using these systems in their research. It will give students an opportunity to see the types of research faculty are involved in and can help them choose a thesis research topic.

### **BIOL 7080G Journal Club**

15 hours; 1 credit

Student presentation of current research papers provide an opportunity to read literature, develop an understanding of an area of research and present both an overview and a current paper that they have selected for critical analysis by the class. This course may be taken twice for credit.

### **BIOL 7100G Molecular Biology**

75 hours; 5 credits

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

Prerequisites: A course in genetics or molecular biology or biochemistry.

### **BIOL U7110X Biotechnology of Algae**

2 hours lecture, 1 hour discussion section; 3 credits

Phylogeny, evolution, habitats, growth cycles, and genetic engineering of algae; biosynthetic pathways of algal products and their metabolic regulation; interdisciplinary topics including designing bioreactors, nutritional value of natural products from algae; the economic aspects of patent and management of companies dealing with algae. A required in-depth discussion of topics pertinent to algal biotechnology will take place following every lecture.

Prerequisite: Biology 1072 [29]; Chemistry \*1100 [1] or its equivalent.

### **BIOL U7121X Introduction to Recombinant DNA Technology: Lecture**

30 hours; 2 credits

This course is an introduction to the molecular biology of the gene and some of the methodologies used for the isolation and cloning of genes.

### **BIOL U7122X Introduction to Recombinant DNA Technology: Laboratory**

120 hours; 4 credits

Laboratory work related to the subject matter of Biology U7121X [712.01X]

Prerequisite or corequisite: Biology U7121X [712.01X].

### **BIOL U7141G Cell Biology: Lecture**

60 hours lecture and conference; 4 credits

Intensive study of major areas of cell biology; integration of cellular ultrastructure; metabolism; transmission of cellular information.

Prerequisite: Molecular Biology 7100G

### **BIOL 7150G Cell and Molecular Biology Techniques**

60 hours lab, 15 hours recitation, 3 credits

Experiments designed for cell and molecular biology with a strong emphasis on modern lab techniques including molecular cloning and DNA recombination.

Prerequisite or co-requisite: BIO7100G

### **BIOL U7160X Cells in Culture**

60 hours laboratory, 15 hours recitation; 3 credits

A mixed-format course on the use of cells in culture, including laboratory experience and a recitation hour. In the laboratory, students perform a series of planned experiments on cell cultures to become familiarized with research techniques. In addition, students carry out a limited project of their own design after consultation with the instructor. The recitation hour includes discussions of essential techniques used to culture cells and discussions of representative papers from the research literature.

Prerequisite: permission of the instructor.

### **BIOL U7170X Advanced Cell Culture Techniques**

60 hours laboratory, 15 hours recitation; 3 credits

An advanced course on cell culture techniques in which students are responsible for researching the literature and designing one or two advanced sets of experiments from a common list of project topics after consultation with the instructor. The planning of the projects is to include considerations of cost and sources of supply, timing of purchase, equipment availability, reagent preparation, a written proposal of objectives, detailed experimental protocols, appropriate control experiments, recording of results, potential statistical analysis, hypothesis testing, and final interpretation of results. Each project will be concluded with the submission of a written report and an oral presentation.

Prerequisite: Biology U7160X [716X] and the permission of the instructor.

### **BIOL 7180G Cancer Biology**

45 hours, 3 credits

The fundamental principles of the molecular and cellular biology of cancer cells. The role of growth factors, oncogenes, tumor suppressor genes, angiogenesis and signal transduction mechanisms in tumor formation. Maintenance of genomic integrity and tumorigenesis. Discussion on recent therapeutic advances in cancer treatment and principles of drug action in cancer management.

Prerequisite: A course in genetics or molecular biology or biochemistry.

### **BIOL U7321X Applied Microbiology: Lecture**

30 hours; 2 credits

Applied methods in microbiology. Study of growth, metabolism, and genetics of bacteria and fungi, relating to industrial, environmental, food, and medical microbiology.

Prerequisite: a course in microbiology.

### **BIOL U7503X Developmental Biology**

60 hours; 4 credits

Embryonic development of both invertebrates and vertebrates. Topics include transformation of a fertilized egg to a young animal, cell differentiation, formation of different organs/tissues, signal transduction during development, molecular bases of behavior and human neural disease models.

Prerequisite: none.

### **BIOL 7650X Biology of Estuaries**

45 hours; 3 credits

Survey of estuaries and coastal ecosystems; an introduction to major estuarine processes, habitats, and organisms; factors affecting community structure and function. Three all-day field trips.

Prerequisites: open to biology graduates; with permission of the instructor, open to graduates in geology, chemistry, and engineering.

**BIOL U7910G Colloquium**

15 hours; 1/2 credit

Discussion of recent contributions and research in progress in biology. No more than 2 credits in this course may be applied toward the degree.

**BIOL U7921G Advanced Study**

30 hours; 2 credits

Tutorial study with a faculty member in an area in which formal course work is not offered. Assigned reading, reports, and laboratory or fieldwork. Weekly discussion and examinations by arrangement with the instructor. May be taken only once.

**BIOL U7922G Advanced Study**

60 hours; 4 credits

Tutorial study with a faculty member in an area in which formal course work is not offered. Assigned reading, reports, and laboratory or fieldwork. Weekly discussion and examinations by arrangement with the instructor. May be taken only once.

**BIOL U7931G Seminar in Special Topics**

15 hours each term; 1 credit each term

Topical discussion of recent contributions in biology. Course content varies from term to term.

**BIOL U7932G Seminar in Special Topics**

30 hours each term; 2 credits each term

Topical discussion of recent contributions in biology. Course content varies from term to term. Students may not repeat topics.

**BIOL U7933G Seminar in Special Topics**

45 hours; 3 credits

Topical discussion of recent contributions in biology. Course content varies from term to term.

**BIOL U7941X Experimental Biology: Lecture**

45 hours; 3 credits

Experimental approach to problems in biology. Course content varies from term to term.

**BIOL U7942X Experimental Biology: Laboratory**

90 hours; 3 credits

Experimental approach to problems in biology. Course content varies from term to term.

**BIOL U7951X Research Topics in Biology**

45 hours; 3 credits

Lecture in selected areas of modern biology. Course content varies from term to term. Students may take this course twice, but may not repeat topics. (Not open to students who have completed the same topic in Biology 795.2X.)

**BIOL 7991G Thesis Research**

45 hours each term; 2 credits each term

Research for master's thesis supervised by a faculty member. No

more than four credits may be counted toward the degree. Credit is not earned until the thesis is accepted.

Prerequisite: completion of all graduate laboratory courses recommended by the department graduate studies committee.

**BIOL 7992G Thesis Research**

45 hours each term; 2 credits each term

Research for master's thesis supervised by a faculty member. No more than four credits may be counted toward the degree. Credit is not earned until the thesis is accepted.

Prerequisite: completion of all graduate laboratory courses recommended by the department graduate studies committee.



## Chemistry

Department office: 359 Ingersoll Hall Extension  
Phone: 718.951.5458

### Full-time Faculty

Professors: Ciszowska, Davenport, Greer, Kobrak, Levine, Magliozzo, Sanchez-Delgado

Associate Professors: Brenner, Contel, Dowd, Gibney, Jarzecki, Juszczak

Assistant Professors: Czajkowska, Gallicchio, Gerona-Navarro, Murelli

Lecturers: Horowitz, Mathias

The Chemistry Department has a distinctive history and is recognized by the American Chemical Society for its ability to prepare chemistry students to enter the workplace in industry, education, and health fields.

For over sixty years, the department's graduate programs have been a center of education and research for the city of New York. The many illustrious alumni in the field of chemistry include Nobel Laureate Stanley Cohen. With a supportive environment and small classes, students from a diverse population work closely with faculty.

The department offers exciting opportunities for graduate students to pursue their goals in diverse areas of research in a dedicated campus building with over fifty thousand square feet of research and lab space.

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### M.A. degree program in chemistry

**HEGIS code 1905; SED program code 02083**

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This program is intended for students who seek advanced study in the fundamentals of chemistry. It is appropriate for individuals wishing to pursue careers in the chemical and pharmaceutical industries in research and development or in quality control positions or as preparation for doctoral studies. Students complete the degree by passing a comprehensive exam.

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Matriculation requirements

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Applicants must offer the following: two terms of general chemistry including qualitative analysis; one term of analytical chemistry; two terms of organic chemistry; two terms of physical chemistry; two terms of calculus; and two terms of general physics.

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

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Degree requirements

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Thirty credits are required for the M.A. degree.

Students must complete 24 credits in courses in the Chemistry Department. The following courses are required:

Chemistry 7110G, 7761G, 7550G, 7571G or 7670G, 7640G, 7420G and 7421G.

The remaining credits required for the M.A. degree may be in graduate courses in any department approved by the deputy chairperson.

Students must pass a comprehensive examination.

Courses in the Chemistry Department offered toward the degree must be 7000-level courses.

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

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### M.S. degree program in chemistry

**HEGIS code 1905; SED program code 35301**

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This program is designed for students who wish to gain experience in research in preparation for careers in the chemical and pharmaceutical industries or as preparation for doctoral studies, with an emphasis on gaining research skills. Students performing research for a thesis may acquire training in several spectroscopic techniques (optical and magnetic resonance), in microscopy, electrochemistry, chemical synthesis (organic, inorganic), in enzymology and rapid kinetics measurements, in chemical computing using modern theoretical methods, and in the application of the tools of modern biochemistry/biotechnology.

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Matriculation requirements

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Applicants must offer the following: two terms of general chemistry including qualitative analysis; one term of analytical chemistry; two terms of organic chemistry; two terms of physical chemistry; two terms of calculus; and two terms of general physics.

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

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Degree requirements

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Thirty credits are required for the M.S. degree.

Students must complete 26 credits in courses in the Chemistry Department. The following courses are required:

Chemistry 7110G, 7761G, 7550G, 7571G or 7670G, 7640G, 7420G, 7421G.

Students must complete Chemistry 7910G and submit a thesis acceptable to the department. Either Chemistry 7420G or 7421G (listed above) must be completed before work is begun on the thesis. Information about requirements for the thesis is in the section "Academic Regulations and Procedures" of the Graduate Bulletin.

The remaining credits required for the M.S. degree may be in graduate courses in any department approved by the deputy chairperson.

Courses in the Chemistry Department offered toward the degree must be 7000-level courses.

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

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**M.A. degree program in education: chemistry teacher (7-12)**  
**HEGIS code 1905.01; SED program code 26766**

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Students choosing this program gain in-depth knowledge of some area of modern organic, inorganic, quantum chemistry, biochemistry or instrumental analysis. Seminar courses provide exposure to diverse subject matter in areas of current research interest within the department and beyond. Students also receive a detailed introduction to the use of the teaching laboratory in adolescent education. The School of Education component prepares students for teaching; the required courses vary depending on the entry qualifications of students. The profession of teacher education is licensed by the New York State Education Department. Therefore, program requirements are subject to change. All students should consult with the Head of the program in adolescence science education for the current requirements.

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Matriculation requirements

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Applicants must offer courses in chemistry as follows: general chemistry, including qualitative analysis; a comprehensive course in organic chemistry (may be one or two terms depending on curriculum) one term of physical chemistry; and analytical chemistry.

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

(a) New York State Initial Certification in teaching chemistry grades 7-12;

(b) courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching chemistry in grades 7-12; 100 hours of fieldwork; 40 days or 300 hours of student teaching chemistry in grades 7-12, or one year of full-time teaching of chemistry in grades 7-12.

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

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) before being considered for admission. For more updated and complete information on minimum passing scores see the section on additional admission requirements for students with international credentials in the Graduate Bulletin or the program web page. At the discretion of the program, additional English courses may be required as a condition 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 Head of the program in adolescence science education in the School of Education and the chairperson of the Chemistry Department.

Applicants should see the Head of the program in adolescence science education for counseling.

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

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Degree requirements

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A minimum of 30 credits are required for the degree.



Students must complete one of the following courses: Chemistry 7761G, 7550G, 7571G, 7670G or 7640G. Students must also complete Chemistry 7450G.

Students must complete an additional 5 credits in graduate courses in Chemistry, for a total of 12 credits in Chemistry.

Six of the remaining 18 credits required for the degree may be taken in the Chemistry Department or in other science subjects directly related to chemistry.

Students must pass a comprehensive examination or submit a thesis acceptable to the Chemistry Department. Information about requirements for the comprehensive examination and the thesis is in the chapter "Academic Regulations and Procedures."

Students must complete 12 credits in courses in the Department of Secondary Education (SEED). Students take different education courses and sequences of courses depending on their previous course work, teaching experience, and the certificates they hold. Students who possess Initial Certification in teaching chemistry must complete 9 credits in Group II and 3 credits in Group III, below.

Students who do not possess Initial Certification in teaching chemistry or equivalent course work and teaching experience or who are teaching but do not possess Initial Certification in teaching chemistry must have the appropriate course work and credits in the subject area and must complete courses in Group I, Group II, and 7503X in Group III below. The student teaching methods course (SEED 7380T) must precede the student teaching seminars (SEED 7381T and SEED 7383T) and field experience (SEED 7542T and SEED 7543T).

Students who already have a master's degree but wish Initial Certification in teaching chemistry must take appropriate courses in Groups I and III, below, as determined at the time of matriculation by the Head of the program in adolescence science education in the School of Education.

Group I:

Secondary Education 7500X, 7501X or 7314X, 7542T, 7380T, 7381T, 7383T, 7671X, 7543T.

Group II:

Secondary Education 7502T, 7327T or 7326X, 7340T.

Group III:

Secondary Education 7547T, 7527T, 7545X, 7503X, 7548X/ENGL 7507X, 7315, 7038X.

Courses in the Chemistry Department or other science departments and the School of Education offered toward the degree must be 700-level courses. The program of study must be approved early in the first semester by the chairperson or the deputy chairperson of the Chemistry Department and the Head of the program in adolescence science education.

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## **CUNY Ph.D.**

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The City University of New York offers doctoral programs in chemistry and biochemistry. General information about CUNY Ph.D. programs is in the chapter "Support for Academic Success in Graduate School." Chemistry Department courses may be credited toward the CUNY doctoral degree with permission of the executive officer of the doctoral program. For information, students should consult the deputy chairperson of the Chemistry Department and the executive officer of the doctoral program.

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## **Sigma Xi**

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Sigma Xi, the Scientific Research Society, encourages original investigation in the natural sciences, pure and applied. The fields of activity of the society include the physical sciences, the life sciences, the earth sciences, and mathematics. The Brooklyn College Chapter elects students to associate membership in the society on the basis of academic excellence and marked aptitude for research in one of the fields listed above.

## **Courses**

Registration for courses numbered 7000 and higher requires permission of the deputy chairperson before registration.

Unless a prerequisite is specified, students may apply graduate or undergraduate courses toward fulfillment of that prerequisite.

### **CHEM 6160T Chemistry for Secondary School Teachers**

45 hours; 3 credits

Elementary study of theories of chemistry including organic, inorganic, and physical chemistry. This course is for students who plan to teach science in high school. (Not open to matriculants in the M.A., Teacher Education Program, secondary education in chemistry.)

Prerequisite: two terms of general chemistry.

### **CHEM 7110G Seminar**

30 hours each term; 2 credits each term

Topics selected from various branches of chemistry. Seminars consist of library research and discussion of literature on selected topics or

presentation of experimental methods and results.

### **CHEM 7120G Seminar**

30 hours each term; 2 credits each term

Topics selected from various branches of chemistry. Seminars consist of library research and discussion of literature on selected topics or presentation of experimental methods and results.

### **CHEM 7130G Seminar**

30 hours each term; 2 credits each term

Topics selected from various branches of chemistry. Seminars consist of library research and discussion of literature on selected topics or

presentation of experimental methods and results.

### **CHEM 7420G Basic Laboratory Techniques for Research**

30 hours lecture, 90 hours laboratory each term; 5 credits each term  
Theories and application of modern approaches to the solution of chemical problems.

### **CHEM 7421G Basic Laboratory Techniques for Research**

30 hours lecture, 90 hours laboratory each term; 5 credits each term  
Theories and application of modern approaches to the solution of chemical problems.

### **CHEM 7450G Chemistry Teaching Laboratory Management**

30 hours lecture, 60 hours lab; 4 credits  
Basics of creating a chemistry laboratory curriculum, including laboratory safety, the procurement, storage, dispensing and disposal of chemicals, and budgeting experiments. Introduction to modern laboratory pedagogies. Role of chemistry in modern society, with examples of industrial chemistry and information on careers in the field.

Prerequisite: one semester of organic chemistry and one semester of analytical chemistry.

### **CHEM 7550G Advanced Organic Chemistry**

45 hours; 3 credits  
Fundamentals of organic chemical principles, reactions, structures, and mechanisms.

Prerequisite: two terms of organic chemistry.

### **CHEM 7571G Biochemistry**

45 hours lecture; 3 credits  
Properties and reactions of compounds of biological importance. Enzyme kinetics. Biological membranes. DNA replication and repair.

Prerequisite: two terms of organic chemistry.

### **CHEM 7581G Advanced Biochemistry**

45 hours lecture; 3 credits  
Common metabolic pathways. Reaction mechanisms and regulation of principal biological pathways. Biochemistry of metabolic disorders with clinical implications.

Prerequisite: Chemistry 7571G [757.1G].

### **CHEM 7640G Quantum Chemistry**

45 hours; 3 credits  
Foundations of quantum mechanics with applications to atomic and molecular structure.

Prerequisite: two terms of physical chemistry.

### **CHEM 7670G Chemical Thermodynamics**

45 hours; 3 credits  
Development of the thermodynamic foundations of chemical processes using classical and statistical-mechanical approaches.

Prerequisite: two terms of physical chemistry.

### **CHEM 7761G Advanced Inorganic Chemistry**

45 hours; 3 credits

Theoretical and experimental fundamentals of atomic and molecular structure. Emphasis on physical interpretation.

Prerequisite: two terms of physical chemistry.

### **CHEM 7800G Special Topics in Chemistry**

45 hours; 3 credits  
Lectures on selected topics or recent advances.

### **CHEM 7810G Introduction to Laboratory Research**

60 hours laboratory; 2 credits  
For students who want to explore the feasibility of different research problems before choosing a thesis topic. Students may work with one or more research supervisors during the term.

### **CHEM 7820G Introduction to Laboratory Research**

90 hours laboratory; 3 credits  
For students who want to explore the feasibility of different research problems before choosing a thesis topic. Students may work with one or more research supervisors during the term.

### **CHEM 7830G Introduction to Laboratory Research**

120 hours laboratory; 4 credits  
For students who want to explore the feasibility of different research problems before choosing a thesis topic. Students may work with one or more research supervisors during the term.

### **CHEM 7910G Thesis Research**

Minimum of 45 hours laboratory and conference; 2 credits  
Research for master's thesis supervised by a faculty member. Credit is not earned until the thesis is accepted. Laboratory hours to be arranged.

### **CHEM 7920G Thesis Research**

Minimum of 45 hours laboratory and conference; 2 credits  
Research for master's thesis supervised by a faculty member. Credit is not earned until the thesis is accepted. Laboratory hours to be arranged.

### **CHEM 7930G Thesis Research**

Minimum of 45 hours laboratory and conference; 2 credits  
Research for master's thesis supervised by a faculty member. Credit is not earned until the thesis is accepted. Laboratory hours to be arranged.



## Computer and Information Science

Department office: 2109 Ingersoll Hall  
Phone: 718.951.5657

### Full-time Faculty

Distinguished Professors: Parikh, Raphan

Professors: Amow, Augenstein, Bar-Noy, Dexter, Harrow, Kopec, Langsam, Parikh, Parsons, Raphan, Rudowsky, Sklar, Sokol, Tenenbaum, Weiss, Whitlock, Yanofsky, Zhou, Ziegler

Associate Professors: Cox, Jones, Schnabolk, Thurm, Yarmish

Assistant Professors: Clark, Cogan

The Department of Computer and Information Science (CIS) leads the City University of New York - as well as many other universities and colleges nationwide - in cutting-edge resources for teaching and learning about computer and information science. Our expert faculty members are always ahead of the digital-world curve. A graduate degree from our department is extremely well respected by organizations in all industries nationwide. With your Brooklyn College CIS graduate degree, you can obtain positions at all career levels or advance your current career.

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### **B.S.-M.P.S. (Master of Professional Studies) degree program in business information systems** **HEGIS code 0799; SED program code 02104**

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Brooklyn College offers a bachelor of science-master of professional studies degree program in economics and computer and information science. This program is described in the Brooklyn College Undergraduate Bulletin. Entry is at the undergraduate level.

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### **M.A. degree program in computer science** **HEGIS code 0701; SED program code 77202**

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Matriculation requirements

Applicants are expected to have the equivalent of at least 15 credits in computer and information science and related areas, including all of the following: knowledge of a high-level computer language (preferably C++ or Java), knowledge of assembly language and computer architecture, a course in discrete structures, a course in data structures, and a course in calculus. Students who do not have all of these requirements can be accepted with the condition that they complete these courses at the undergraduate level.

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

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Degree requirements

Thirty credits are required for the degree. Students must maintain at least a B (3.00) average.

Students must complete 30 credits in courses numbered 7000 and above, including at least three courses labeled with an asterisk (\*) and at least one course from each of the following five groups:

1. Computer and Information Science 7310X, 7312X, 7110X, 7120X, 7124X, 7132X;
2. Computer and Information Science 7200X, 7210X, 7212X, 7214X;
3. Computer and Information Science 7410X, 7412X, 7510X, 7512X, 7610X, 7414X, 7620X, 7500X;
4. Computer and Information Science 7422X, 7220X, 7221X, 7224X, 7228X;
5. Computer and Information Science 7302X, 7330X, 7360X, 7332X, 7334X.

Up to 10 credits in courses in other departments may be substituted, with the permission of the graduate deputy chairperson.

Graphics/Multimedia concentration: Students who wish to have a concentration in graphics/multimedia should take any three of the following courses as part of their program in satisfying the degree requirements: Computer and Information Science 7610X, 7620X, 7622X, 7630X, 7640X, 7642G, 7650X.

Students must complete one of the following: (a) Computer and Information Science 7990G and a thesis acceptable to the department; no more than 6 credits in thesis research may be counted toward the degree; or (b) pass a written comprehensive examination.

As an exception to the general college rule, the comprehensive examination in the Department of Computer and Information Science may be taken in the term preceding the one in which the student will complete all course requirements for the degree. However, all other college regulations concerning the comprehensive examination still apply. Students are strongly advised to take advantage of this exception and to take the comprehensive examination in the earlier semester.

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**M.S. degree program in health informatics**  
**HEGIS code 0799; SED program code 86190**

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The master of science health informatics program focuses on the use of technology in a wide range of health care and medical services.

Program pending SED approval.

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Matriculation requirements

Applicants must offer at least 18 credits in undergraduate or graduate courses in health and nutrition sciences and/or health-related fields. Applicants are also expected to have the equivalent of at least 12 credits in computer and information science, including all of the following: knowledge of a high-level computer language (preferably C++ or Java), a course in discrete structures and a course in data structures. Students who do not have all of these requirements can be accepted with the condition that they complete these courses at the undergraduate level.

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

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Degree requirements

Thirty are required for the degree.

Students must complete the following courses:

1. One course chosen from Computer and Information Science 7200X, 7354X, 7522X, 7532X and 7534X;
2. Computer and Information Science 7500X, 7510X, 7530X and 7450X;
3. One additional Computer and Information Science course numbered 7000 or above;
4. Three courses chosen from Health and Nutrition Sciences 7110X, 7120X, 7130, 7140X and 7145X, and Kinesiology 7000X, 7044X, 7100X and 7342X;

Students must also complete one of the following:

- a) Computer and Information Science 7990G and a thesis acceptable to the Department of Computer and Information Science; or
- b) Computer and Information Science 7900X and a project acceptable to the Department of Computer and Information or Kinesiology 7990X and a project acceptable to the Department of Kinesiology, with the approval of the Chair or Graduate Deputy of the Department of Kinesiology.

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**M.S. degree program in information systems**  
**HEGIS code 0702; SED program code 89058**

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The M.S. in information systems is designed for students who elect to focus on the use of computer systems to manage business and administrative operations and issues.

The program provides preparation for a wide variety of positions within the constantly expanding fields of information systems and technology, including computer systems software engineer, computer applications software engineer, computer systems analyst, database administrator, and network systems and data communication analyst. All of these positions appear in the ten top salaried jobs in the Bureau of Labor Statistics list of the thirty fastest growing jobs, projected through 2014. The program also prepares students for doctoral studies or research work in the field.

A student whose first degree was in an area other than computer science area can take undergraduate prerequisite courses at Brooklyn College to prepare for the master's program. All graduate courses are offered in the evening, making it convenient to combine work with study. A wide variety of courses are available in such fields as information systems, artificial intelligence, networks, multimedia, database systems, algorithms and problem solving, and many others. Our faculty members have published widely in all of these fields, and many are recognized experts in their areas.

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Matriculation requirements

Applicants are expected to have the equivalent of at least 18 credits in computer and information science and related areas, including all of the following: knowledge of a high-level computer language (preferably C++ or Java), knowledge of assembly language and computer architecture, a course in discrete structures, a course in data structures, a course in calculus, and a course in probability and statistics. Students who do not have all of these requirements can be accepted with the condition that they complete these courses at the undergraduate level.

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

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Degree requirements

Thirty-six credits are required for the degree. Students must maintain at least a B (3.00) average.

Students must complete all of the following:

- (a) Computer and Information Science 7300X or 7310X, 7500X, 7510X, 7530X, 7520X, and 7540X.

Students who have completed an undergraduate course in the area of one or more of these courses may, with the permission of the department,

substitute another 7000-level course in the department for each such course.

(b) Two courses chosen from among Computer and Information Science 7100X, 7124X, 7132X, 7354X, 7410X, 7412X, 7414X, 7512X, and 7610X.

Students who take the thesis option (see "f" below) may, with permission of the department, present a maximum of 3 credits in the courses 7990G, 7992G, and/or 7994G as a substitute for one of these courses.

(c) One of Computer and Information Science 7330X, 7332X or 7334X.

(d) Two courses chosen from among Computer and Information Science 7522X, 7532X, 7534X.

(e) Three additional credits in courses numbered 7000 or above in the department; with the permission of the department; these credits may be in other departments (e.g., economics, mathematics, or psychology).

(f) Students must do one of the following:

- (1) complete Computer and Information Science 7990G, Thesis Research, and a thesis acceptable to the department; or
- (2) pass a written comprehensive examination.

As an exception to the general college rule, the comprehensive examination in the Department of Computer and Information Science may be taken in the term preceding the one in which the student will complete all course requirements for the degree. However, all other college regulations concerning the comprehensive examination still apply. Students are strongly advised to take advantage of this exception and to take the comprehensive examination in the earlier semester.

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### **Advanced certificate program in parallel and distributed computing HEGIS code 0799.00; SED program code 32771**

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Program not accepting applications for 2014-2015.

How does Google use 450,000 computers to answer my questions so quickly?

How do financial firms predict market trends or the weather bureau crunch the weather forecast?

Many operations such as these need faster and more thorough computing to produce practical solutions. The Advanced Certificate in Parallel and Distributed Computing will give you the necessary skills to master the latest problem-solving technologies and large-scale computing that are needed to meet ever evolving technological advances.

Computers used to be made faster and more efficient by increasing their speed. The practical limits of such speeds has been reached. The only way to continue making ever-faster computers is to combine many of them for use in solving individual problems. The science and art of solving problems this way is the subject of our new Advanced Certificate. Top-of-the-line computers are now sold routinely with multiple processors, and those who know how to program them are at a decided advantage in software development.

Someone with a Bachelor's degree in computer science or with significant programming experience and appropriate background in computer methodology can take 6 graduate courses that will familiarize them with this new world of computing. The courses include the subjects of parallel and distributed systems and applications programming, parallel computer and distributed network design, parallel problem solving methods, and practical systems administration. Once these 6 courses are completed successfully, the Advanced Certificate is awarded. The Advanced Certificate courses are also credited to a Master's degree in Computer Science, if desired, or the Advanced Certificate can be taken as a standalone program.

Students admitted to the program will have significant programming experience, an undergraduate or graduate course in operating systems, an undergraduate or graduate course in algorithms, and an undergraduate or graduate course in computer organization or computer architecture.

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 Program Requirements  
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Computer and Information Science 7100X, 7212X, 7312X, 7340X, 7342X, and 7350X.

Up to 3 courses credited towards the advanced certificate may also be credited to the master of arts degree in computer science and the master of science degree in information systems.

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### **CUNY Ph.D.**

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The City University of New York offers a doctoral program in computer science. General information about CUNY Ph.D. programs is in the chapter "Support for Academic Success in Graduate School." Computer and Information Science Department courses may be credited toward the CUNY doctoral degree with permission of the executive officer of the doctoral program. For information, students should consult the deputy chairperson of the Computer and Information Science Department and the executive officer of the doctoral program.

### **Courses**

Unless a prerequisite is specific, a student may apply graduate or undergraduate courses toward fulfillment of that prerequisite.

\*Students completing the requirements for the M.A. in computer and information science must complete at least three courses labeled with an asterisk, as stated under "Degree requirements."

**CISC 7100X Foundations of System Programming**

37½ hours plus conference and independent work; 3 credits  
Programming with the basic resources of the operating system. Process, threads, and the inter-process/thread communication facilities, signals, pipes, sockets, semaphores, and shared memory. Allocation and protection of resources. Process and thread scheduling. Network programming.

Prerequisite: a course in data structures.

**CISC 7110X Compiler Construction**

37½ hours plus conference and independent work; 3 credits  
Systems design of higher-level languages and their processors. Comparison and analysis of programming language structures and dictions. Syntax description, parsing algorithms and their implementation. Representation of semantics and semantic analysis. Object code generation and optimization. Bootstrapping techniques, higher-level translators, and self-compilers. This course requires a substantial amount of programming. (Not open to students who have completed a course in compiler construction.)

Prerequisite: A course in assembly language; and a course in data structures.

**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.

**CISC \*7122X Programming Language Design**

37½ hours plus conference and independent work; 3 credits  
An advanced course covering the major issues associated with the design and implementation of programming languages: the functional vs. the imperative language, very high-level languages, syntax issues, methods of defining semantics, strong vs. weak typing, extensibility, verification, exception handling, concurrency constructs. The course will not be a survey of existing languages; rather, the emphasis will be on recent and current controversies concerning programming languages in general.

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

**CISC \*7124X Object-Oriented Programming**

37½ hours plus conference and independent work; 3 credits  
Object-oriented programming concepts and techniques: data abstraction and encapsulation, classes, inheritance, overloading, polymorphism, interfaces. Introduction to and use of one or more object-oriented languages such as C++ or Smalltalk. An introduction to object-oriented design.

Prerequisite: one of the following: Computer and Information Science 7110X [707X], 7120X [708X], 7122X [709X], 7310X [704X], or 7312X [705X].

**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, applications to fifth-generation computing.

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

**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].

**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.

**CISC 7200X Analysis of Algorithms**

37½ hours plus conference and independent work; 3 credits  
Introduction to algorithms and their complexity, including models of computation. Review of data structures and techniques of efficient program design. Analysis of algorithms chosen from sorting and searching, graph theory, pattern matching, matrix operations, and combinatorial optimization. Algorithms will be analyzed for their space, time, and other resource requirements. NP-complete problems. Complexity classes.

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

**CISC \*7210X Graph and Network Algorithms**

37½ hours, plus conference and independent work; 3 credits  
Data structures to represent graphs. Graph traversal algorithms. Network algorithms. Algorithms for constructing minimum spanning trees, shortest paths, maximum flows, and Euler and Hamilton paths. Vertex and edge coloring algorithms. Computationally hard problems, NP-completeness, and approximation algorithms.

Prerequisite: Computer and Information Science 7200X [714X]

**CISC \*7212X Parallel Algorithms**

37½ hours plus conference and independent work; 3 credits  
Theoretical models for parallel computation. Parallel algorithms for the PRAM. Speedup and efficiency. Issues in the design of parallel algorithms for evolving real-world parallel architectures, including synchronization, overhead, and scalability.

Prerequisite: Computer and Information Science 7200X [714X] or a course in analysis of algorithms.

**CISC \*7214X Algorithms and Complexity**

37½ hours plus conference and independent work; 3 credits  
 Definitions of P, NP, and NP-complete complexity classes and the relationship between these classes. Approximation algorithms and their efficiency. Other complexity classes. Current models and paradigms of computation. The P? = NP question is discussed and explored. Advanced topics from contemporary research.

Prerequisite: Computer and Information Science 7200X [714X] or a course in analysis of algorithms.

**CISC 7220X Computability and Unsolvability**

37½ hours plus conference and independent work; 3 credits  
 Formal systems, propositional and quantification logic, theorem proving, equivalent characterizations of effective computability. Turing machines, recursive functions, and sets. Other notions of Godel, Herbrand, Kleene, Church, Post, and Markov. Classification of unsolvable problems.

Prerequisite: Computer and Information Science 7221X or a course in theoretical computer science.

**CISC 7221X Theoretical Computer Science**

37½ hours plus conference and independent work; 3 credits  
 Overview of theoretical computer science. Finite automata and pushdown automata, grammars, Turing machines, the Halting Problem, unsolvable problems. Time complexity, space complexity, complexity classes, P, NP, NP-Complete, PSPACE, EXPTIME. Not open to students who have completed a course in theoretical computer science.

Prerequisite: a course in discrete structures. .

**CISC 7224X Formal Languages and Automata Theory**

37½ hours plus conference and independent work; 3 credits  
 Theory of grammars, regular grammars, context-free and context-sensitive grammars, recognizers. Models of computation, finite state machines, pushdown automata, random access stored program machines. Introduction to notions of category theory and its influences.

Prerequisite: Computer and Information Science 7221X or a course in theoretical computer science.

**CISC \*7226X Information and Computation**

37½ hours plus conference and independent work; 3 credits  
 Introduction to Shannon's information theory. Data compression algorithms: Huffman, dictionary, and predictive approaches. Techniques for different data formats. Information theory and cryptology: theoretical limits. Basic concepts of cryptology. Classic cryptography and cryptanalysis. Modern cryptographic algorithms. Information and the information environment.

Prerequisite: Computer and Information Science 7200X [714X] or 7214X [715X]; and Mathematics 6652X [652X] or a course in probability.

**CISC \*7228X Quantum Computing**

37½ hours, 3 credits  
 An introduction to quantum computing. Basic mathematical and physical background for quantum computing. Grover's search algorithm. Shor's factoring algorithm. Quantum cryptography. Quantum complexity. Physical implementations of quantum computers.

Prerequisite: Computer and Information Science 7200X [714] and a

course in calculus

**CISC \*7230X Cryptosystems**

37½ hours plus conference and independent work; 3 credits  
 Theoretic tools useful in the study of cryptography: number theory, algebra, probability, computational complexity. Tests for primality. Pseudo-random number generators. Public-key cryptosystems. Arthur-Merlin games and minimum- knowledge protocols.

Prerequisite: Computer and Information Science 7220X [722X] or 7224X [724X].

**CISC 7240X Numerical Methods**

37½ hours plus conference and independent work; 3 credits  
 Methods and techniques for solving scientific and mathematical problems on digital computers. Interpolation and approximation. Quadrature. Numerical solution of differential equations. Solution of linear and nonlinear systems. Fast Fourier transform. Computation of eigenvalues and eigenvectors. Error analysis. Emphasis on the machine implementation of numerical algorithms.

Prerequisite: a course in linear algebra and an elementary course in differential equations.

**CISC 7300X Computer Systems and Architecture**

37½ hours plus conference and independent work; 3 credits  
 Essentials of computer hardware and systems software. Operating systems fundamentals. Computer hardware and architecture fundamentals. Processor technology. Input/output systems. File systems. Introduction to data and network communications. Distributed systems. Applications development cycle. Systems integration and performance. Introduction to procurement of hardware and software. Computing resource management. (Not open to students who have taken Computer and Information Science 7310X [704X].)

Prerequisite: A course in computer organization or architecture and a course in data structures.

**CISC 7302X Computer Architecture**

37½ hours plus conference and independent work; 3 credits  
 Digital circuits and logic design. Gates, registers, counters, bus transfer. The arithmetic unit and machine algorithms for high-speed arithmetic. The control unit. Memory design and the analysis of hierarchical memory systems and their management. Input-output and communication techniques. Microprogramming. Comparison of advanced systems including multiprocessors, stack machines, parallel and pipeline processors, associative computers.

Prerequisite: An undergraduate course in computer organization.

**CISC 7310X Operating Systems I**

37½ hours plus conference and independent work; 3 credits  
 Organization and programming of executive control systems. Batch processing, multiprogramming, multiprocessing, and time-sharing systems. File system organization and management. Access and protection control. Resource allocation. Control systems languages. Mathematical models of computer systems. This course requires a substantial amount of programming. (Not open to students who have completed CIS 7300X [703X] or a course in operating systems.)

Prerequisite: Computer and Information Science 6006X [622X] or a course in data structures; and Computer and Information Science 6007X [627X] or an undergraduate course in computer organization.

**CISC \*7312X Operating Systems II**

37½ hours plus conference and independent work; 3 credits



Study of the more advanced aspects of operating systems with emphasis on overall design and system structure. Asynchronous operation and interprocess communication. Network operating systems. Debugging and verification.

Prerequisite: Computer and Information Science 7310X [704X] or a course in operating systems.

### **CISC \*7320X Computer Security**

37½ hours plus conference and independent work; 3 credits  
Basic concepts of computer security: Security related services: confidentiality, integrity, availability. Threats, security policies and security mechanisms. Cryptographic concepts and terminology. Secure design principles. Information flow and the confinement problem. Life cycle of a secure and trusted system. System evaluation criteria. Trojan horses, worms and viruses. Vulnerability analysis. System auditing. Intrusion detection.

Prerequisite: Math 607 or a course in calculus, Computer and Information Science 7310X [704].

### **CISC \*7330X Teleprocessing Systems**

37½ hours plus conference and independent work; 3 credits  
Teleprocessing systems and concepts, communications terminology, types of networks, transmission properties, modems, types of terminals, codes, error-control procedures, multiplexing and concentration devices, access methods, network design and performance, security and reliability, backup and fault isolation, message routing, message queueing, message editing, intelligent nodes, virtual teleprocessing access methods.

Prerequisite: Computer and Information Science 7300X [703X] or 7310X [704X] or a course in operating systems; Computer and Information Science 7302X [742.1X] or a course in computer organization; and Mathematics 6652X [652X] or a course in probability and statistics.

### **CISC \*7332X Local Area Networks**

37½ hours plus conference and independent work; 3 credits  
Local area network (LAN) technology. Topologies and transmission media. LAN protocols. The IEEE 802 standard. High speed LANs. Optical fiber LANs. The FDDI standard. Circuit-switched LANs. LAN performance measurements. The network interface. Internetworking. Network design issues. Commercial systems.

Prerequisite: Computer and Information Science 7300X [703X] or 7310X [704X] or a course in operating systems; Computer and Information Science 7302X [742.1X] or a course in computer organization; and Mathematics 6652X [652X] or a course in probability and statistics.

### **CISC \*7334X Computer Communication Networks**

37½ hours plus conference and independent work; 3 credits  
Advanced concepts in computer organization and an introduction to the fundamental principles of computer communication networks. Network structure and architecture. The ISO Reference Model. Protocols and their software implementation. Point-to-point, satellite, radio, and local area networks. Routing, congestion, and flow control algorithms. Examples of current networks.

Prerequisite: Computer and Information Science 7300X [703X] or 7310X [704X] or a course in operating systems; Computer and Information Science 7302X [742.1X] or a course in computer organization; and Mathematics 6652X [652X] or a course in probability and statistics.

### **CISC \*7340X Parallel and Distributed Systems**

37½ hours plus conference and independent work; 3 credits  
A survey of the applications and implementations of parallelism in existing and proposed computing systems. Flynn's classification of computers. Multiprocessor systems, array processors, vector machines, computer clusters and web-computing. Languages for parallel and distributed systems. Operating system issues. Notations expressing concurrency. The semantics of concurrency. Verification rules. Standard problems.

Prerequisite: Computer and Information Science 7100X [701X] and either 7310X [704X] or a course in operating systems.

### **CISC \*7342X Programming Parallel Processors**

37½ hours plus conference and independent work; 3 credits  
Programming techniques for parallel hardware configurations. Writing portable parallel code. Performance issues. Parallel architectures, parallel languages, and parallel algorithms.

Prerequisite: Computer and Information Science 7312X [705] and 7340X [744].

### **CISC \*7350X Distributed System Administration**

37½ hours plus conference and independent work; 3 credits  
Installation, configuration, and maintenance of an operating system. Configuration of routers, networks, and subnetworks. Installation, configuration, and maintenance of network utilities such as email, web server, and other services. Use of network diagnostic tools. Identification and repair of network and configuration problems.

Prerequisite: Computer and Information Science 7310X [704X] or a course in operating systems or permission of the chairperson.

### **CISC \*7352X Performance Evaluation of Computer Systems**

37½ hours plus conference and independent work; 3 credits  
Performance measures and models. Introduction to stochastic processes. Basic queueing analysis. Performance measures of a queueing system. Priority queueing systems. Approximation techniques. Queueing models of computer systems: finite and infinite models. Multiple resource and multiaccess models. Data analysis. Total system analysis.

Prerequisite: Computer and Information Science 7310X [704X] or a course in operating systems; Mathematics 7280X [607X] or two terms of calculus; and Mathematics 6652X [652X] or a course in probability and statistics.

### **CISC \*7354X Topics in Systems Simulation**

37½ hours plus conference and independent work; 3 credits  
Techniques for the simulation of complex systems; simulation of computer systems. Random number generation, uniformly distributed random numbers, other distributions, tests of randomness. Statistical issues in simulation. Queueing theory, Poisson arrival process, various queue disciplines, single server and multiserver queues. Survey of simulation languages; GPSS and SIMSCRIPT. Simulation methodology.

Prerequisite: Computer and Information Science 6006X [622X] or a course in data structures; and Mathematics 6652X [652X] or a course in probability and statistics.

### **CISC 7360X Microprocessors**

24 hours lecture plus conference; 21 hours laboratory plus independent work; 3 credits  
Introduction to microprocessor technology. History and applications. Microprocessor architecture: 8- and 16-bit processors. Examples of

commercially available processors. Instruction sets and software development. Microprocessor memory sections. I/O sections and interfacing techniques. Interrupt systems. Single-chip microcomputers and bit-slice processors. Hands-on laboratory experiments. (Not open to students who have taken a graduate or undergraduate course in microprocessors.)

Prerequisite: Computer and Information Science 6007X [627X] or an undergraduate course in computer organization.

### **CISC 7362X Advanced Microcomputer Applications**

37½ hours plus conference and independent work; 3 credits  
A survey of advanced microcomputer administrative applications. Use and impact of microcomputer hardware and software. Integrated software and programming, networking, and the automated office. Ethical and societal impact of personal computing.

Prerequisite: Computer and Information Science 6003X [605X] or a course in microcomputer applications.

### **CISC 7400X Foundations of Cognitive Science**

37½ hours plus conference and independent work; 3 credits  
Bases for intelligent behavior in humans, animals, and machines. Human and machine intelligence are compared with respect to visual perception, speech perception, language comprehension, learning, and other adaptive mechanisms. This course is the same as Psychology U7753X [752.2X].

Prerequisite: a course in probability and statistics; and knowledge of a high-level programming language such as C, Pascal, PL/I, or LISP.

### **CISC 7410X Artificial Intelligence I**

37½ hours plus conference and independent work; 3 credits  
Techniques for making machines exhibit intelligent behavior. Topics covered are taken from the areas of problem solving, perception, game playing, knowledge representation, natural language understanding, programs that learn (adaptive programs), expert systems, and programming languages for work in artificial intelligence. This course requires a substantial amount of programming. (Not open to students who have taken an undergraduate course in artificial intelligence.)

Prerequisite: Computer and Information Science 6006X [622X] or a course in data structures.

### **CISC \*7412X Artificial Intelligence II**

37½ hours plus conference and independent work; 3 credits  
A second-level course in artificial intelligence. Topics discussed will be taken from the areas of knowledge representation, logic and logic programming, pattern-directed inference, reasoning with uncertain or unreliable knowledge, natural language processing, computer vision, machine architecture, and programming languages for artificial intelligence.

Prerequisite: Computer and Information Science 7410X [716X] or a course in artificial intelligence.

### **CISC \*7414X Expert Systems**

37½ hours plus conference and independent work; 3 credits  
Study of systems that apply expertise in specific domains to make analyses and recommendations. The theory, design, and application of such systems will be discussed. Topics include: rule-based systems, inference engines, dealing with uncertainties, user interactions and knowledge engineering, knowledge acquisition, knowledge representation, induction and learning systems, limits of expert systems. Some current expert systems will be discussed. Students will build a simple expert system as a term project.

Prerequisite: Computer and Information Science 7410X [716X] or a course in artificial intelligence.

### **CISC \*7420X Logic in Computer Science**

37½ hours plus conferences and independent work; 3 credits  
Predicate calculus, semantics, models, proof systems and completeness theorems, Herbrand's Theorem, resolution-based theorem proving, applications to automated reasoning, applications to logic programming.

Prerequisite: Computer and Information Science 6004X [611X] or a course in discrete structures; and 6006X [622X] or a course in data structures.

### **CISC 7422X Game Theory and Social Choice**

37½ hours plus conference and independent work; 3 credits  
A comprehensive introduction to the mathematical and logical techniques relevant to understanding the structure of social algorithms (social software). The study of social institutions, including electoral systems, using techniques from mathematics and computer science, including probability, game theory, and logic. (This course is the same as Mathematics 7580X [612X].)

Prerequisite: Computer and Information Science 6004X [611X] or its equivalent

### **CISC 7430X Natural-Language Processing**

37½ hours plus conference and independent work; 3 credits  
The study of natural-language processing including linguistic theory, the formal theory of languages, and psycholinguistic investigations into human natural-language processing, both from the point of view of modeling human processing and of developing practical systems for machine processing of natural-language material. This course is the same as Psychology U7754G [752.3G].

Prerequisite: Computer and Information Science 6006X [622X] or a course in data structures.

### **CISC \*7440X Pattern Recognition and Neural Networks**

37½ hours plus conference and independent work; 3 credits  
Introduction to fundamental concepts and methods in pattern recognition. Statistical decision-theoretic techniques, cluster analysis, feature selection, and recognizing patterns with nonnumeric features. The generalized perceptron, feedforward multilayer neural networks, network associative memories, self-organizing neural networks for pattern recognition.

Prerequisite: Mathematics 7280X [607X] or one year of elementary calculus; Mathematics 6652X [652X] or a course in probability theory; and Computer and Information Science 7410X [716X] or a course in artificial intelligence.

### **CISC \*7442X Robot Vision**

37½ hours plus conference and independent work; 3 credits  
Introduction to the fundamentals of natural and computer vision. Image formation and the digital representation of images. Early vision and techniques of segmentation. Representation of shape and texture. Data structures for scene representation. Knowledge representation and its relation to image understanding.

Prerequisite: Computer and Information Science 7440X [734X] or 7650X [769X].

### **CISC \*7450X Computer Applications in Health Sciences**

45 hours; 3 credits  
Use of computers in health-related fields. Understanding unique

theoretical and practical applications to health science research, education, and clinical practice. Course includes projects tailored to the interests of individual students. This course is the same as Health and Nutrition Sciences 7161X [777X].

Prerequisite: one 7000-level course in health and nutrition sciences and one 7000-level course in computer and information science.

### **CISC 7500X Introduction to Management Information Systems**

37½ hours plus conference and independent work; 3 credits  
The role of people, computers, and communications in management information systems. Feasibility studies. Analysis of information and processing requirements, processing methods, data management, and implementation strategies for on-line, database, and integrated systems and for control of operations. Models of decision making. Economics of information, methods of evaluating alternative courses of action.

Prerequisite: CIS 3110 [15] or a course in advanced programming techniques.

### **CISC 7510X Database Systems**

37½ hours plus conference and independent work; 3 credits  
Introduction to database systems. Comparison to file processing systems. Data models. Relational, hierarchical, and network systems. Database design. Normal forms. Study of several real-world database management systems, with an emphasis on microcomputer applications. Database recovery, query and transaction processing, concurrency. Distributed and object-oriented databases. This course requires a substantial amount of programming. (Not open to students who are enrolled in or have completed Computer and Information Science 3810 [45].)

Prerequisite: Computer and Information Science 6006X [622X]; and 6003X [605X] or knowledge of a database management system.

### **CISC \*7512X Advanced Database Systems**

37½ hours plus conference and independent work; 3 credits  
Advanced aspects of database systems. Topics are chosen from such advanced topics as dimensional modeling, data warehouse design, data mining, XML integration, geographic information systems, and spatial and temporal data types

Prerequisite: Computer and Information Science 7510X [717.1X] or its equivalent.

### **CISC 7520X Requirements Modeling for Information Systems**

37½ plus conference and independent work; 3 credits  
Analyzing and managing business requirements for information systems. Translating business requirements into industry-standard documents. Documentation, analysis and improvement of business processes using Unified Modeling Language (UML). Managing and tracing software requirements throughout the project lifecycle.

Prerequisite: A course in data structures.

### **CISC 7522X Systems Analysis and Design**

37½ hours plus conference and independent work; 3 credits  
Fundamental concepts of systems, principles of modeling, use of feedback, hierarchical structures, systems complexity and simplification. Database systems concepts, database design, analytical and experimental methods for computer systems analysis, system performance evaluation, throughput determination.

Prerequisite: Computer and Information Science 6006X [622X].

### **CISC \*7530X IT Project Management**

37½ hours plus conference and independent work; 3 credits  
The project and the role of the project manager. Project life cycle and phases of a project. The project management plan, obtaining stakeholder buy-in, integrating business and IT expertise into the design. Managing an ongoing project, change control and scope-creep management. Time management scheduling using time management software -- Gantt charts, Critical Path Method (CPM) and Program Evaluation and Review Technique (PERT). Cost estimation, project budgeting and cost control. Quality control tools and techniques. Building, managing and motivating a project team. Monitoring and managing risk. Bringing a project to closure.

Prerequisite: Computer and Information Science 7500X [757X]

### **CISC 7532X Information Systems Management**

37½ hours plus conference and independent work; 3 credits  
Management of the systems development, maintenance/enhancement, technical support, telecommunications, and operational functions of I/S, including project planning and control, make:buy analysis, and other methods of evaluating alternative courses of action; information systems portfolio assessment. Emphasis on the tactical (short-term) aspects of I/S.

Prerequisite: Computer and Information Science 7500X [757X].

### **CISC 7534X Information Systems Planning and Policy**

37½ hours plus conference and independent work; 3 credits  
The information system (I/S) unit and function as a component of the overall organization. The use of I/S by organizations to gain competitive advantage. Alternative methods for positioning, structuring, and controlling information systems for effectiveness and efficiency. I/S planning strategies and methodologies; roles for steering committees. Emphasis on the strategic (or long-term) aspects of the I/S function, within the organization, in its dealing with suppliers, competitors, and customers/clients, and in its impact on society.

Prerequisite: Computer and Information Science 7500X [757X].

### **CISC \*7540X Software Methodology**

37½ hours plus conference and independent work; 3 credits  
Techniques for the design, implementation, maintenance, and management of very large software systems. The relation between size and complexity. Goals and measurements. Design and implementation strategies. Testing, validation, and proofs of correctness. Language aspects. Design and implementation tools. Asynchronous and real-time systems. Project management.

Prerequisite: Computer and Information Science 7510X [717.1X] and two courses chosen from among Computer and Information Science 7522X [765X], 7532X [759X] and 7534X [758X].

### **CISC \*7610X Multimedia Databases**

37½ hours plus conference and independent work; 3 credits  
Multimedia data types and formats. Multimedia database design issues. Indexing and retrieval of text documents, audio files, images and video. Techniques and data structures for efficient multimedia similarity search. System support for distributed multimedia databases. Measurement of multimedia information retrieval effectiveness. Products, applications, and new developments.

Prerequisite: Computer and Information Science 7510X [717.1X] or a course in database systems.

### **CISC 7620X Computer Graphics: Software System Design**

37½ hours plus conference and independent work; 3 credits  
 Design of languages and software systems for computer graphics. Elementary raster and vector graphics primitives. Device independent graphics. Geometrical concepts. Internal representation. Transformations. Modeling. Three-dimensional considerations. Pictorial realism. Hierarchical program structure. Alternative approaches.

Prerequisite: Computer and Information Science 6006X [622X] or a course in data structures.

### **CISC \*7622X Algorithms for Computer Graphics**

37½ hours plus conference and independent work; 3 credits  
 Survey of nonnumerical and seminumerical algorithms of computer graphics. Underlying hardware concepts. Raster scan principles. Line and circle drawing algorithms. Graphic data compression. Character display. Polygon filling. 2D and 3D clipping. Polygon decomposition. Removal of hidden lines and surfaces. Shading and other rendering of illumination. Shape and pattern description.

Prerequisite: Computer and Information Science 7620X [741X] or a course in computer graphics.

### **CISC \*7630X Multimedia Computer Systems**

37½ hours plus conference and independent work; 3 credits  
 In-depth study of major issues and recent trends in multimedia. Multimedia systems architecture. Multimedia database systems, presentation systems, and conferencing systems. Multimedia file management and information models. Scheduling and synchronization. Data compression. Image analysis and content-based retrieval. Distributed multimedia. Authoring. Quality of service and multimedia systems design. Applications of multimedia systems. Students will read, report on, and implement techniques and ideas described in the current multimedia research literature.

Prerequisite: One of the following: Computer and Information Science 7302X [742.1X], 7310X [704X], 7334X [749X], 7510X [717.1X], 7620X [741X], 7640X [752X], 7650X [769X].

### **CISC 7640X Multimedia Presentations**

37½ hours plus conference and independent work; 3 credits  
 Design and implementation of multimedia presentations. Topics include hardware and software aspects of multimedia systems, standards of multimedia storage, compression techniques, authoring fundamentals, multimedia development and the Internet, and current research topics in multimedia-based applications. Students will build a multimedia application using prescribed authoring software.

Prerequisite: Computer and Information Science 6006X [622X] or a course in data structures.

### **CISC 7642G Advanced Digital Art**

37½ hours plus conference and independent work; 3 credits  
 Techniques of incorporating viewer intervention into a perceptual environment. Interactive art possibilities and venues, including site-specific installations (custom interface design and physical computing) and network based work (VRML or Quicktime VR). This course is the same as Art 7821G [779G].

Prerequisite or corequisite: matriculation for the M.A. degree, art teacher (all grades), or matriculation for the M.F.A. degree in art, or Computer and Information Science 7620X [741X] or 7640X [752X].

### **CISC \*7650X Digital Signal Processing**

37½ hours plus conference and independent work; 3 credits  
 An introduction to discrete time signals and their spectral representation. The concept of sampling and the relationship between

continuous signals and their representation on a digital computer. The design of computer algorithms using techniques of digital signal processing for application in digital filter design, digital picture processing, and speech recognition and synthesis.

Prerequisite: Mathematics 7280X [607X] or two terms of calculus; and Computer and Information Science 7200X [714X] or a course in analysis of algorithms.

### **CISC 7900X Research Project I**

Minimum of 90 hours of independent work each term; 3 credits each term  
 Development of computer systems supervised by a staff member. Students work individually or in groups and are expected to prepare a detailed report describing the project and its contributions. Achievement is measured by demonstrable attainment of the project's goals.

Prerequisite: permission of the chairperson.

### **CISC 7902X Research Project II**

Minimum of 90 hours of independent work; 3 credits  
 Development of computer systems supervised by a staff member. Students work individually or in groups and are expected to prepare a detailed report describing the project and its contributions. Achievement is measured by demonstrable attainment of the project's goals.

Prerequisite: Computer and Information Science 7900X [790X].

### **CISC 7940X Seminar in Computer Science I**

37½ hours plus independent work; 3 credits  
 Readings, discussions, and reports on topics in computer science.

### **CISC 7942X Seminar in Computer Science II**

37½ hours plus independent work each term; 3 credits each term  
 Readings, discussions, and reports on topics in computer science.

Prerequisite: Computer and Information Science 7940X [780.1X].

### **CISC 7950X Advanced Seminar in Computer Science I**

37½ hours plus independent work; 3 credits  
 Readings, discussions, and reports on advanced topics in computer science.

### **CISC 7952X Advanced Seminar in Computer Science II**

37½ hours plus independent work; 3 credits  
 Readings, discussions, and reports on advanced topics in computer science.

Prerequisite: Computer and Information Science 7950X [785.1X], 7900X [790X], or 7902X [791X]

### **CISC 7990G Thesis Research**

Hours to be arranged; 3 credits  
 Research for the master's thesis supervised by a faculty member. No more than 6 credits may be counted toward the degree. Credit is not earned until the thesis is accepted.

Prerequisite: permission of the chairperson.

### **CISC 7992G Thesis Research**

Hours to be arranged; 3 credits

Research for the master's thesis supervised by a faculty member. No more than 6 credits may be counted toward the degree. Credit is not earned until the thesis is accepted.

Prerequisite: CISC 7990G and permission of the chairperson.

**CISC 7994G Thesis Research**

Hours to be arranged; 2 credits

Research for the master's thesis supervised by a faculty member. No more than 6 credits may be counted toward the degree. Credit is not earned until the thesis is accepted.

Prerequisite: CIS 7992 and permission of the chairperson.

## Earth and Environmental Sciences

Department office: 3131 Ingersoll Hall  
Phone: 718.951.5416

### Full-time Faculty

Professors: Chamberlain, Cranganu, Marra, Powell, Seidemann

Associate Professors: Aja, Cheng

Assistant Professors: Boger, Branco

Lecturer: Garb

The Department of Earth and Environmental Sciences provides both study and research in subjects related to the solid earth and its atmosphere and hydrosphere. For the graduate student, areas of study and exploration include coursework, seminars and labs in a variety of subjects including meteorology and earth science to the geology of U.S. national parks; the history and evolution of life on earth through the study of fossils; geophysics; mineralogy; changes in the global environment; and many other topics. Our research labs support studies in petrophysics, analytical and experimental geochemistry, environmental geochemistry, hydrology, coastal studies, oceanography, paleontology, petrology and GIS-supported geology. Specific resources include reaction cell ICP-MS, XRD, high-resolution TEM, wet labs and research petrographic microscopes. Off-campus electron microprobe and variable pressure SEM facilities are available for graduate student research. Collections of minerals, rocks, fossils, meteorites, and other earth materials, held by local institutions with which the Department of Earth and Environmental Sciences is affiliated are available for student research.

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### M.A. degree program in earth and environmental sciences HEGIS code 1914; SED program code 02091

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The M.A. program in earth and environmental sciences offers advanced instruction and research experience in a wide array of subjects in earth and environmental sciences. Depending on the interests of the student, the degree program can include lectures, laboratory work, field work, seminars, and teaching. The M.A. degree prepares students for employment in university-based laboratories, in environmental and geological consulting companies, in such governmental regulatory agencies as the EPA, NYDOE, and NPS, in state and federal survey departments, and in urban planning agencies. It also provides masters-level research training for earth science teachers.

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Matriculation requirements

Applicants must offer an undergraduate major in geology, environmental science, or a related field, completed with a grade point average of 3.00 (B) or higher. General matriculation and admission requirements of the Division of Graduate Studies are in the Bulletin section "Admission."

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Degree requirements

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

Students must maintain a professional portfolio, and submit the complete document for approval by the Earth and Environmental Sciences Department prior to graduation.

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

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

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### M.S. degree program in earth and environmental sciences HEGIS code 1914; SED program code 36028

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The M.S. degree in Earth and Environmental Sciences is a thesis-based degree emphasizing research and independent work. Thesis research may be conducted in such areas as classical geology, including petrology, sedimentology, geochemistry, and paleontology; geotechnology, including GIS and remote sensing; and environmental science, including groundwater hydrology, environmental chemistry, and aquatic pollution.

Our M.S. degree prepares students to pursue a doctoral degree at the Graduate Center of the City University of New York or at another university of their choice, and to teach and conduct research at the college and university level, or in industrial, governmental and survey agencies.

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Matriculation requirements

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

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

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Degree requirements

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

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

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

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

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

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**M.A.T. degree program: earth science teacher (grades 7-12)**  
**HEGIS code 1917.01; SED program code 33640 (Concentration A); 33641 (Concentration B)**

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Matriculation requirements

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Each candidate will be evaluated individually. Based upon this evaluation and certification requirements of the New York State Education Department, courses in education or another department may be substituted for required courses with permission of the Program Head of middle school science education. Applicants to Concentration A must have completed a minimum of six credits in earth and environmental science or in cognate sciences including chemistry and physics. Applicants to Concentration B must have completed a minimum of 9 credits in earth science and six credits in cognate sciences including chemistry and physics. Students deficient in science credits may be accepted on condition that they complete additional coursework as recommended by the Program Head of middle school science education.

This program leads to a Master of Arts in Teaching Earth Science, and a New York State Professional Teaching Certificate in Adolescent Science Education with a specialization in earth science in grades 7-12.

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 minimum score of 500-650 on the paper based test or 280 on the computer based test or 61-114 on the internet based test to be considered for matriculation.

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

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Degree requirements

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

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

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

The following required courses: Earth Science and Environmental Science 7013T, 7040T, 7044T, and either 7006T or 7042T. Twelve additional credits in Earth Science and Environmental Science numbered 7000T or higher, or 7100 or higher with permission of the chairperson. Secondary Education 7340T and one of the following courses Secondary Education 7311T, 7305T, 7326T or 7320T.

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

This option leads to both New York State Initial and Professional Teaching Certificates for pre-service science teachers. Applicants must have completed a minimum of 9 credits in Earth science and six credits in cognate sciences including chemistry and physics. Fifteen credits in Earth and Environmental Sciences numbered 7000T or higher, or 7100 or higher with permission of the chairperson. All of the following courses in education: Secondary Education 7500X, 7503X, 7312T or 7311T, 7320T, 7671T, and 7340T.

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

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## Assistantships

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Some assistantships in teaching and research are available to qualified students. Inquiry should be made of the chairperson.

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## CUNY Ph.D.

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The City University of New York offers a doctoral program in earth and environmental sciences, in which the Earth and Environmental Sciences Department participates. General information about CUNY Ph.D. programs is in the chapter "Support for Academic Success in Graduate School." Earth and Environmental Sciences Department courses may be credited toward the CUNY doctoral degree with permission of the executive officer of the doctoral program. For information, students should consult the deputy chairperson of the Earth and Environmental Sciences Department and the executive officer of the doctoral program.

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## Honor Society

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Sigma Xi, the Scientific Research Society, encourages original investigation in the natural sciences, pure and applied. The fields of activity of the society include the physical sciences, the life sciences, the earth sciences, and mathematics. The Brooklyn College Chapter elects students to associate membership in the society on the basis of academic excellence and marked aptitude for research in one of the fields listed above.

## Courses

Unless a prerequisite is specific, students may apply graduate or undergraduate courses toward fulfillment of that prerequisite.

### EESC 7000T Meteorology

5 hours; 3 credits

An introduction to weather and its causes: Earth's atmosphere and energy budget; humidity and precipitation; clouds; air pressure, and wind; storms and hurricanes; weather forecasting. Climate change predictions considered from geological and historical perspective. (Not open to students who have completed Geology 33 or 3900 [33.2] or the equivalent.)

Prerequisite: Geology or Earth and Environmental Sciences 7007T [607T].

### EESC 7006T Geology of the National Parks

45 hours; 3 credits

Geologic landscape features of the national parks of the United States; geologic history and geological processes of landscape formation; role of parklands in modern society; national parks as recreation reserves, habitat preserves, and national geological laboratories. Areas covered in the course include parks such as Grand Canyon, Yellowstone, Yosemite, Glacier, Virgin Islands, Badlands, Shenandoah, Everglades, Acadia, and Voyageurs.

### EESC 7007T Earth Science I

30 hours lecture, 30 hours laboratory and discussion; 3 credits  
Stars and the solar system, description and motions of the earth in space, earth-moon system. Structure of the atmosphere. Weather elements and observations. Properties of the oceans. Internal structure of the earth: earthquakes, igneous activity. Laboratory work includes trip to the Rose Center for Earth and Space. (Not open to students who have completed a course in the physical world or principles of physical geography or historical geology or earth science.)

Prerequisite: two terms of general physics and two terms of general chemistry.

### EESC 7008T Earth Science II

30 hours lecture, 30 hours laboratory and discussion; 3 credits  
Agents and processes of gradation: weathering, mass-wasting, groundwater and stream erosion, glaciation, action of wind and waves.

Rock types. Movement of the earth's crust. Principles of historical geology. Geologic time, evolution, paleontology. Laboratory work includes a field trip and a museum trip.

Prerequisite: Geology or Earth and Environmental Sciences 7007T [607T] or permission of the chairperson.

### EESC 7011T The History of Life

45 hours; 3 credits

The history of life on earth as evidenced by fossils; origin and evolution of early life forms; the oxygen revolution; rise of animals and diversification of life; origin of vertebrates; conquest of land; dinosaurs and the reptile zenith; birds; origin and diversification of mammals; primates and human ancestry; mass extinction and the future.

### EESC 7012T Earth Sciences: Planetology -- The Earth Perspective

30 hours lecture, 30 hours laboratory; 3 credits

Solar system; planetary bodies, their sizes, compositions, and interiors; meteorites, Sun-Earth-Moon relations; planetary environments; surface processes; heat balances and climates; earth's climactic and environmental conditions.

### EESC 7013T Earth Science and the New York City Urban Environment

45 hours lecture, 4 field trips; 3 credits

Investigation of five guiding questions regarding the connections between geology and New York City: On what is the city built? Of what is the city built? How has the New York City environment changed? Why did the metropolis develop here? What environmental hazards does New York City face? Mandatory weekend field trips within Manhattan and Brooklyn.

### EESC 7040T Geology through Global Arts and Artifacts

22 ½ hours lecture, 45 hours lab; 3 credits

Inquiry approach to formation and properties of minerals, rocks, and metals. Investigation of real-world applications of earth materials including those at the Metropolitan Museum of Art and other



institutions in the New York City area. Laboratory work will include a minimum of 3 weekend field trips to cultural institutions.

### **EESC 7041T New York City Water Sources and Cycles**

22 ½ hours lecture, 45 hours lab; 3 credits  
Principles of hydrology and hydrogeology with emphasis on the New York City region; history of NYC water supply; water quality; water treatment; water budgets and cycles; precipitation and storms; several weekend field trips required, including Prospect Park and Jamaica Bay.

### **EESC 7042T Geology of New York State**

22 ½ hours lecture, 45 hours lab; 3 credits  
Field-based approach to geological history of New York State; Grenville Orogeny, Lower Paleozoic strata and the Taconic Orogeny, Catskill delta and the Acadian Orogeny, Mesozoic rift basins; 6 days of field trips across New York State, including overnights.

Prerequisite: a minimum of 6 credits in Geology or Earth and Environmental Sciences.

### **EESC 7043T Oceanography**

45 hours lecture; 3 credits  
Physics, chemistry, and biology of the ocean, including marine geology. How the ocean regulates earth climate, the nature of life in the ocean as illustrated by diversity and ecosystem structure; how biological processes influence ocean chemistry; interaction of geological forces with ocean dynamics, human impacts on the ocean; ocean science for teachers; one or more field trips.

### **EESC 7044T Global Catastrophes**

22½ hours lecture, 45 hours lab  
Exploration of Earth dynamism and evolution; case histories of major events that changed the course of earth history such as atmospheric oxygenation, snowball Earth, Cambrian radiation, Cretaceous-Tertiary mass extinction, Central American land-bridge, and anthropogenic catastrophes; several weekend field trips required, including the American Museum of Natural History and beaches of Coney Island and/or Jamaica Bay.

Prerequisites: 9 credits in Geology or Earth and Environmental Sciences.

### **EESC 7090T Seminars in Geology**

3 hours lecture; 3 credits  
Series of seven selected topics in geology offered in public lectures in venues within New York City. Classroom-based discussion of each topic in the week following each lecture.

Prerequisite: Geology or Earth and Environmental Sciences 7007T [607T] and 7008T [608T].

### **EESC 7091T Research Experience for Teachers I: Immersion**

5 seminar, 40 laboratory; one and a half credits  
Participation in faculty-led research team; field and lab components; reflection on transferability to pre-college classroom.

Prerequisite: 12 credits in earth and environmental sciences and permission of the instructor.

### **EESC 7092T Research Experience for Teachers II: Research Proposal**

45 seminar; one and a half credits

Seminar approach to development of research proposals; literature searches; literature reviews.

Prerequisite: EESC 7091 and permission of the instructor

### **EESC 7093T Research Experience for Teachers III: Independent Research**

Minimum of 9 conference and independent work; 3 credits  
Independent research within a faculty-supervised research team; public presentation of results required; reflection on transferability to pre-college classroom.

Prerequisite: EESC 7092 and permission of the instructor.

### **EESC 7150G Research Proposal**

7.5 hours plus 2-hour lab, 1.5 credits  
Development of independent research proposal; literature searches; literature reviews; development of hypotheses and methodologies.

Prerequisite: Permission of the chairperson

### **EESC 7151G Presenting Research in the Earth and Environmental Sciences**

15 hours plus 1-hour lab, 1.5 credits  
Principles and practices of presenting original scientific research at scientific meetings; concise technical writing; graphics (maps, graphs, photographs); Powerpoint presentation design; poster design.

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

### **EESC 7155X Professional Portfolios for Earth and Environmental Scientists**

7.5 hours lecture, 30 hours seminar; 1.5 credits  
Purpose of a professional portfolio; design and format; selecting material; reflection on education and career preparedness and planning

### **EESC 7214G Geophysics**

45 hours lecture or seminar; 3 credits  
Principles of seismology: elastic constants, types of propagation of elastic waves. Exploration and earthquake seismology; gravity and magnetic fields of the earth. Development of a comprehensive earth model based on geophysical data and concepts.

### **EESC 7300G Paleontology of Invertebrates**

30 hours lecture, 15 hours seminar, 30 hours laboratory; 4 credits  
Advanced treatment of the functional morphology, systematics, evolutionary history, paleoecology of invertebrate animals through geologic time. Laboratory techniques in the use of fossils as primary data of organic evolution and as indicators of paleoenvironments. (This course is also open to qualified graduate students in biology.)

### **EESC 7400G Sedimentology**

30 hours lecture, 45 hours laboratory; 3 credits  
Dynamics of sedimentation, depositional environments, diagenesis and lithification. Fabrics, structures, classification of sedimentary rocks. Mechanical, chemical, microscopic, X-ray laboratory techniques in sedimentary analysis. Statistical methods. Special problems of clay and carbonate sedimentation.

### **EESC 7429G Stratigraphy**

30 hours lecture, 30 hours laboratory; 3 credits

Principles of stratigraphy. Stratigraphic record and nomenclature. Faunal stratigraphy and correlation. Systematic stratigraphy of North America: Pre-Cambrian problems; geosynclinal, cratonal, nonmarine sedimentation of the Paleozoic era; Mesozoic and Cenozoic stratigraphy; paleontological aspects.

### **EESC 7470G Groundwater Hydrogeology**

30 hours lecture, 60 hours laboratory; 4 credits  
Physical, geochemical, and geologic aspects of groundwater hydrogeology; groundwater occurrence; resource management; groundwater contamination and environmental problems. Laboratory work includes field trips, computer models, and case studies.

### **EESC 7480G Contaminant Hydrogeology**

37.5 hours, 15 laboratory; 3 credits  
Principles of contaminant transport in groundwater; groundwater flow and mass transport modeling; site contaminant investigation and remediation; modern field techniques. Emphasis on case studies. Application of course content in term-long, site-based project. Two weekend field trips to sites in New York City area.

### **EESC 7500G Principles of Urban Water Dynamics**

45 hours; 3 credits  
Quantitative system analysis of urban estuaries, rivers and lakes; fundamental reaction and transport processes; mass and energy balances; eutrophication and water pollution; practical applications of Excel and Matlab.

Prerequisite: College Algebra or Calculus or permission of instructor.

### **EESC 7521G Lab and Field Techniques Using Geospatial Technologies**

30 hours lecture, 30 hours Laboratory; 3 credits  
Basics of ArcGIS, including vector and raster data models and analyses, integration of datasets, projections and datums, data editing, and map layouts; collection of geospatial data in the field using handheld GPS units with data dictionaries, total stations, and base stations; importing field data into ArcGIS to edit, analyze and merge with other data sets.

Prerequisite: none

### **EESC 7522G Advanced GIS and Remote Sensing**

30 lecture, 30 lab; 3 credits  
Advanced techniques and modeling applications of ArcGIS taught such as spatial analyst, 3D analyst, and advanced techniques in modeling; image processing including image enhancement and classification of satellite data using Idrisi and ArcGIS softwares.

Prerequisite: EESC 7525 or department chairperson approval.

### **EESC 7525X Advanced Geological Field Mapping**

15 hours lecture, 60 hours supervised field and laboratory work; 3 credits  
Approximately 10 days of supervised field and laboratory work in deformed sedimentary or metamorphic sequences. Field preparation of geologic maps and sections; data collection with Brunton compass and GPS units; map construction with GIS. Builds upon prior experience with geological mapping and ArcGIS. Travel and material expenses.

Prerequisite: Permission of chairperson

### **EESC 7690G Geochemistry of Soils**

45 hours; 3 credits

An examination of the physical chemistry of soils including soil mineralogy (formation, relative stability, ion exchange properties) and surface chemistry.

### **EESC 7730G Low Temperature Geochemistry**

45 hours; 3 credits  
Chemical equilibria in aqueous systems and at low temperature. Natural processes controlling the composition of streams, lakes, the ocean, and near-surface groundwaters; impact of biological systems and human activities. Water in the geological cycle, applications to weathering, sedimentary processes, diagenesis, and ore formation.

Prerequisite: Geology or Earth and Environmental Sciences 7700G [770G] or permission of the chairperson.

### **EESC 7771G Geostatistics**

30 hours lecture; 30 hours lab; 3 credits  
Description and interpretation of geological and geophysical data through statistics. Major topics include statistical description of data; collection of data; probability; hypothesis testing; variance; correlation; spatial analysis multivariate analysis, graphical display of data, common distribution models, sampling and regression. The variogram as a tool for modeling spatial correlation, variogram estimation and modeling. Introduction to spatial mapping and prediction with kriging, integration of remote sensing and other ancillary information using co-kriging models, spatial uncertainty. Introduction to geostatistical software applied to large environmental, and reservoir engineering databases, emphasis on practical use of geostatistical tools. Applications of popular software, such as EXCEL® and SPSS®.

### **EESC 7780G Analytical Methods in Environmental Geochemistry**

22.5 hours lecture, 45 hours laboratory; 3 credits  
Survey of the whole spectrum of analytical methods that can be applied to Earth and Environmental materials, together with a critical evaluation of their relative advantages and limitations. Basic principles of sampling, preservation, preparation, and method selection will also be discussed. Students gain extensive hands on experience with wet chemistry lab techniques, sample dissolution and digestion, colorimetric methods, quality control, as well as the use of modern sophisticated instruments such as ICP-MS, XRD, SEM-EDS, and TEM. In particular, EPA methods will be emphasized. This course is designed for students who wish to pursue a career in environmental or geological fields.

Prerequisite: Graduate standing, or with department chairperson approval.

### **EESC 7825X Ore Deposit Models**

45 hours lecture; 3 credits  
Examination of models for the formation of metallic ore deposits with relation to their environment of formation and primary mineralization processes. Prior familiarity with igneous petrology and geochemistry is required.

### **EESC 7830X Seminar in Advanced Ore Deposit Geology**

45 hours seminar; 3 credits  
Examination of the current issues and priorities in ore geology; emphasis on current methodologies, controversies in ore genesis, and current exploration priorities.

Prerequisites: EESC 7825

### **EESC 7840G Introduction to Petroleum Geology**

30 hours lecture, 30 hours lab; 3 credits

Application of geological principles to structural geology (for trapping oil and gas), depositional environment (to create petroleum reservoirs), and source and reservoir rock properties (for the origin and migration of petroleum). The fundamental geological requirements of a wide variety of disciplines in the petroleum industry are satisfied without requiring a technical background. Students gain perspective about the value of geological reasoning and its relationship to their jobs/roles.

Prerequisite: none.

### **EESC 7902G Seminar**

30 hours each term; 2 credits each term

Selected aspects of geology. Areas not directly covered in regular courses. Use of original sources. Students may take multiple sections of Earth and Environmental Sciences 7902G [790.2] and 7903G [790.3] with different topics up to a maximum of 6 credits.

Prerequisite: 10 credits in graduate courses in Geology or Earth and Environmental Sciences and permission of the chairperson.

### **EESC 7903G Seminar**

45 hours each term; 3 credits each term

Selected aspects of geology. Areas not directly covered in regular courses. Use of original sources. Students may take multiple sections of Earth and Environmental Sciences 7902G [790.2] and 7903G [790.3] with different topics up to a maximum of 6 credits.

Prerequisite: 10 credits in graduate courses in Geology or Earth and Environmental Sciences and permission of the chairperson.

### **EESC 7951G Thesis Research**

Hours to be arranged; 1 credit

Research for master's thesis supervised by a faculty member. No more than 3 credits in Earth and Environmental Sciences 7951G [795.1G] -7953G [795.3G] may be counted toward the degree. Credit is not earned until the thesis is accepted.

Prerequisite: permission of the chairperson.

### **EESC 7952G Thesis Research**

Hours to be arranged; 2 credits

Research for master's thesis supervised by a faculty member. No more than 3 credits in Earth and Environmental Sciences 7951G [795.1G] -7953G [795.3G] may be counted toward the degree. Credit is not earned until the thesis is accepted.

Prerequisite: permission of the chairperson.

### **EESC 7953G Thesis Research**

Hours to be arranged; 3 credits

Research for master's thesis supervised by a faculty member. No more than 3 credits in Earth and Environmental Sciences 7951G [795.1G] -7953G [795.3G] may be counted toward the degree. Credit is not earned until the thesis is accepted.

Prerequisite: permission of the chairperson.

**The following inactive course(s) will only be offered if there is sufficient demand:**

EESC 7226G Metamorphic Petrology

EESC 7320G Paleocology

## Economics

Department office: 217 Whitehead Hall  
Phone: 718.951.5153

### Full-time Faculty

Professors: Cherry, Klein, Peng, Sardy, Uctum  
Associate Professors: Arenberg, Fox, Goldberg, Thorne  
Assistant Professors: Doytch, Wang

The department has a distinguished faculty whose members are committed to providing students with the intellectual tools, foundational knowledge, and skills they need to succeed in the workplace and to be lifelong learners.

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### M.S. degree program in business administration HEGIS code 0517; SED program code 01895

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A business administration degree can provide students with a variety of career paths ranging from public policy to international finance to banking. The Accounting, Finance and Business Management, and Economics Departments offer a 33-credit master of science degree in business administration with four options for specialization: economic analysis, global business and finance, accounting, or general business.

Option one is more flexible and allows students to explore different areas of economics including health economics, public finance and public policy, and international trade.

Option two is more focused and is expressly for students with an interest in global business and finance. It includes courses in global finance and management, international economics and finance, bargaining and conflict resolution, global business environment, and international human resource management.

Option three is for students with an interest in accounting. An undergraduate degree in accounting is not required. However, this option is only open to students who have taken Accounting 2001, 3001, 3011, 3021, and 3101 (introductory accounting, managerial accounting, financial accounting, and income taxation) or the equivalent.

Option four is a more flexible major for those interested in general business. It is of interest to those who may have had previous undergraduate or graduate coursework in business and want to obtain a general business degree and also to those who never previously had such coursework and want to obtain a business degree. It can be customized by the student to the student's interest in a broad range of business topics.

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

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#### Degree requirements

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A minimum of thirty-three credits is required for the degree. Students must complete at least 24 credits in the Finance and Business Management, Accounting, and Economics Departments. The following courses are required: Economics 7000X, 7010X, 7020X, 7021X, 7025X. Students selecting Option 2 or Option 3 (below) may take either Economics 7000X or Business 7206X. They also take either Economics 7020X or Business 7276X; Economics 7021X or Business 7279X; Economics 7010X or Economics 7215X or Business 7215X; and either Economics 7025X or Business 7278X. Option 3 students who have taken an undergraduate course in calculus may, with the permission of the graduate deputy, waive Economics 7025X and substitute a course from the Option 3 requirements listed below. With permission of the graduate deputy chairperson, up to nine credits may be taken in appropriate courses in other departments. With permission of the graduate deputy chairperson, up to 12 credits may be accepted for work done at other institutions. Option 4 students with permission of the graduate deputy may substitute any or all courses from the graduate core of Economics 7000X or Business 7206X, Economics 7010X or Economics 7215X or Business 7215X, Economics 7020X, Economics 7021X or Business 7279X, Economics 7025X or Business 7278X with any Business course. This will typically be allowed for those with previous undergraduate or graduate coursework in these course topics.

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

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#### Option 1: Economic Analysis

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

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#### Option 2: Global Business and Finance

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A minimum of 18 credits (6 courses) from the following: Business 7131X, 7200X, 7202X, 7204X, 7208X, 7210X, 7212X, 7216X, 7220X, 7240X,

Business 7250X or Psychology 7246G, Business 7255X or Psychology 7247G, Business 7257X, 7260X, 7265X, 7278X, 7279X, 7290X, 7203X or Television and Radio 7277X, Economics or Business 7215X, Economics or Business 7230X, Economics 7027X, Economics 7028X, Economics 7030X, Economics 7060X or Health and Nutrition Sciences 7144X, and Economics 7095G. With the permission of the graduate deputy chairperson, students may be allowed to take up to 6 credits of other courses to complete the 18 credit requirement in Option 2.

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#### Option 3. Accounting

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

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#### Option 4. General Business.

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

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## CUNY Ph.D.

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The City University of New York offers a doctoral program in economics. General information about CUNY Ph.D. programs is in the chapter "Support for Academic Success in Graduate School." Economics Department courses may be credited toward the CUNY doctoral degree with permission of the executive officer of the doctoral program. For information, students should consult the deputy chairperson of the Economics Department and the executive officer of the doctoral program.

## Courses

### **ECON 7000X Microeconomics**

30 hours plus conference; 3 credits  
Supply and demand analysis. Economics of households and firms. Determination of product and factor prices under different market structures. Capital theory and welfare economics. Spring term.

Prerequisite: Economics 7010X [710X] and 7025X [725.1X], or the equivalent.

### **ECON 7010X Macroeconomics**

30 hours plus conference; 3 credits  
Factors determining the level of national income, output, and employment. Consideration of business cycle theories and of public and private policies to stabilize employment and prices. Fall term.

### **ECON 7020X Econometrics**

30 hours plus conference; 3 credits  
Introduction to simple and multiple regression analysis, and analysis of variance. General linear model. Introduction to econometric modeling and techniques with an emphasis on applied econometrics. Applications to economics. Fall term.

Prerequisite: undergraduate courses in statistics

### **ECON 7021X Advanced Econometrics**

30 hours plus conference; 3 credits  
Advanced econometric model building. Econometric principles for cross-sectional, panel, and time-series data sets. Applications to economics. Spring term.

Prerequisite: Economics 7020X [720X] or the equivalent.

### **ECON 7025X Mathematical Methods in Economics I**

30 hours plus conference; 3 credits  
Intended for economics students with little or no preparation in

calculus. Mathematical topics frequently used in economics selected from matrix algebra, differential calculus, and partial differentiation. Development of mathematical concepts in the context of economic models. Relation of mathematical methods to their application in economics. Fall term.

### **ECON 7026X Mathematical Methods in Economics II**

30 hours plus conference; 3 credits  
Similar to Economics 7025X [725.1X]. Study of mathematical tools chosen from integral calculus, elementary difference, and differential equations.

Prerequisite: Economics 7025X [725.1X] or the equivalent background in mathematics.

### **ECON 7027X International Trade**

30 hours plus conference; 3 credits  
Gains from trade, absolute and comparative advantage, and the determination of patterns of trade. The classical model, the endowment model, and the specific factor model. Imperfect competition and government policies as determinants of trade. Increasing returns to scale. Trade and factor movements in the international economy. Empirical tests of trade models. Tariffs, nontariff barriers, administered protection. Quotas, and other nontariff barriers. Effects of trade policies on employment, prices, income distribution, and national economic welfare. Case studies.

Prerequisite: one undergraduate course in macroeconomics and one undergraduate course in microeconomics.  
Prerequisite or corequisite: Economics 7025X [725.1X].

### **ECON 7028X International Economics and Finance**

30 hours plus conference; 3 credits  
The foreign exchange market, international financial markets, and the determination of the equilibrium exchange rate. Price levels and the exchange rate in the long run; output and the exchange rate in the

short run. Foreign exchange intervention. Capital mobility. Monetary and asset market approach to the balance of payments. International macroeconomic policy and the international monetary system.

Prerequisite: one undergraduate course in macroeconomics and one undergraduate course in microeconomics.

Prerequisite or corequisite: Economics 7025X [725.1X].

### **ECON 7030X Government Finance**

30 hours plus conference; 3 credits

Economic problems and issues in federal, state, and local government finance. Evaluation of budgetary concepts and procedures. Analysis of the impact of taxation, government borrowing, and expenditures on resource use and on distribution of income and wealth.

Prerequisite: one undergraduate course in macroeconomics and one undergraduate course in microeconomics.

Prerequisite or corequisite: Economics 7025X [725.1X].

### **ECON 7040X Evolution of Modern Economic Thought**

30 hours plus conference; 3 credits

Ideas from medieval times to the nineteenth century. English classical doctrine and variants. Critical schools and reformers.

### **ECON 7045X Current Problems in Monetary and Fiscal Policy**

30 hours plus conference; 3 credits

Recent developments and current practices in the monetary and fiscal system. Their effects on money stock, money flows, and the liquidity of the economy. Modern ideas of monetary management, techniques of central banking, public debt management, relevant tax and expenditure policies of government. Potential contribution of monetary and fiscal policy to economic growth and to general problems of stability of employment, income, and price levels.

Prerequisite: one undergraduate course in macroeconomics and one undergraduate course in microeconomics.

Prerequisite or corequisite: Economics 7025X [725.1X].

### **ECON 7050X Analysis of Developed Areas**

30 hours plus conference; 3 credits

Factors responsible for differences in rates of economic growth in developed areas.

### **ECON 7055X Comparative Economics Systems**

30 hours plus conference; 3 credits

Capitalism and other methods of organizing economic activity. Emphasis on the price system and central planning.

### **ECON 7060X Health Economics**

30 hours plus conference; 3 credits

Economic analysis of the structure, performance, and government policy in the health care sector of the economy. Demand and supply of health care services, the role of third party payers, and the public policy debate over government reform of the health care system.

Microeconomic, econometric, and political philosophy concepts relevant to issues of justice in health care. This course is the same as Health and Nutrition Sciences 7144X [772.5X].

### **ECON 7090X Special Topics**

30 hours plus conference; 3 credits

Topics vary from term to term. Students may take this course two times, but may not repeat topics.

Prerequisite: permission of the graduate deputy chairperson.

### **ECON 7091G Independent Reading**

Minimum of 135 hours of independent work and conference; 3 credits  
Independent research, supervised by a member of the department.  
This course may be used as a stage in the preparation of a master's thesis.

Prerequisite: completion of Economics 7010X [710X], 7020X [720X], 7025X [725.1X], 7000X [700X], and 7021X [721X] with grades of A or B in all courses; and permission of the graduate deputy chairperson.

### **ECON 7095G Thesis Research**

Hours to be arranged; 3 credits

Research for master's thesis supervised by a faculty member. Students register for this course only once.

Prerequisite: completion of Economics 7010X [710X], 7020X [720X], 7025X [725.1X], 7000X [700X], and 7021X [721X] with grades of A or B in all courses; and permission of the graduate deputy chairperson.

### **ECON 7205X Managerial Economics**

30 hours plus conference; 3 credits

An introduction to microeconomic concepts - demand, cost, profit, pricing strategies, forecasting - with applications to managerial decision making. (Not open to students who have completed Economics 7000X [700X].) This course is the same as Business 7205X [705X].

### **ECON 7215X Money and Capital Markets**

30 hours plus conference; 3 credits

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

Prerequisite: undergraduate course in macroeconomics.

### **ECON 7230X Operations Research and Decision Sciences**

30 hours plus conference; 3 credits

Tools and techniques of operations research and decision sciences. Quantitative techniques used in business, accounting, and economics including project design and management, scheduling, forecasting, linear programming, inventory and queuing theory, applications of input-output methods. This course is the same as Business 7230X.

### **ECON 7309X Economics of Environmental Protection and Resource Conservation**

30 hours plus conference; 3 credits

Economic aspects of pollution and resource conservation. Sources and environmental effects of common pollutants. Spatial aspects of pollution and resource depletion. Economics of recycling as a solution to problems of waste disposal and resource depletion. Applications of environmental and conservation economics to current problems in industrial location, city planning, population, and economic growth.

Prerequisite: completion of the Level I requirement.

**The following inactive course(s) will only be offered if there is sufficient demand:**

ECON 7301X Introduction to Marxian Economic Analysis

ECON 7303X Economics of Human Resources and Labor Markets

ECON 7306X Industrial Organization and Control

## Education, Childhood, Bilingual and Special Education

Department office: 2105 James Hall  
Phone: 718.951.5447

### Full-time Faculty

Professors: Martinez-Pons, Rose, Rubal-Lopez

Associate Professors: Kharem, Morales

Assistant Professors: Angus, Ascenzi-Moreno, Dembek, Haydar, Hwu, Kaya, Lee, O'Connor-Petruso, Reed, Rosenfeld

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### **M.S. in Education degree program: childhood education teacher (grades 1-6) - bilingual education** **HEGIS code 0802.00; SED program code 26823**

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The program in bilingual childhood education prepares students to teach 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). 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. The course of study includes a 15-credit bilingual extension consisting of courses in bilingualism, research, methodology, and multicultural education and an additional 21-credits of student teaching in the classroom. For those who do not hold any certification as a teacher, an additional 18 credits are required for the degree.

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#### Matriculation requirements

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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 (Spanish/English) Education. This program also applies to students who have a Professional Certificate in Childhood Education and wish to pursue an Extension in Bilingual (Spanish/English) 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. 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.

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

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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\*.

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.

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#### Nonmatriculated students

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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 (Spanish/English) Education without completing a master's degree in Childhood



Education, may do so as a nonmatriculated student. 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.

CBSE 7350T, 7351T, 7353T, and 7355T; and Puerto Rican and Latino Studies 7145X.

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

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

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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  
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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).

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Matriculation requirements:  
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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.

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

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.

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Option (B): 33 credits  
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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:  
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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.  
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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.

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.

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 Option (C): 45 credits  
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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).

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 Matriculation requirements:  
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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.

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 Degree requirements: Forty-five credits are required for the degree.  
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CBSE 7205T, 7216X, 7440T, 7213T, 7671X, and 7471T.

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.

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

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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.

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General matriculation requirements

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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.

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

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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.

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Option (A): 30 credits

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Matriculation requirements

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

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Degree requirements: Thirty credits are required for the degree.

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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.

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Option (B): 33 credits

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Matriculation requirements

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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.

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

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

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

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

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### **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).

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Matriculation requirements:  
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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.

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Degree requirements: Thirty credits are required for the degree.

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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.

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Option (B): 33 credits

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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).

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Matriculation requirements:

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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.

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

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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

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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:  
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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.

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 Degree requirements: Thirty-nine credits are required for the degree.  
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Students must complete the following three courses: CBSE 7205T; 7216X; 7440T.

Students must complete the following five 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.

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**M.S. in Education degree program: teacher of students with disabilities generalist (grades 7-12)**  
**HEGIS code 0808; SED program code 31136**

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 Matriculation requirements  
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Applicants must present a minimum undergraduate scholastic index of 3.0. A minimum grade point average of 3.0 in graduate education courses is required to maintain matriculation. International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 650 on the paper-based test, or 280 on the computer-based test, or 114 on the Internet-based test, before being considered for graduate studies.

Applicants must qualify for a New York State Transitional B Certificate as a Teacher of Students with Disabilities Generalist (7-12). Students who do not possess Transitional B Alternative Certification Certificates or who have Transitional B Alternative Certificates but who are not employed as teachers will be required to complete six credits of student teaching.

Applicants must present evidence of six credits of prior upper division undergraduate or graduate work in each of four areas: humanities, including English; social sciences; mathematics; physical and/or life sciences.

Applicants are required to demonstrate written proficiency in English and must submit three appropriate letters of recommendation.

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

Thirty-three credits are required for the degree.

33 credits in the following courses:

Students must complete 21 credits in the following education courses: CBSE 7674T, 7676T, 7678T, 7664T, 7657T, 7659T, 7503; and 12 credits in graduate liberal arts and sciences courses, to be approved by the program head.

In addition, students must complete a research project under advisement of a faculty member in Education - CBSE 7657T.

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**M.S. in Education degree program: teacher of students with disabilities in childhood education (grades 1-6)**  
**HEGIS code 0808; SED program code 26729**

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

Applicants are admitted to this program in the spring and fall semesters. Applications for the spring semester must be received by November 1 and applications for the fall semester must be received by March 1.

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#### Matriculation requirements

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Applicants must obtain and file an application form in the program office in addition to the regular college admissions form. Applicants are interviewed and must submit three appropriate letters of recommendation.

Applicants must present a minimum undergraduate grade point average of 3.00. A minimum grade point average of 3.00 in graduate education courses is required to maintain matriculation. International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 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 do not meet these standards may be considered for admission based on other evidence of high capacity for graduate studies.

Applicants must have successfully completed a New York State Initial Certificate in one of the following New York State approved teacher certification areas:

- a) early childhood education,
- b) childhood education,
- c) special certification; or have a baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration and demonstrated undergraduate preparation in English, science, mathematics, the social sciences and foreign language or qualify for a New York State Transitional B Certificate as a Teacher of Students with Disabilities in Childhood Education.

Applicants are required to demonstrate written proficiency in English.

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

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#### Degree requirements

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Thirty or 33 or 33 to 45 credits are required for the degree; there are now two additional options of 39 and 44 credits. The course of study and credit options are determined by previous course work, teaching experience, and the certificates they hold.

During the first term students in all options (30, 33, or 33 to 45 credits) must file a program of study approved by the head of the Program in Teaching Students with Disabilities in Early Childhood and Childhood Education.

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#### Option A: 30 credits

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This option is for students holding an Initial Certificate in one of the New York State approved teacher certification areas and an Initial Certificate in Teaching Students with Disabilities.

Students complete 15 credits in the following courses: CBSE 7676T, 7677T, 7679T, 7680T, and 7657T; and 6 credits in elective courses in teaching students with disabilities. The remaining 9 credits consist of CBSE 7405T, or 7440T or 7693T, 7203T or 7205 and 7300T or 7305T with approval from program heads of the Programs in Childhood Education: Liberal Arts, Childhood Education: Science and Environmental Education, and Childhood Education: Mathematics.

Students are required to complete an independent research project under advisement of a faculty member in CBSE 7657T).

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#### Option B: 33 credits

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This option is for students holding an Initial Certificate in one of the New York State approved teacher certification areas, without student teaching experience and without certification in students with disabilities in grades 1-6.

Students must complete 33 credits in the following sequenced courses, which should be taken in this order: CBSE 7674T and 7672T; 7676T and 7678T; 7679T and 7664T; 7677T and 7680T; 7675T and 7657T; and CBSE 7681T, Seminar and Student Teaching: Students with Special Needs.

Students must complete at least 50 hours of supervised field experience and at least 20 days of student teaching (teaching students with disabilities in childhood). In addition, students must complete a research project under advisement of a faculty member in CBSE 7657T.

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Option C: 33-45 credits

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This option is for students who have a baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration and demonstrated undergraduate preparation in English, science, mathematics, the social sciences, and foreign language, and do not possess Initial Certification in any teacher certification area.

Students must complete 33 to 45 credits in the following courses: CBSE 7205T, 7679T, 7440T, 7213T, 7214T, 7674T, 7672T, 7676T, 7678T, 7664T, 7677T, 7680T, 7675T, 7657T, and CBSE 7681T Seminar and Student Teaching: Students with Special Needs.

Students must complete at least 100 hours of supervised field experience and at least 40 days of student teaching. In addition students must complete a research project under advisement of a faculty member in CBSE 7657T.

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Option D: 39 credits

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

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

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Option E: 44 credits

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This option is for students who have a baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration and demonstrated undergraduate preparation in English, science, mathematics, the social sciences, and foreign language who are teaching or have secured a position teaching students with special needs and qualify for New York State Alternative Certification as a Teacher of Students with Disabilities in Childhood Education or holding such certification. Students should take the following courses in the recommended order: CBSE 7653T, 7674T, 7679T, 7440T, 7672T, 7205T, 7213T, 7676T, 7677T, 7678T, 7680T, 7657T, 7664T and 7695T, 7696T, 7697T, and 7698T Inclusive Teaching Practicum.

In addition, students must complete a research project under advisement of a faculty member in CBSE 7657T.

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**M.S. in Education degree program: teacher of students with disabilities in early childhood education (birth-grade 2)**  
**HEGIS code 0808; SED program code 26726**

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

Applicants are admitted to this program in the spring and fall semesters. Applications for the spring semester must be received by November 1 and applications for the fall semester must be received by March 1.

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Matriculation requirements

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Applicants must obtain and file an application form in the program office in addition to the regular college admissions form. Applicants are interviewed and must submit three appropriate letters of recommendation.

Applicants must present a minimum undergraduate grade point average of 3.00. A minimum grade point average of 3.00 in graduate education courses is required to maintain matriculation. International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, before being considered for admission.

Applicants who do not meet these standards may be considered for admission based on other evidence of high capacity for graduate studies.

Applicants must have successfully completed a New York State Initial Certificate in one of the following New York State approved teacher



certification areas:

- a) early childhood education,
- b) childhood education,
- c) middle childhood education,
- d) adolescence education,
- e) special subjects, or
- f) teacher of students with speech and language disabilities, or the equivalent preparation and/or certification.

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

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

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#### Degree requirements

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Thirty or 33 credits are required for the degree. Students take different education courses and credit options depending on their previous course work, teaching experience, and the certificates they hold.

During the first term students in either option (30 or 33 credits) must file a program of study approved by the head of the Program in Teaching Students with Disabilities in Early Childhood and Childhood Education.

- Thirty credit option:

This option is for students holding an Initial Certificate in one of the New York State approved teacher certification areas and an Initial Certificate in Teaching Students with Disabilities.

Students complete 15 credits in the following courses: ECAE 7115, ECAE 7104T or CBSE 7665T, CBSE 7113T, 7680T, and 7656T; and 6 credits in elective courses in teaching students with disabilities. The remaining 9 credits consist of ECAE 7108T, 7109T, and 7116T with approval from program heads of the Program in Early Childhood Education. Students are required to complete an independent research project under advisement of a faculty member in CBSE 7656T.

- Thirty-three credit option:

This option is for students holding an Initial Certificate in one of the New York State approved teacher certification areas, and having had no course work in teaching students with disabilities and no student teaching experience with students with disabilities in Birth - Grade 2.

Students must complete 33 credits in the following courses, which should be taken in this order: CBSE 7674T and 7672T; CBSE 7665T or ECAE 7104T and ECAE 7115T; CBSE 7113T and 7663T; 7678T and 7680T; 7675T and 7656T; and CBSE 7681T, Seminar and Student Teaching:

Students with Special Needs.

Students must complete at least 50 hours of supervised field experience and at least 20 days of student teaching (teaching students with disabilities in early childhood). In addition, students must complete a research project under advisement of a faculty member in CBSE 7656.

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### **Advanced certificate program in autism spectrum disorders** **HEGIS code 0808; SED program code 31638**

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With the prevalence of autism increasing in recent years from 1 in 1000 to 1 in 88\*, learning to work with children with autism spectrum disorders has become important to professionals in many fields, including:

Speech-language pathology

Psychology

Education

Occupational Therapy

Physical Therapy

Skills in working with children on the spectrum are critical not only to people already in these fields, but also to those seeking to enter these fields.

The Brooklyn College advanced certificate program in Autism Spectrum Disorders created the first program in New York that has a cross-paradigm perspective where students learn about the strengths and weaknesses of the many different approaches that are available for children on the spectrum and learn with those from different fields and disciplines. Students can also learn about the latest in augmentative communication at the campus's assistive technology center.

The 15-credit ASD certificate is for students with either bachelor's or master's degrees. It can be completed in one year (fall, spring, and summer), and can be applied towards continuing education credits and salary increments in the Department of Education. Classes are scheduled in the evening for the convenience of working professionals.

The coursework and practicum opportunities will reflect a range of approaches available for children on the autistic spectrum, including applied behavioral analysis, both discrete trials and natural learning paradigms, and developmental social-pragmatic approaches. Students will participate in lecture, discussion, observation, and practice, incorporating a range of philosophical, educational, and clinical paradigms. Students from varying disciplines, including education, speech-language pathology, school psychology, and occupational and physical therapy will have the opportunity to train and work collaboratively with future colleagues.

\*Centers for Disease Control and Prevention, 2012

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#### Program description

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Provides interdisciplinary foundational and advanced knowledge in the area of autism spectrum disorders incorporating a range of philosophical, educational, and clinical paradigms, including applied behavioral analysis, discrete trials and natural learning paradigms, and developmental social-pragmatic approaches.

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#### Matriculation requirements

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Applicants must have completed an undergraduate or graduate degree in special education, speech-language pathology, or a related field. Applicants must present coursework in language acquisition and child development. Additional coursework may be required to meet any matriculation deficiency.

An applicant must have earned a baccalaureate degree with a grade point average of at least 3.0 in the undergraduate major, and a minimum overall grade point average of 3.0.

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

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#### Advanced certificate requirements (15 credits)

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Fifteen credits of coursework completed with a grade point average of B or better are required for the advanced certificate. No more than one course with a grade below B may be offered toward the completion of the certificate requirements. Students must complete all of the following courses:

- Speech 7317X/CBSE 7685T: An Introduction to Autism Spectrum Disorders
- Speech 7319X/CBSE 7686T: Speech, Language, and Communication Development of Children on the Autistic Spectrum
- CBSE 7666T/Speech 7316X: Special Issues in Education: Classroom and School-wide Learning Environments
- CBSE 7677T/Speech 7320X: Curriculum Modifications for Teaching Students with Special Needs
- CBSE 7681T/Speech 7394X: Seminar and Student Teaching: Students with Special Needs.

## Courses

### **CBSE 6000X Experiencing Education: Individuals and Communities**

45 hours; 3 credits

Comparative analysis of individual experience and social expectations of schooling and higher education in the United States and other countries; autobiographical, descriptive, and critical accounts; comparative readings in history and philosophy of education; contemporary issues and daily life in schools.

Prerequisite: permission of the coordinator for secondary education.

### **CBSE 6001X Skillful Teaching: Strategies for Effective Instruction and Classroom Management**

45 hours; 3 credits

Strategies to assist the in-service teacher in the application of principles of teaching that contribute to student achievement and appropriate student behavior, using the resources of the school and community.

### **CBSE 6002T Issues and Strategies in Education**

15 hours each term; 1 credit each term.

Timely issues, strategies, and techniques of modern educational practice. Course content varies from term to term. This course is not creditable toward the degrees in education.

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

### **CBSE 6003T Issues and Strategies in Education**

15 hours each term; 1 credit each term.

Timely issues, strategies, and techniques of modern educational practice. Course content varies from term to term. This course is not creditable toward the degrees in education.

### **CBSE 6200X Schools and Communities: The Societal Context of Schooling and the Teaching of Social Studies**

30 hours lecture, 30 hours laboratory; 3 credits

Examination of the historical, philosophical, social, political, and cultural contexts of schooling and the roles of schools in a multicultural urban setting. Making the insights of history and the social sciences accessible to children through the social studies curriculum. Strategies for promoting active learning of historical and social science knowledge, processes, and understandings in children in grades PreK-6.

Prerequisite: permission of the department.

### **CBSE 6201X Introduction to Literacy and the Reading/Writing Process**

30 hours lecture, 30 hours laboratory; 3 credits

Approaches to teaching reading/writing; perspectives from theories of psycholinguistics; emergent literacy in the pre-school years; methods and materials for teaching reading/writing as integrated processes in grades K-6; integration with content area subjects; adaptation to meet special needs of children; assessment; supervised field experiences with children. (Not open to students who are enrolled in or have completed Childhood and Special Education 7023T.)

Prerequisite: a course in literature.

### **CBSE 6202X Teaching Mathematics in the Elementary School**

30 hours lecture, 30 hours laboratory; 3 credits

Approaches to teaching mathematics; perspectives from theories of cognitive development; methods and materials for teaching key concepts, skills, and thinking processes in mathematics, grades PreK-6; analysis of curricula; integration of mathematics with other subject areas; adaptation of instruction to meet special needs of students; assessment; supervised field experiences with children.

Prerequisite: Mathematics \*1401 or a 3-credit mathematics course.

**CBSE 6203X Models of Teaching Science in the Elementary Classroom**

30 hours lecture, 30 hours laboratory, including field experience; 3 credits

Exploration of effective teaching practices in science; analysis of the connections among curriculum, instruction, and assessment of elementary and early childhood science. Science as a way of knowing the world and a tool for problem solving. Examination and evaluation of cognitive and affective foundations of materials from national curriculum projects; methods and materials for teaching key concepts, skills, and thinking processes in science, grades PreK-6. Integration of science with other subject areas; adaptation of instruction and assessment to meet special needs of students. Issues of gender bias in science teaching. Supervised field experience.

Prerequisite: a 3-credit science course.

**CBSE 6204X Integrated Teaching Methods and Student Teaching in Elementary and Early Childhood Grades**

30 hours seminar, 240 hours student teaching; 6 credits

Instructional methods for integrating the teaching of communication arts, social studies, science, and mathematics in the elementary and early childhood grades. Development and analysis of curricular materials for urban children of varying cultural backgrounds. Application of the principles of teaching to all aspects of the curriculum. Instructor's approval for site and schedule of hours required.

Prerequisite: Completion of methods courses in communication arts, social studies, science, and mathematics.

**CBSE 7001T Introduction to Foundations of Literacy Instruction**

45 hours; 3 credits

Concepts and discourses in educational foundations of literacy. Study of the teacher's role, focus on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and pupil diversity and teacher role. History of literacies, study of literacy instruction and relationship to diverse students; literacy as related to interdisciplinary curriculum. Organizing and teaching of the language arts in the childhood classroom.

Corequisite: Childhood and Special Education 7380T.

**CBSE 7003T Historic Innovations in Educational Method and Curriculum**

30 hours plus independent work; 3 credits

Critical study of major historical developments in educational method and curriculum. Conditions and motivations that relate to curriculum change and development of method.

**CBSE 7004T Education and Culture in the United States**

45 hours; 3 credits

Analysis of the implication for education of major cultural developments in the United States today. Actual and potential role of the school considered from cultural perspectives.

**CBSE 7005X Educational Programs and Practices in Comparative Perspective**

30 hours plus independent work and conference; 3 credits

Comparative analysis of curriculum practices and teaching methods in selected countries. Innovations, experiments, and other aspects of special interest. Evaluation of foreign educational research. Trends in the international coordination of school curricula.

**CBSE 7006X International Dimensions in American School Curricula**

30 hours plus independent work and conference; 3 credits

Analysis of the effectiveness of school programs, practices, and materials in developing bases for international understanding. Emphasis on problems of nationalism, ethnocentrism, and prejudice. Analysis and use of community resources for international features of the curriculum.

**CBSE 7007T Learning Theory and the Education Process**

45 hours; 3 credits

Critical exposition, in light of recent research, of present developments in learning theory and their import for education. Examination of the psychological approach to such representative educational problems as drill, rewards, punishment, meaning, organization, motivation, programmed learning.

Prerequisite: a course in educational psychology and a course in child or adolescent psychology and a course in an additional area of psychology.

**CBSE 7008T Education and Theories of Mind**

30 hours plus independent work; 3 credits

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

**CBSE 7009T Programmed Instruction**

30 hours plus conference and independent work; 3 credits

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

**CBSE 7010X The Use and Interpretation of Intelligence, Diagnostic, and Aptitude Tests**

30 hours lecture plus independent projects and conferences; 3 credits

Evaluation of tests commonly used for measurement of intelligence, personality, achievement, individual interests, and special aptitudes. Study of procedures for construction, selection, and interpretation of standardized testing materials and of computer-referenced testing are considered in relation to needs of members of the class. Class and individual student projects appropriate to subject specialization of students.

Prerequisite or corequisite: a course in student teaching.

**CBSE 7011X Measurement and Evaluation in Teaching**

30 hours lecture plus independent projects and conferences; 3 credits

Applied course designed for teachers, and subject and curriculum specialists. Participants plan, develop, try out, and evaluate procedures for assessing student performance. Procedures covered include criterion-referenced tests, formative and summative evaluation techniques, evaluation through the curriculum, and applications of microcomputers to classroom assessment. Class and individual projects appropriate to subject specialization of students.

**CBSE 7013X Mental Hygiene and Behavior Problems**

45 hours; 3 credits

Contributions of mental hygiene to understanding dynamics of

behavior. Dynamic aspects of personality development. Typical behavior problems in school, home, and community. Clinical methods in diagnosing and treating personality difficulties. Study and evaluation of typical case materials. Teacher's role in dealing with behavior problems.

### **CBSE 7015T Language Structure and Development in the Middle and Secondary School and Their Relationship to Literacy**

45 hours lecture; 3 credits

Analysis of recent research findings in the development and use of verbal and nonverbal communication skills. A study of the structure of the English language with particular attention to concept development and figurative language. Study of the effects of dialect, second language learning, and language disabilities on the reading, writing, speaking, and listening skills of students in grades 5 through 12.

### **CBSE 7017T Contemporary Thought and Education**

30 hours plus independent work; 3 credits

Original source materials are used to develop a philosophical perspective characteristic of the twentieth-century mind that bears on educational theory and practice.

### **CBSE 7018T Sexism in American Education**

45 hours; 3 credits

Nonsexist child rearing; sex stereotyping and personal development; child-rearing practices; societal attitudes toward men and women; the role of the media and linguistic sexism. The schools and sex roles, "Hidden Curriculum"; courses, books, materials and toys, resources for nonsexist education. Nonsexist career preparation and educational leadership; creating options, nonsexist counseling; role of community centers and women's groups; anatomy of change; legislation; feminist studies for men and women.

### **CBSE 7019T Moral Development and Moral Education**

45 hours; 3 credits

Cognitive development and moral development; perspective taking, social development and delinquency; moral development and guidance; prosocial behavior: altruism, caring, kindness; fostering moral growth in classrooms: science, literature, social studies; children's rights and moral education.

### **CBSE 7021T Diagnosis and Correction of Reading Difficulties**

45 hours; 3 credits

Symptoms and causes of reading disabilities. Use and interpretation of achievement tests, diagnostic instruments, and alternative assessments. Materials and methods of remedial instruction. Preparation of teacher-made reading materials. Work with children and case studies.

Prerequisite or corequisite: Employment or certification as a teacher and Childhood and Special Education 7023T or its equivalent.

### **CBSE 7023T Principles and Emerging Practices in Reading Instruction in the Elementary School**

30 hours plus independent reading and fieldwork; 3 credits

Study and assessment of current research and experimentation in reading instruction. New developments in principles of learning, compilation and use of materials, group and individual work, the use of programmed materials and self-instructional devices, and techniques of teaching and evaluation. Appraisal of representative experimental programs.

Prerequisite: Childhood and Special Education 7043T.

### **CBSE 7027X Workshop in School Curriculum Development, Experimentation, and Evaluation**

45 hours; 3 credits

Investigation of newer practices and experimentation in selected areas of school curriculum. Students are expected to plan and/or implement a practical project applicable to their school situation.

### **CBSE 7028T Improvement of Teaching: Behavior Modification and Whole-Class Teaching**

45 hours; 3 credits

Teaching models and strategies to extend the in-service teacher's conceptual scheme of teaching. Self-analysis systems are explored and applied by means of feedback mechanisms. Practice in behavior modification and whole-class teaching skills.

### **CBSE 7029T Improvement of Teaching: Open Classroom, Individual, and Small-Group Teaching**

45 hours; 3 credits

Continuation of Childhood, Bilingual and Special Education 7028T. Practice with models and strategies applicable to open classroom, individualized, and small-group teaching.

### **CBSE 7037X Teaching Lexicography and Vocabulary across the Curriculum**

30 hours lecture, 30 hours laboratory; 3 credits

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

### **CBSE 7038X Special Topics in Education**

45 hours; 3 credits

Selected topics or recent advances in education that reflect current interests, professional needs, and educational problems of teachers and other school personnel. Topics vary from term to term.

Prerequisite: license or certificate to serve as teacher, paraprofessional, or supervisor in day care center, kindergarten, elementary, or secondary school. Additional prerequisites may be required for a specific topic.

### **CBSE 7039X Special Topics in Education**

45 hours; 3 credits

Selected topics or recent advances in education that reflect current interests, professional needs, and educational problems of teachers and other school personnel. Topics vary from term to term.

Prerequisite: License or certificate to serve as teacher, paraprofessional, or supervisor in day care center, kindergarten, elementary, or secondary school. Additional prerequisites may be required for a specific topic.

### **CBSE 7040X Special Topics in Education**

45 hours; 3 credits

Selected topics or recent advances in education that reflect current interests, professional needs, and educational problems of teachers and other school personnel. Topics vary from term to term.

Prerequisite: License or certificate to serve as teacher, paraprofessional, or supervisor in day care center, kindergarten, elementary, or secondary school. Additional prerequisites may be required for a specific topic.

### **CBSE 7043T Workshop in the Language Arts**

45 hours; 3 credits

Problems in teaching language arts: reading and oral and written communication. Attention is given to the particular needs and interests of students, with provision for individual and group study.

### **CBSE 7101T Child Development in Social, Cultural, and Educational Contexts**

30 hours plus conference; 3 credits

Advanced seminar that focuses on childhood development from birth through grade two. Childrearing and early education in diverse cultural contexts, with a focus on urban settings. Theoretical approaches to understanding child development; parental ethnotheories about the structuring of everyday social and educational experiences for the acquisition of culture-specific social and cognitive skills in young children, including English language learners and children with special needs. Culture and early childhood education practice from a comparative perspective; teacher-child and peer relationships; educational policies.

### **CBSE 7113T Curriculum Modifications for Young Children with Special Needs**

45 hours; 3 credits

Special programs, modification of curriculum in the content areas, life skills, teaching strategies and approaches designed to meet the individual and group needs of culturally and linguistically diverse young children with special needs including giftedness, across the developmental spectrum in early education settings. Focus on family, community, and interagency partnerships; appropriate use of technology, including assistive technology; multiple assessment strategies. Field experiences in a variety of schools and community settings.

### **CBSE 7200T Contextualizing Literacy Instruction: Teacher/Learner Interactions**

45 hours; 3 credits

Concepts and discourses in educational foundations and human development as related to interdisciplinary curriculum; classroom application in childhood education with focus on literacy. Study of the teacher's role and impact upon diverse student learning; organizing and teaching of the language arts in the childhood classroom. Pedagogical implications of literacies.

Corequisite: An approved graduate course in English.

### **CBSE 7201T Seminar in Applied Theory and Research I**

45 hours plus conference; 3 credits

Concepts and methods of educational theory and research. Application of techniques of research, with focus on classroom research and its impact on student learning, integrating instruction relevant to science inquiry and research technology. Formulation and development of a preliminary research project relevant to teaching and learning in childhood education.

### **CBSE 7202T Seminar in Applied Theory and Research II**

45 hours plus conference; 3 credits

Continuation of Childhood and Special Education 7201T [702.22T]. Implementation of research project relevant to teaching and learning in

the childhood education classroom; focus upon current pedagogical inquiry, educational research, and innovative practices related to effective teaching, including issues of technology in education, English language learners and students with special needs.

Prerequisite: Childhood and Special Education 7201T.

### **CBSE 7203T Advanced Study of Pedagogy and Curriculum in Childhood Education I**

45 hours; 3 credits

Development, application, and implementation of curriculum based upon the theories and research findings studied and discussed in childhood education. Focus on advanced techniques of pedagogical practice, including aesthetic education, assessment and use of technology in childhood education, and the development of interdisciplinary curriculum in democratically modeled classrooms. Emphasis on integrating the social sciences into the social studies curriculum.

Corequisite: an approved course in the social sciences.

### **CBSE 7204T Advanced Study of Pedagogy and Curriculum in Childhood Education II**

45 hours; 3 credits

Continuation of Childhood and Special Education 7203T.

Development, application, and implementation of curriculum based on the theories and research findings in childhood education. Advanced pedagogical practice and interdisciplinary curriculum development; focus on learning and teaching mathematics in childhood education, including use of technology; English language learners and students with special needs; national, state, and local curriculum standards and guidelines.

Corequisite: an approved course in mathematics or Childhood and Special Education 7405T.

### **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.

### **CBSE 7206T Childhood and Adolescence in the Urban Community**

30 hours plus independent work; 3 credits

Cultural, social, and economic composition of urban communities. Effects of social background on attitudes, behavior, and learning. Implication for guidance, especially in large urban areas. Fieldwork.

### **CBSE 7207X Multicultural Education**

45 hours; 3 credits

Examines diverse cultures, in the broadest sense (race, class, ethnicity, language, and gender), that constitute American society. Similarities and differences of various cultures in the context of education. Examination of curriculum bulletins, textbooks, and journals. Development of materials for use in classrooms.

**CBSE 721 IT Teaching Literature for Children and Adolescents**

30 hours plus independent work and conference; 3 credits  
 Planning balanced programs of reading, and school and library services. New media equipment and procedures in the use of books to study people and culture, places, science, historical heritage, biography. Interpretation of literature through art media.

Prerequisite: a course in methods and student teaching in early childhood education or elementary education or a course in methods and student teaching in English in secondary education; and a graduate workshop.

**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.

**CBSE 7214T Childhood Education: Student Teaching Practicum**

30 hours seminar; 150 hours or 20 days of supervised student teaching in Childhood Education grades; 3 credits  
 Supervised field work in teaching all aspects of the childhood education curriculum. Emphasis on the development of an interdisciplinary approach to teaching children from diverse backgrounds, those who are English language learners, and those with special needs. Integration of instructional technology, interdisciplinary curriculum and topics required by New York State standards in Professional certification.

Prerequisite: Initial Certification in Early Childhood Education or in a Special Subject.

**CBSE 7215X Introduction to Technology in Childhood Education**

30 hours, 30 hours laboratory; 3 credits  
 Introduction to educational uses of technology. Definition and development of computer literacy. Evaluation and use of software in reading, writing, science, social studies, and mathematics. Media, calculators, and other instructional tools. The internet as a resource for teaching and learning. Project-based instruction. Roles of technology in classrooms and in relation to school curricula, and the consequent new roles for teachers. Survey of relevant education research.

Prerequisite: 12 credits in education and permission of the program head of Childhood and Special Education: Mathematics.

**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.

**CBSE 7217T Humane Education**

45 hours; 3 credits  
 Connections between human rights, animal welfare/animal rights and

their links to environmental preservation. Develop compassionate, responsible and fair-minded individuals integral to an evolving and just society. Current and emerging national and international concerns for children, families, schools, communities and societies. Focus on critical thinking and ethical decision-making and preventive measures through curriculum development, education, awareness, and advocacy.

**CBSE 7300T Methodology in Childhood Science and Environmental Teaching and Learning I**

45 hours plus 15 hours conference and fieldwork; 3 credits  
 Implementation, adaptation, and assessment in practice of research validated science curricula for childhood education. Emphasis on life and environmental science. Approaches to integrating science in teaching and learning language arts, humanities and social sciences; children's science and environmental literature; development of oral and written communication skills in the context of childhood science inquiry. Adapting pedagogy to the needs of English language learners and students with diverse learning styles. Examination of environmental ethics and issues. Field trips will be required.

Corequisite: General Science 7030T.

**CBSE 7301T Methodology in Childhood Science and Environmental Teaching and Learning II**

45 hours plus 15 hours conference and fieldwork; 3 credits  
 Continuation of Childhood and Special Education 7300T. Methods of integrating science with math and technology in childhood education with an emphasis on physical and earth science. Developing quantitative and critical thinking skills. Design and assessment of inquiry- and problem-based curriculum integrating mathematics. Adapting methods to the needs of students with disabilities, and students with diverse learning styles. Purposes and types of student assessment. Field trips will be required.

Prerequisite: Childhood and Special Education 7300T.

**CBSE 7305T Science Instruction Beyond the Classroom**

30 hours lecture, 30 hours field; 3 credits  
 Designing appropriate learning environments for science in classrooms, schoolyards, and at such nonformal science settings as museums, parks, botanical gardens, and environmental centers. Field experience at nonformal science institutions. Implications for pedagogy and curriculum development.

**CBSE 7315X Historical, Philosophical, and Social Foundations of Education and Science**

45 hours seminar plus conference ; 3 credits  
 Historical, philosophical, social and legal foundations of education. History of Western and non-Western science; history of science education. Cultural embeddedness of science; issues in science and science education.

**CBSE 7320T Foundations and Analysis of Teaching I**

30 hours lecture, 30 hours laboratory; 3 credits  
 Educational research as applied to analysis of teaching and learning with an emphasis on science and environmental education. Discussion of a range of research methodologies including action research and uses of technology to access and process information in educational research to analyze functioning of teachers in urban schools with children of diverse abilities and backgrounds. Field trips will be required.

**CBSE 7321T Seminar in Applied Theory and Research: Science and Environmental Education**

30 hours lecture, 30 hours laboratory; 3 credits  
Advanced concepts of educational research, including research study design and utilization of results of research. Application of techniques of research, using materials relevant to science and environmental education. Consultation and application in appropriate field settings. Design and implementation of an original research project. Field trips will be required.

#### **CBSE 7350T Bilingual and Multicultural Education**

45 hours; 3 credits  
Examination of theories of bilingual education and the development of models of bilingual education within an international context. Multicultural perspectives in education with specific focus on the similarities and differences found in diverse cultures. Focus on developmental and educational needs of all bilingual English language learners, including bilingual English language learners with special needs

#### **CBSE 7351T Methods and Research in Teaching English Language Arts to Bilingual English Language Learners**

30 hours plus conference, 25 hours supervised field experience; 3 credits  
Introduction to methods and research in the teaching of English language arts, including literacy, to all bilingual English language learners, using the native language and English. Review of theoretical formulations that have shaped contemporary understandings of English language learning among linguistic minority students.

#### **CBSE 7353T Language Arts, Literacy, and Social Studies in Bilingual Classrooms**

30 hours plus conference, 25 hours supervised field experience; 3 credits  
Examination of various methods used for literacy development in the native language of bilingual English language learners. Approaches to integrating the teaching of language arts and social studies for bilingual English language learners and English language learners with special needs employing the use of English and the native language.

#### **CBSE 7355T Mathematics, Science, and Technology in Bilingual Classrooms**

45 hours; 3 credits  
Approaches to teaching science, mathematics, and technology for bilingual English language learners, using the native language and English. Adaptation of curriculum for bilingual English language learners with special needs.

#### **CBSE 7358T Student Teaching: Teaching English as a Second Language in K-12**

30 hours seminar, 120 hours student teaching; 3 credits  
Pedagogical approaches and ideas underlying second language acquisition and teaching applied to the classroom. Approaches to integrating language and content instruction for all English language learners including those with special developmental and educational needs. Seminar and college supervised student teaching K-12.

#### **CBSE 7359X Assessment & Intervention for Bilingual and Second Language**

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 SPEC 7536X.

Prerequisite: Either CBSE 7354T and 7356 or a course in normal development of language; or permission of the deputy chairperson.

#### **CBSE 7360X 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. Data collection and analysis. Applications to educational and community settings. This course is the same as SPEC 7535X.

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

#### **CBSE 7361T Seminar: Independent Research Project in Second Language Learning**

45 hours; 3 credits  
Principles and methods in research in TESOL with emphasis on research in English language learning classroom settings. Development of observation and recording methodologies emphasizing the role of teacher as researcher. Scope and variety of educational research; principles and characteristics of qualitative and quantitative research; structure and organization of a research project. Review of research literature related to current themes and issues in education.

Prerequisite: Childhood and Special Education 7360X.

#### **CBSE 7380T Introduction to Literacy Research and Technology**

45 hours plus conference; 3 credits  
Educational research in literacy instruction. Use of educational research technology to analyze and assess literacy in urban schools including children with special needs and English language learners.

Corequisite: Childhood and Special Education 7001T.

#### **CBSE 7381T Seminar in Applied Theory and Research in Literacy I**

45 hours plus conference; 3 credits  
Advanced concepts of educational research, including design of research proposals and data collection. Application of techniques of research using materials relevant to literacy. Consultation and application in appropriate field settings. Design and implementation of an original research project. It must be continued and completed in 7382T.

#### **CBSE 7382T Seminar in Applied Theory and Research in Literacy II**

45 hours plus conference; 3 credits  
Continuation of Education 7381T [702.12T].

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

30 hours, 30 hours supervised field; 3 credits  
Development, application, and implementation of literacy strategies with children of diverse abilities. Development of curriculum materials based on the theories and research findings discussed in the area of literacy from birth to grade 2. Presentation of supervised cases study in formal setting.

**CBSE 7384T Methods and Practicum in Literacy, Grades 3 to 6**

30 hours, 30 hours supervised field; 3 credits

Development, application, and implementation of literacy strategies with children of diverse abilities. Development of curriculum materials based on the theories and research findings discussed in the area of literacy from grades 3 to 6. Presentation of supervised case study in formal setting.

**CBSE 7385T Topics in Literacy Education Current Literacy Issues**

45 hours lecture; 3 credits

Relationships of selected factors within family, school, and society as they influence the learner's growth in literacy. Developing the teacher's ability to respond to the talents, needs, and abilities of the learner by structuring appropriate literacy environments from birth to grade 6. Study of recent literacy research including English language learning and children with special needs.

**CBSE 7386T Literacy Education: Communication**

45 hours lecture; 3 credits

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

**CBSE 7387T Literacy Skills, Instructional Strategies, and Assessment**

45 hours; 3 credits

Approaches to assess and improve students' literacy abilities through the use of records, interviews, observations, portfolios, and formal and informal assessments. Procedures for the selection, administration, and evaluation of test materials. Study of illustrative case studies including English language learners and students with special needs.

**CBSE 7388T Administration of Literacy Programs**

45 hours; 3 credits

Theory and practice of the leadership role of literacy/reading specialists in school and community literacy programs. Techniques for successful exercise of leadership in developing goals, providing professional development, working with families and communities, and implementing literacy programs.

**CBSE 7400T Childhood Mathematics Education: Advanced Methodology and Practice**

45 hours plus conference; 3 credits

Development, application, and implementation of methodology and materials, and related research and theoretical perspectives. Principles and standards for mathematics curriculum, instruction, and assessment. Emphasis on teaching and learning in the number, operations, and algebra strands of the 1-6 curriculum. Organization for instruction. Literacy and mathematics. Thematic instruction. Use of technology in teaching and learning mathematics.

Prerequisite: two of the following mathematics courses: 7141T, 7142T, 7143T, 7144T, [605.5T], [605.6T], or mathematics courses approved by the program adviser.

**CBSE 7401T Middle Childhood Education: Advanced Methodology and Interdisciplinary Approaches**

45 hours plus conference; 3 credits

Continuation of CBSE 7400T [712.23T]. Emphasis on teaching and learning involving fractions, decimals, and percents, measurement/geometry, probability, and data interpretation. Interdisciplinary approaches involving mathematics and science, social studies, and literacy. Writing and assessment in mathematics. Diagnostic techniques, and adaptations of materials and methods for special needs learners. Introduction to research paradigms in mathematics education.

Prerequisite: Childhood and Special Education 7400T.

**CBSE 7402T Seminar in Applied Theory and Research in Mathematics Education I**

45 hours plus conference; 3 credits

Educational research as applied to the analysis of teaching and learning of mathematics. Qualitative and quantitative research. Use of educational research techniques to analyze teaching and learning of mathematics in urban schools. Mathematics vocabulary, reading, and writing in mathematics. Focus on children with special needs and English-language learners. Nature and design of action research in mathematics education. Selection of a research topic and questions, review of related research.

Prerequisite: Childhood and Special Education 7401T.

**CBSE 7403T Seminar in Applied Theory and Research in Mathematics Education II**

45 hours plus conference; 3 credits

Continuation of Childhood and Special Education 7402T [701.23T]. Techniques for analyzing qualitative and quantitative data. Design, implementation, and reporting a research project. Current issues in mathematics education. Professional leadership in mathematics education.

Prerequisite: Childhood and Special Education 7402T.

**CBSE 7405T Advanced Methods for Teaching Childhood Mathematics**

45 hours plus conference; 3 credits.

Advanced study of learning and teaching mathematics in grades 1-6 for all children, including English language learners and children with special needs. Problem solving and inquiry as contexts for development of mathematical understanding and skills. National, state, and local standards and curriculum guidelines. Classroom learning environments, mathematical discourse. Models of teaching and adaptations for special student populations. Formal and informal assessments. Role of technology in teaching and learning mathematics.

Prerequisite: A course in teaching childhood mathematics, and 6 credits in mathematics.

**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.

**CBSE 7471T Childhood Education: Student Teaching in Grades 1 - 6**

30 hours, 300 hours or 40 days supervised teaching practice; 3 credits  
Supervised fieldwork in teaching childhood education; problems and issues in the organization of all aspects of childhood education curriculum; emphasis on the development of an interdisciplinary approach to teaching. Focus on self-reflective teaching and assessment; techniques of instruction, integration of instructional technology, classroom management, skills in fostering effective relationships and interactions to support all students, development of collaborative school-community relationships. Readings and discussions on significant education issues, including preventing child abduction, substance abuse, safety education, and child abuse awareness. Attention is given to the particular needs and interests of students, including English language learners and students with special needs.

Prerequisite: Childhood and Special Education 7205T, 7216X, 7440T, 7213T or permission of the program head.

**CBSE 7501X Analysis of Classroom Interaction and Curriculum**

45 hours seminar, 20 hours field work; 3 credits  
Improving teaching methods through techniques of self-analysis and analysis of classroom interactions. Analysis of the instructional settings and instructional strategies with focus on students with special needs and English language learners. Analysis of learning processes and modes of communication in the classroom. Examination of the specialized discourses of the subject disciplines in adolescent, middle, and childhood curricula. Analysis of uses of technology in the classroom.

**CBSE 7503X Teaching Writing across the Curriculum**

30 hours plus conference; 3 credits  
Examination of the writing process as it may be used in subject areas. Study and application of recent research to classroom practice. Analysis of the relationship between writing, critical thinking, and learning and teaching in the subject area.

**CBSE 7518T Seminar II in Pedagogy and Curriculum: Health and Nutrition Sciences**

45 hours; 2 credits  
Advanced theories and methods of teaching health and nutrition sciences at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in health; teaching health and nutrition sciences to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the health and nutrition sciences curriculum in urban classrooms. Students enroll in workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education.

Prerequisite: 7500X [742X], 7501X [792.1X], and permission of the chairperson of the major department and the head of Adolescence Education and Special Subjects.

Prerequisite or corequisite: 7536T [763.16T] and 7542T [764.5T].  
Corequisite: 7543T [764.51T].

**CBSE 7549X Theater in the Classroom**

30 hours plus field experience; 3 credits  
Theater work in classroom settings. Existing models of theater arts in

education. Using theater, improvisation and creative drama to explore specialized subject areas and pedagogy. Practical studio work. The classroom as theater. Collaboration of education and theater students on theater in education projects, including workshops in focus schools. Mainstage and outside productions. Visits to area public schools. Creation of age-appropriate theater study guides. (This course is the same as Theater 7141X.)

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

30 hours lecture, 30 hours laboratory; 3 credits  
Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques.

**CBSE 7652T Teaching Young Children with Special Needs**

30 hours lecture, 30 hours laboratory; 3 credits  
Development of competencies needed to teach young children with special needs; formal and informal assessment, goal setting, and integration of theories of learning, the expressive arts and research validated practice into curriculum across a variety of content areas. Field experience in a setting with young children who present difficulties in adjustment and cognition. Focus on reflective practice and on the development of nurturing and stimulating learning environments.

**CBSE 7653T Collaborative Planning and Teaching in Urban Classrooms**

30 hours lecture, 60 hours supervised field experience and conference; 3 credits  
Development of collaborative teacher competencies needed to effectively teach school-aged students, including students with special needs and English language learners. Integration of theories of learning and development, classroom organization and management, and research validated practice into curriculum across a variety of content areas. Field experience in urban educational settings with students who present challenges in adjustment and cognition. Focus on historical, social and legal foundations of education, transition planning, family and community engagement, collaborative models for teaching, goal setting, and decision making in culturally appropriate contexts.

**CBSE 7656T Seminar in Applied Theory and Research**

45 hours seminar, plus conference; 3 credits  
Continuation of the study of educational research and methodology and completion of an independent research project related to an area of special education.

Prerequisite: Childhood and Special Education 7680T.

**CBSE 7657T Seminar in Applied Theory and Research**

45 hours seminar, plus conference; 3 credits  
Continuation of the study of educational research and methodology and completion of an independent research project related to an area of special education.

Prerequisite: Childhood and Special Education 7680T.

**CBSE 7659T Instructional Strategies for Students with Special Needs**

45 hours; 3 credits  
Instructional strategies to teach middle school and high school aged students with special needs. Educational and assistive technology and research supporting its use. Understanding and using curriculum based

assessment data for strategy selection and instruction. Focus on inquiry processes across content areas, including the expressive arts. Work in a setting with students with special needs.

### **CBSE 7662T Collaboration with Families**

45 hours lecture; 3 credits

Issues of disability as it affects the family unit; development of teacher competence in applying appropriate collaborative approaches and strategies, utilizing community resources, and improving communication in culturally and linguistically diverse contexts. Critical exploration of research.

### **CBSE 7663T Special Issues in Education: Communication and Young Children with Special Needs**

30 hours lecture plus conference; 3 credits

Study of language acquisition, including childhood bilingualism, distinctions between language disorders in young children with special needs and language acquisition problems. Understanding of nonverbal behavior. Alternative strategies, including the unique aspects of artistic representation. Assistive technology for enhancing communication with young children with language difficulties and pronounced cognitive and adjustment issues. Implications for collaboration with other professionals, diverse families, and community organizations. Field experiences.

### **CBSE 7664T Special Issues in Education: Communication and School-aged Students with Special Needs**

30 hours lecture plus conference; 3 credits

Study of language acquisition including childhood bilingualism and speech, hearing, and communication problems of students with disabilities. Understanding the distinction between language disorders and language acquisition problems. Techniques of nonverbal communication including the unique aspects of artistic representation. Assistive technology for enhancing communication and access to general education curriculum; influence of group membership and culture on development of communication skills. Implications for collaboration with professionals, diverse families, and community organizations. Field experiences.

### **CBSE 7665T Learning Environments for Young Children with Diverse Learning and Developmental Needs**

45 hours lecture; 3 credits

Implementation of supportive and enriched learning environments that influence the development of the young child with special needs. Examination of positive behavior supports, crisis intervention and play on the development of young children, including English language learners as well as those with developmental delays or special needs from birth through early childhood. Role of family-based practices in creating learning environments at home and in educational settings.

### **CBSE 7666T Special Issues in Education: Classroom and School-wide Learning Environments for Students with Low Incidence Disabilities**

30 hours plus conference; 3 credits

Current issues in teaching students with severe and multiple disabilities, including autism spectrum disorders. Focus on emerging trends and research. Validated approaches in curriculum, instruction, life skills, functional behavioral assessment and positive behavioral supports. Examination of the politics of labeling, the constructs of disability, and the influence of school culture on inclusion, transenvironmental planning, and the development of least restrictive environments. Independent and small group study. This course is the same as SPEC

7316X.

### **CBSE 7667T Education of Diverse Gifted Children and Youth**

45 hours; 3 credits

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

### **CBSE 7668T Students with Special Needs: Gifted Education**

30 hours plus conference; 3 credits

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

### **CBSE 7669T Assessment of Diverse Gifted and Talented Students**

30 hours plus conference; 3 credits

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

### **CBSE 7670T Curriculum Design for Diverse Gifted and Talented Students**

30 hours plus conference; 3 credits

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

### **CBSE 7671X Children and Youth with Special Needs**

45 hours; 3 credits

Characteristics of diverse student populations with a focus on English language learners and students with special needs, including the gifted. Clinical practice in the classroom environment regarding assessment, curriculum, management, integrations and positive supports, and interventions for English language learners and students with special needs, including the gifted in general education settings. Review of regulatory compliance. Focus on collaboration with other professionals including co-teaching, consultative and itinerant models. Engagement of family members in collaborative efforts. Clinical experiences (20 hours) in special education and/or inclusive classrooms required.

**CBSE 7672T Teaching in Least Restrictive Environments**

30 hours plus conference; 3 credits

Strategies to integrate and support students with special needs in least restrictive environments. System and organizational change theories and strategies for developing models of inclusive education. Focus on curriculum and collaborative processes with other professionals including co-teaching, consultative, and itinerant models. Engagement of family members in collaborative efforts. Students will implement a consultative/collaborative project. Field experiences in a variety of school and community settings.

**CBSE 7674T Students with Special Needs**

30 hours plus conference; 3 credits

Investigation of the developmental nature, causes, and characteristics of young children and students with special needs including giftedness. Implications for classroom teachers and other professionals in areas of interpersonal interactions, interagency collaboration, and instruction. Focus on historical, social and legal foundations of special education and the politics of special education. Theories of learning and development. Influence of gender, class, language, sexuality and race/ethnicity on the construction of disability, as interpreted within and across cultures. Field experiences in schools and a variety of community settings.

**CBSE 7675T The Family and Community of Students with Special Needs**

30 hours plus conference; 3 credits

Analysis of the issues for the family and the child with special needs within diverse family systems. Teacher-parent, parent-child, sibling-child relations, collaboration, and community resources for young children and school-aged students. Focus on life cycle from birth through adulthood. Emphasis on urban, linguistic, and cultural perspectives, resource access, and development of parent-community partnerships. Field experiences in school settings and a variety of community settings.

**CBSE 7676T Learning Environments for Students with Special Needs**

45 hours; 3 credits

Approaches to the design, management, and evaluation of optimal learning environments. Review of methods, including behavior management, crisis intervention, group process, positive social interaction skills, and peer mediation. Case studies in diverse settings as a basis for analysis, discussion, and interpretation of behavior within and across cultures. Development of a reflective approach to teaching and problem solving.

**CBSE 7677T Curriculum Modifications for Teaching Students with Special Needs**

45 hours; 3 credits

Adaptation of general education curriculum for teaching students across the range of special needs, including giftedness and English language learners. Principles, rationale, and research-validated methods of instructing and assessing special populations in a variety of settings. Inquiry processes across all content areas and life skills, including literacy, mathematics, social science, and the expressive arts. Focus on the New York State Learning Standards and educational experiences of children and youth from diverse cultural and linguistic backgrounds. Field experiences in schools and a variety of community settings. This course is the same as SPEC 7320X.

**CBSE 7678T Educational Assessment of Young Children and Students with Special Needs**

45 hours seminar plus conference; 3 credits

Critical review and use of formal and informal strategies for the assessment and evaluation of the cognitive, behavioral, social, and affective characteristics of young children and school-aged students with special needs including giftedness. Attention will be given to understanding cultural, linguistic, and societal factors involved in identification, placement and the academic and behavioral performance of students. Focus on curriculum-based assessment and collaboration with other professionals and parents. Field experiences in a variety of school and community settings.

**CBSE 7679T Teaching Literacy to Students in Inclusive Classrooms**

30 hours lecture, 30 hours field experience; 3 credits

Methods of teaching literacy to students in general and special education classrooms, including those who are English language learners. Literacy strategies and programs for reading and related communication skills, and use of literature in settings for students with diverse learning needs. Field experiences. Role of the family, community and culture in literacy development. Focus on instructional technology, current research validated strategies, and New York State Learning Standards.

**CBSE 7680T Research Methods in Special Education**

45 hours seminar, plus conference; 3 credits

Concepts in educational research and the critical analysis of research pertinent to teaching the student with special needs. Development of research skills and the role of teacher as researcher culminating in the formulation of individual research projects related to teaching students with special needs.

**CBSE 7681T Seminar and Student Teaching: Students with Special Needs**

150 hours; 3 credits

Supervised instruction in teaching young children and school-aged children with special needs. Supervision provided by college faculty in the student's work setting. Discussion with school-based supervisors. Projects related to school and supervisory experiences; a minimum of four supervisory sessions per semester. This course is the same as SPEC 7394X.

**CBSE 7682T Seminar in Teaching Students Experiencing Emotional Conflict**

30 hours plus conference; 3 credits

Analysis of theory and research-validated practices related to the teaching of students experiencing emotional conflict. Discussion of daily classroom and instructional management and implementation of instructional strategies, including literacy across the curriculum with an emphasis on verbal and visual literacies. Exploration of teacher/student interactions and teacher reflective practice.

**CBSE 7683T Atypical Development in Infants, Toddlers, and Young Children**

30 hours plus conference; 3 credits

Developmental processes, early identification and intervention, appropriate curriculum in home, child care, preschool, and early childhood settings. Implications for teacher-parent relations, and development of enriched and nurturing environments for infants, toddlers, and young children with atypical development. Focus on family, interagency, and professional collaboration across cultural, linguistic, and ethnic contexts. Field experiences.

**CBSE 7684T Adolescence and Emotional Conflict**

45 hours; 3 credits

Characteristics, needs, intervention techniques, and curricula. Educational settings, structure of middle school and high school programs for the adolescent experiencing emotional conflict, including the expressive arts and instruction to meet New York State Learning Standards. Preparation for life skills and transition planning.

**CBSE 7685T 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 Speech 7317X [717X].

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

**CBSE 7686T 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 Speech 7319X.)

Prerequisite: Speech 7317X or Childhood and Special Education 7685T.

**CBSE 7688T Seminar in Special Education: Students with Learning Disabilities**

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)

Corequisite: Childhood and Special Education 7214T or 7542T, or employment as a teacher in a public or approved private school.

**CBSE 7689T Seminar in Special Education: Students Experiencing Emotional Conflict**

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)

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

**CBSE 7690T Seminar in Special Education: Developmental Disabilities**

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)

Corequisite: Childhood and Special Education 7214T or 7542T, or employment as a teacher in a public or approved private school.

**CBSE 7691T Seminar in Special Education: Classroom Organization and Management**

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)

Corequisite: Childhood and Special Education 7214T or 7542T, or employment as a teacher in a public or approved private school.

**CBSE 7692T Seminar in Special Education: Literacy and Communication**

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study.

**CBSE 7693T Seminar in Special Education: Mathematics and Students with Special Needs**

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)

Corequisite: Childhood and Special Education 7214T or 7542T, or employment as a teacher in a public or approved private school.

**CBSE 7694T Seminar in Special Education: Learning Process and the Arts**

45 hours; 3 credits

Seminar concerning problems and issues in the organization of subject matter, techniques of instruction, classroom management, pupil adjustment, school-community relations. Attention is given to the particular needs and interests of students, with provision for individual and group study. (Not applicable to master's programs for teachers of the emotionally handicapped, mentally retarded, learning disabled.)

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

**CBSE 7695T Inclusive Teaching Practicum**

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

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

**CBSE 7696T Inclusive Teaching Practicum**

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

**CBSE 7697T Inclusive Teaching Practicum**

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

Prerequisite: 7696T [764.7T]

**CBSE 7698T Inclusive Teaching Practicum**

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

Prerequisite: 7697T [764.8T]

**CBSE 7699T Student Teaching Practicum, Education of Middle Childhood and Adolescent Students with Special Needs**

15 hours seminar, at least 150 hours or 20 days of supervised student teaching/practicum; 3 credits  
Supervised field work in all aspects of middle childhood and high school curriculum. Emphasis on the development of an interdisciplinary approach to teaching middle and high school aged students from diverse backgrounds, students with special needs, and students who are English language learners. Integration of instructional technology, interdisciplinary curriculum and topics aligned with New York State standards.

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

30 hours seminar, 60 hours laboratory and directed independent activity; 4 credits  
Consideration of specific aspects of human behavior in a variety of work or community settings. Observation and discussion of behavior. Preparation of materials.

**CBSE 7821T Sources of Information**

45 hours; 3 credits  
Introduction to theories of information, appraisal, and diagnosis and to appraisal and measurement techniques. Role and function of guidance counseling. Introduction to group dynamics. Theoretical basis for strategies of planned intervention.

**CBSE 7822T Cases in Planned Intervention**

30 hours lecture, 30 hours laboratory; 3 credits  
Selected cases. Helping students formulate and follow through on planned intervention strategies. Students are encouraged to analyze their work situations in terms of strengths and weaknesses and to develop strategies for improving the total program as well as their own functioning.

**CBSE 7885T Advanced Human Development I**

30 hours lecture, 60 hours laboratory and directed independent

activity; 4 credits

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

**CBSE 7886T Advanced Human Development II**

30 hours lecture, 60 hours laboratory and directed independent activity; 4 credits  
Relation of theories of development to the function of the counselor on the job. Effect of institutions on individual development. Relationship of theories of career development and decision making to general theories of human development.

**CBSE 7908X Cognitive and Intellectual Development**

45 hours; 3 credits  
Critical exposition, in light of recent research, of developments in the fields of cognitive and intellectual development. Examination of the psychological bases for such representative educational issues as readiness, grouping, learning to learn, curriculum structure, transfer and concept learning.

**The following inactive course(s) will only be offered if there is sufficient demand:**

- CBSE 6005T Issues and Strategies in Education
- CBSE 7020T Prevention, Diagnosis, and Remedial Treatment of Disabilities in the Language Arts
- CBSE 7025T Recent Research and Innovation in School Practice for Supervisors of Student Teachers
- CBSE 7036X Project Seminar in Computer Education
- CBSE 7117T Theories and Practices in the Study of the Young Child's Progress
- CBSE 7208T The Teaching of English to Language-Handicapped Children in Primary School
- CBSE 7209T The Teaching of English to Language-Handicapped Children in Upper Elementary and Early Secondary Grades
- CBSE 7210T Human Relations Problems and Practices in Childhood Education
- CBSE 7536T Seminar I in Pedagogy and Curriculum:Health and Nutrition Sciences
- CBSE 7650T Teacher Function and Analysis of Teacher/Learner Behavioral Interactions
- CBSE 7673T 7673X Psychological and Sociological Problems of Adolescence
- CBSE 7894T Community Resources in Guidance

## Education, Early Childhood and Art Education

Department office: 2309 James Hall  
Phone: 718.951.5205

### Full-time Faculty

Associate Professors: DeBey, Jiesamfoek, Louis, Shannon  
Assistant Professors: Ferholt, Lauterbach, Li, McFadden, O'Neill, Song  
Instructors: Alexander-Morales, Pace-Miles

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

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

Fundamental to the program's philosophy is a commitment to providing and advocating for linguistic and cultural developmentally effective practices, the arts and children's play as central to quality education for all young children, and the inclusion of children with special needs and English language learners. Based on the continual expansion of knowledge, our curriculum is vibrant and addresses emerging issues in the field. This includes bridging students' fieldwork and clinical experiences with current theories and research in child development, infant mental health, and early childhood education. Our coursework integrates the latest research in infancy, neuropsychology, social and emotional development, parenting and families, curriculum design, authentic assessment, emergent bilingual language development, number development, science inquiry, and technology. Students are encouraged to push the boundaries of what is known about child development and early childhood education, as witnessed in our partnership with Lincoln Center Education, in which Brooklyn College students explore the relationship between imaginative learning and early childhood educational practices. We also prepare our students to teach in high-need communities through strong relationships with neighborhood early childhood programs and schools and our partnership with JumpStart, a non-profit organization that recruits and trains college students' to provide a rich literacy-based curriculum to preschool children and their parents in low-income neighborhoods. Faculty and students are currently involved in international partnerships and research in Sweden and China.

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

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

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.

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Option (A): 30 credits  
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The following program applies to students who hold a New York State Initial Certificate in Early Childhood Education (birth through grade 2) or its equivalent. This program leads to a New York State Professional Certificate in Early Childhood Education (birth through grade 2).

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

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

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

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

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.

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 Degree requirements
 

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Students must complete 30 credits in the following courses.

Early Childhood and Art Education 7101T; 7102T; 7107T; 7678T; 7103T; 7110T; and four courses from the following: Early Childhood and Art Education 7013T or 7100T or 7104T or 7113T or 7111T or 7115T or 7116T or 7108T or 7105T or 7106T or 7114T or 7109T or 7359T or 7360T or 7361T or 7530T or 7652T or 7663T or 7667T or 7668T or 7669T or 7670T or 7675 or 7683T or 7820T or 7885T or 7886T or 6002T or Puerto Rican and Latino Studies 7145X.

During the first semester, students must file a program of study approved by the Graduate Early Childhood Education program coordinator. All courses in the early childhood degree sequence require departmental permission for registration.

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

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 Option (B): 33 credits
 

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

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 Matriculation requirements
 

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

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

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

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

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

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

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 Degree requirements
 

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Students must complete 33 credits in the following courses.

Early Childhood and Art Education 7101T; 7102T; 7100T; 7104T; 7111T or 7115T; 7116T or 7108T or 7105T or 7106T or 7107T or 7652T; 7109T; 7120T; 7103T; 7110T.

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

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 Option C: 45 credits
 

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

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 Matriculation requirements
 

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

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



minimum score of 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, before being considered for admission.

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

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

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

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#### Degree requirements

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Students must complete 45 credits in the following courses.

Early Childhood and Art Education 7675T; 7101T; 7102T; 7103T; 7104T; 7105T or 7106T or 7652T; 7107T; 7108T; 7109T; 7110T; 7111T; 7115T; 7116T; 7120T.

Note: To be recommended to New York State for certification, students must pass the required NYS teacher certification exams: CST-multi-subject exam, the Academic Literacy Skills Test (ALST), the Educating All Students test (EAS) and the Teacher Performance Assessment (EdTPA), a teaching performance exam completed during student teaching. A student must complete student teaching with a B or higher; students who receive a grade lower than a B must apply to the ECAE chairperson for permission to reregister to repeat student teaching. Students will be allowed to repeat an ECAE course (including student-teaching) only once.

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

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The New York State Education Department Extension in Bilingual Education may be added to base of an early childhood teaching certificate by meeting New York State Education Department criteria for the Bilingual Extension. New York State requirements for the Early Childhood Bilingual Extension includes the following coursework: Early Childhood and Art Education 7100T, 7116T, 7359T, and 7361T; and 7360T or Puerto Rican and Latino Studies 7145X. Permission from the Graduate Early Childhood Education program coordinator is required.

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#### Nonmatriculated students

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

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

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

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

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The New York State Education Department Extension in Students with Disabilities may be added to the base of an early childhood teaching certificate by meeting New York State Education Department requirements that include 15 credits of coursework: Early Childhood and Art Education 7101T, 7102T, 7104T, 7113T, and 7678T. Permission from the Graduate Early Childhood Education program coordinator is required.

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

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### **M.A. degree program in education: art teacher (all grades) HEGIS code 0831; SED program code 26751**

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

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

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#### Matriculation requirements

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

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

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

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

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

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

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

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

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

Applicants must consult matriculation requirements for the program in art education in the School of Education section of the Bulletin, and should see the program coordinator for art education for counseling.

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

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#### Degree requirements

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30-46 credits are required for the degree.

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

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

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

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

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

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

Students pursuing Initial Certification in teaching art must take Secondary Education 7503X, Teaching Writing Across the Curriculum; Childhood and Special Education 7671X, Children and Youth with Special Needs, or Secondary Education 7671X, Children and Youth with Special Needs, or Early Childhood and Art Education 7104T, Environments for Infants, Toddlers and Young Children with Special Developmental and Learning Needs, or Early Childhood and Art Education 7652T, Teaching Young Children with Special Needs through the Arts in Group III.

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

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

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

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

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**Advanced certificate in art education**  
**HEGIS code 0831; SED program code 36856**

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The Advanced Certificate in Art Education (25-credits) is a non-degree path leading to a teaching certificate for students who already hold a Master's degree in art or an appropriate discipline, or an MFA. The curriculum consists of education courses, field experiences, to accommodate students who have family and/or professional responsibilities. Most students complete the program in two years; however, individuals are free to set their own pace for progressing through the program.

This program is open to both Masters and MFA students.

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

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

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Program Requirements:

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

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

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

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

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

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

ECAE 7542T Art Education Student Teaching Practicum I, 2 credits

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

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

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

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**Advanced certificate in early intervention and parenting**  
**HEGIS code 0823.00; SED program code 36844**

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

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

parent-child relationship, support children's development, and help prevent long-term developmental delays.

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

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 Matriculation requirements:  
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Entrance requirements for acceptance include an earned baccalaureate degree with a grade point average of at least 3.0 in the undergraduate major, and a minimum overall grade point average of 3.0. Applicants must have completed an undergraduate or graduate degree in early childhood special education, occupational therapy or related field. Applicants must present coursework or equivalent work experience in knowledge of child development and foundations in special education. Additional courses may be required prior to admission to remedy any deficiency in a prospective student's ability to meet matriculation requirements.

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

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

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

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

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

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

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

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

## Courses

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

15 hours; 1 credit

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

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

30 hours plus independent work; 3 credits

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

### **ECAE 7013T Developmental and Temperamental Challenges in Young Children**

45 hours; 3 credits

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

typical case materials. Early childhood teacher's role in understanding and dealing with young children with difficult temperaments and behavior or developmental challenges.

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

30 hours lecture, 30 hours laboratory; 3 credits

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

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

45 hours; 3 credits

Analysis of case studies, research, classroom interactions, and environments as related to early childhood teacher practice with culturally and linguistically diverse young children, including children with special needs. The development of an integrated curriculum (math,

science, literacy, social studies and the use of technology) emphasizing enduring understandings and standards within developmentally appropriate practices context. Selected current issues in classroom organization and design for early childhood, early childhood dual language and early childhood special education classrooms. Development of a reflective approach to teaching; individualized instruction, organizing for effective support, and guidance of learning.

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

30 hours plus conference; 3 credits

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

**ECAE 7102T Foundations of Early Childhood, Early Childhood Bilingual and Early Childhood Special Education**

45 hours; 3 credits

Interdisciplinary analysis of the foundations of early childhood education, multicultural and bilingual education, and special education; impact of political, economic, social, cultural, and technological changes in the fields of early childhood education, including bilingual and special education. We will examine changing views in curricular, pedagogic, and policy implications for teaching linguistically and culturally diverse young children with and without special needs, including children with autism; comparative studies of early childhood education in a global context, with special emphasis on urban settings, integrated co-teaching and collaboration with peers, families and communities.

**ECAE 7103T Introduction to Research in Early Childhood Education**

45 hours plus conference; 3 credits

Principles and methods and problems in the development of formal and informal research in early childhood education with emphasis on research in classroom settings. Development of observation and recording methodologies emphasizing the role of teacher as researcher. Scope and variety of educational research; principles and characteristics of qualitative and quantitative research; structure and organization of a research project. Review of research literature related to current themes and issues in education.

**ECAE 7104T Environments for Infants, Toddlers and Young Children with Special Developmental and Learning Needs**

3 hours recitation, 1 hour supervised field experience; 3 credits

An examination of developmental disabilities in young children, their identification and developmentally appropriate and effective remediation. Implications for adapting the environment, individualizing

programs and instruction in diverse early childhood settings, co-teaching and cooperative models and methods. Development of positive behavioral supports for all young children, including English language learners. Role of families and educators in creating learning environments at home and in educational settings.

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

**ECAE 7105T Imagination, the Arts, and Multidisciplinary Learning**

45 hours; 3 credits

Multidisciplinary curriculum through the creative arts. The creative process; experiential approach to the study of works of art in music, dance, theater, and the visual arts. Integrating the arts with other curriculum areas for all children, including English language learners and children with special needs. A global perspective that draws upon diverse cultures. Based on the collaborative work between the Lincoln Center Institute for the Arts in Education and the School of Education. Lincoln Center Institute for the Arts in Education practice and other approaches to aesthetic education and learning. Guest teachers/artists.

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

**ECAE 7106T Visual Arts in Early Childhood Education**

30 hours plus conference; 3 credits

Pedagogical approaches to integrating the visual arts in early childhood curriculum. Analysis and application of theory and research to the teaching of the visual arts for all young children, birth through grade two, including culturally and linguistically diverse children, as well as children with special needs. Philosophies and goals of visual arts education, particularly as they apply to diverse, urban communities. Artistic development in early childhood within varied social, cultural, and environmental contexts. Role of materials and experience as they apply to artistic learning in young children. Work with a variety of artistic forms and media, field trips.

Prerequisite: Early Childhood and Art Education 7100T or 7102T.

**ECAE 7107T Play in Cross-cultural Contexts**

30 hours plus conference; 3 credits

Theories and research findings on young children's play in culturally and linguistically diverse early childhood, family, and community settings. Implications of play for the intellectual, social, emotional, and physical development of all children, including children with special needs, from infancy through the early childhood years. Play in the early childhood curriculum; role of the teacher in facilitating children's play.

**ECAE 7108T Mathematics in Early Childhood**

30 hours, 30 hours supervised field experience; 3 credits

Study of early childhood curriculum and instruction in mathematics for all young children, including English language learners and children with special needs. Topics include mathematical content; development of cognitive processes; selection and use of instructional resources; interdisciplinary and thematic teaching; family involvement; assessment options and the appropriate use of technological tools. Students who possess a New York State Initial Certificate in Early Childhood Education or its equivalent may complete the field experience in their own early childhood classrooms; students who do not possess a New York State Initial Certificate in Early Childhood Education or its equivalent will complete the field experience under the direct supervision of a certified teacher.

Early Childhood and Art Education 7101T or 7102T.

### **ECAE 7109T Scientific Inquiry in Early Childhood Education**

30 hours, 30 hours supervised field experience; 3 credits  
Approaches to nurturing curiosity in children, from infancy through the early childhood years. Development of educational environments to promote scientific curiosity and playful exploration in young children, including English language learners and children with special needs. Integration of science in the early childhood curriculum; exploration of natural environments; creative representation of science learning. Family involvement in science education; familiarity with technologies and community resources. Students who possess a New York State Initial Certificate in Early Childhood Education or its equivalent may complete the field experience in their own early childhood classrooms; students who do not possess a New York State Initial Certificate or its equivalent will complete the field experience under the direct supervision of a certified teacher.

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

### **ECAE 7110T Independent Project and Research Seminar**

45 hours plus conference; 3 credits  
A study of research methods, data analysis and the dissemination of results. Development and completion of an independent project related to an area of early childhood education. The submission of a bound copy of the study is required.

Prerequisite: Early Childhood and Art Education 7103T.

### **ECAE 7111T Language Learning and Development in Young Children**

45 hours; 3 credits  
The structure, acquisition, and development of language and oral and written communication in young children, including English language learners and children with special needs. Language and communication development within the context of children's development; role of family, community and culture. Study of linguistic structures, including phonological, syntactic and semantic development. Creating language- and text-rich environments for young children.

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

### **ECAE 7113T Curriculum Modifications for Infants, Toddlers, and Young Children with Special Needs**

45 hours; 3 credits  
Special programs, modification of curriculum across cognitive, social-emotional, language, and physical domains as well as across content areas. Teaching strategies and approaches designed to meet the individual and group needs of children and create an inclusive classroom community. Differentiated instruction for culturally and linguistically diverse young children with special needs including giftedness, and delays and disabilities across the developmental spectrum in early education settings. Focus on family, community, and interagency partnerships; appropriate use of technology, including assistive technology; multiple assessment strategies. Field experiences in a variety of schools and community settings.

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

### **ECAE 7114T Administration and Supervision of Early Childhood Education Programs**

45 hours; 3 credits  
Approaches to administration and supervision of early childhood settings for children birth through grade two, including children with special needs and children who are English language learners. Culturally and developmentally appropriate practice in programs for young children; curriculum development; program development and evaluation. Public policies and regulations; organizational theory;

development and supervision of personnel; management of facilities; finances. Informal and formal assessment of children; communication with and involvement of families and caregivers; community relations; interagency collaboration.

### **ECAE 7115T Literacy Curriculum in Early Childhood**

30 hours plus conference, 30 hours supervised field experience; 3 credits  
Theoretical and methodological approaches to fostering literacy in young children, including English language learners and children with special needs. Study of relationships between speaking, reading, and writing. Research on teaching literacy. Development of literacy through literature and the arts. Role of family, community, and culture in young children's literacy learning. Formal and informal assessment. Students who possess a New York State Initial Certificate in Early Childhood Education or its equivalent may complete the field experience in their own early childhood classrooms; students who do not possess a New York State Initial Certificate in Early Childhood Education or its equivalent will complete the field experience under the direct supervision of a certified teacher.

Prerequisite: Early Childhood and Art Education 7111T.

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

30 hours; 30 hours supervised field experience; 3 credits  
A study of teaching young children about the social world, including culture, language, and the role of the community. The use of social studies as a framework for an integrated curriculum including math, science and English Language Arts in single language, bi-lingual and dual language programs. Approaches to integrating parents and families into culturally and linguistically diverse early childhood educational environments. Study of social, educational, political and historical frameworks that affect early childhood education.

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

### **ECAE 7119T Workshop in Early Childhood Education**

45 hours; 3 credits  
Study of solution of problems concerning the organization of subject matter. Techniques of instruction, classroom management, pupil adjustment, school-community relationships. Attention is given to the particular needs and interests of students, with provision for individual and group study.

Corequisite: Early Childhood and Art Education 7121T or employment as a teacher in a public or approved private school.

### **ECAE 7120T Seminar and Comprehensive Student Teaching: Early Childhood Education**

4 hours recitation, weekly supervised teaching (at least 300 hours); 6 credits  
Student teaching in one or more of the following age levels: infants and toddlers, preschool, kindergarten, grades 1 and 2 as required to qualify for initial certification in early childhood education. Design of developmentally appropriate environments, curricula and pedagogy for young children birth-grade 2. Emphasis on learning needs of children in culturally and linguistically diverse urban settings. Reflection on practice. Development of professional portfolio and preparation for the Teacher Performance Assessment (EdTPA). Open only to students who have completed all program courses with a grade point average of 3.00 or higher. A student who received a grade lower than a B in student-teaching must apply to the ECAE chairperson for permission to reregister for student teaching.

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

**ECAE 7121T Seminar and Student Teaching Practicum I in Early Childhood Education**

15 hours seminar; at least 150 hours student teaching/semester; 3 credits

Advanced course in student teaching. Opportunity for extensive participation in teaching and school activities. Hours to be arranged. Students who hold an Initial Certificate in Childhood Education or in Special Subjects must complete at least 150 hours of student teaching in Education 7121T in order to qualify for the Professional Certificate in Early Childhood Education. Students who do not hold an Initial Certificate in Early Childhood Education or Childhood Education or in Special Subjects must complete at least 150 hours of student teaching in Education 7121T and an additional 150 hours of student teaching in Education 7122T in two of the following age groups: preschool, kindergarten, or grades one and two. All students must have experience with all three age groups through the combined field experience and student teaching practica.

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

**ECAE 7122T Seminar and Student Teaching Practicum II in Early Childhood Education**

15 hours seminar; at least 150 hours student teaching/semester; 3 credits

Pedagogy and curriculum development in early childhood settings, birth through grade 2. Integrated curriculum in early childhood settings, with a focus on culturally and linguistically diverse urban settings. Teachers as researchers; development of a reflective approach to teaching and assessing a diverse child population, including children with special needs and English language learners. Families and communities in early childhood education; interagency collaboration. Students who have completed 150 hours of student teaching in Education 7121T [764.1T] in preschool, kindergarten, or grades one and two, must complete the student teaching requirements for this course in a second age level.

Prerequisite: Early Childhood and Art Education 7121T and a cumulative graduate education academic index of 3.0 or higher.

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

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

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

**ECAE 7360T Introduction to Early Childhood Bilingual and Second Language Acquisition**

45 hours; 25 hours supervised field experience; 3 credits

This course examines characteristics and theories of bilingual and second language acquisition as well as the development of educational models and methods of bilingual, dual language and second language

within a multicultural and global context. It provides a review of research associated with the socio- and psycho-linguistic, cognitive and socio-cultural dimensions including the cultural, linguistic, and social contexts of young children learning more than one language. It guides students' exploration of developmentally appropriate practices in the context of changing views, methods of teaching, and public policy with linguistically and culturally diverse young children with and without special needs. Discussions also focus on quality inclusive early childhood dual language and bilingual programs and methods of family involvement.

**ECAE 7361T Methods and Research in Teaching English Language Arts to Young Bilingual and Dual Language Learners including Young Children with Special Needs**

45 hours, 25 hours supervised field experience; 3 credits

The development and implementation of integrated developmentally appropriate programs for dual language learners. Research based methods of teaching English language arts and the home language arts to English language learners including teaching those with special needs. Strategies for teaching language throughout all content areas and throughout all centers within the classroom, including family-involvement and team oriented approaches.

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

45 hours plus conference; 3 credits

Advanced concepts of educational research, including design of research proposals and data collection. Application of techniques of research using mixed methods to study language acquisition and early literacy. Consultation and application in appropriate early childhood field settings. Design and implementation of an original research project.

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

45 hours plus conference; 3 credits

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

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

30 hours, 30 hours supervised field; 3 credits

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

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

45 hours lecture; 3 credits

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

delays.

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

45 hours; 3 credits

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

### **ECAE 7506X Projects in Creative Art for the Classroom**

45 hours lecture plus conference; 20 hours field experience; 3 credits  
Initiation and development of projects in creative art in consultation with the instructor. Presentation of an evolving portfolio to both art and education faculty for evaluation. Must satisfy standards of originality and execution consistent with achievement of the advanced degree, and demonstrate and document how personal artistic knowledge translates into classroom practice. (This course is the same as Art 7250T [781T])

Prerequisite: Matriculation for the M.A. in teaching art.

### **ECAE 7507T Critical Issues in Education--Social Values and Individual Needs: Art**

45 lecture hours, plus conference; 3 credits

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

### **ECAE 7520T Seminar II in Pedagogy and Curriculum**

45 hours, 3 credits

Advanced theories and methods of teaching art at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in art; teaching art to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the art curriculum in urban classrooms. Students enroll in workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education.

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

Corequisite: ECAE 7543T.

### **ECAE 7526T Seminar in Educational Research: Art**

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the disciplines; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching art. Formulation, development, and realization of an original research project relevant to teaching and learning art.

Prerequisite: ECAE 7506X, 7533T, and 7507T.

### **ECAE 7530T Diverse Classrooms in a Visual Culture**

45 hours plus 20 hours of field experience; 3 credits

Critical examination of the needs of contemporary students in a society dominated by visual images. Pedagogical strategies for analyzing visual messages in terms of diversity, plurality, and the impact of visual culture on curriculum and teaching. Discussion of the impact of images and artifacts from a variety of visual traditions on classroom interactions, personal identity formation, and learning.

Prerequisite: matriculation in the M.A. degree program, Art Teacher.

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

45 hours seminar, plus conference; 20 hours field experience; 3 credits  
Expansion of the student's knowledge and skills in art to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the discipline and implications for teaching.

Prerequisite: ECAE 7506T.

### **ECAE 7538T Seminar I in Pedagogy and Curriculum**

45 hours seminar, 3 credits

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

Prerequisite: ECAE 7506T and 7533T.

Corequisite: ECAE 7542T.

### **ECAE 7542T Art Education: Student Teaching Practicum I**

150 hours or twenty days of weekly supervised student teaching; 30 hours field observation; 2 credits

Course in student practice teaching. Opportunity for extensive and intensive participation in teaching and school activities. Hours to be arranged. Observing, developing, and studying curriculum in light of teaching experiences and observations.

Prerequisite: ECAE 7506X, 7533T, and 7507T.

Corequisite: ECAE 7538T.

### **ECAE 7543T Art Education: Student Teaching Practicum II**

150 hours or 20 days of weekly supervised teaching, 30 hours of field experience; 2 credits

Advanced course in student practice teaching. Opportunity for more extensive and intensive participation in teaching and school activities. Hours to be arranged. Daily supervised student teaching in grades and subject areas appropriate for New York State certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations.

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

Corequisite: ECAE 7520T.



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

30 hours lecture, 30 hours laboratory; 3 credits

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

**ECAE 7652T Teaching Young Children, including Children with Special Needs and English Language Learners through the Arts**

30 hours lecture, 30 hours laboratory; 3 credits

Development of competencies needed to teach young children, including children with special needs and English language learners with an emphasis on integrating the visual and performing arts; formal and informal assessment, goal setting, and integration of theories of learning, the expressive arts, improvisation and research validated practice into curriculum across a variety of content areas. We will examine philosophies and methods for integrating the storytelling, theater improvisation, puppetry, creative drama and the visual arts within early childhood settings, with emphasis on their use to support children with special needs and English language learners. Field experience in inclusive early childhood settings. Focus on reflective practice and on the development of nurturing and stimulating learning environments inclusive of children with special needs.

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

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

30 hours lecture plus conference; 3 credits

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

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

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

45 hours; 3 credits

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

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

30 hours plus conference; 3 credits

Investigation of the developmental nature, causes, and characteristics of diverse gifted and talented young children. Implications for classroom teachers and other professionals in areas of interpersonal interactions, collaboration, and instruction. Focus on historical, social, and legal foundations of gifted education. Theories of learning and development.

Influence of gender, class, language, race/ethnicity, disabilities, and sexuality on the construction of giftedness, as interpreted within and across cultures. 10 hours of field experience in a variety of schools and classroom settings.

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

30 hours plus conference; 3 credits

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

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

30 hours plus conference; 3 credits

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

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

30 hours plus conference; 3 credits

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

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

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

45 hours seminar plus conference; 3 credits

Formal and informal developmental and educational assessment tools for children birth through second grade with special needs and English language learners will be reviewed, including screening tools, standardized tests, and curriculum-based assessments. Attention will be given to understanding cultural, linguistic and societal factors in identification of young children with special needs and adapting assessment procedures; uses and limitations of assessment tools; collaboration with related service professionals and parents; initial training in one screening and one assessment tool, which includes

administration, interpretation, and recommendations for developmental and educational goals. Field experiences in a variety of settings including hospitals, home and center based early intervention programs, early childhood centers and inclusive early childhood special education classrooms.

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

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

30 hours plus conference; 3 credits

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

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

30 hours plus conference; 3 credits

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

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

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

45 hours; 3 credits

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

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

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

Supervised student teaching in an inclusive early childhood setting.

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

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

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

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

30 hours lecture plus conference; 3 credits

Theories of social and emotional development from birth through kindergarten. Introduction to developmental, psychoanalytic, and social psychological theories. The role of relationships in development and effects of socialization experiences and culture. Observations of infants, toddlers, young children and parent-child interactions. Requires 60 hours of field experiences in a variety of settings including hospitals, home- and center-based early intervention programs, early childhood centers, and inclusive early childhood special education classrooms, which are done in consultation with the instructor.

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

30 hours lecture plus conference; 3 credits

Theories of social and emotional development from birth through kindergarten. Moving from theory to practice: Relation of theories of development to the function and assessment of the parent-child relationship. Emphasis is placed on sensitive listening, providing emotional support, and developmental guidance to child and parents. Requires 120 hours of field experiences in a variety of settings including hospitals, home- and center-based early intervention programs, early childhood centers, and inclusive early childhood special education classrooms, which are done in consultation with the instructor.

**ECAE 7908X Cognition and Information Processing**

45 hours; 3 credits

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

**The following inactive course(s) will only be offered if there is sufficient demand:**

ECAE 7024X Soviet Education

ECAE 7117T Theories and Practices in the Study of the Young Child's Progress

ECAE 7208T The Teaching of English to Language-Hanicapped Children in the Primary School

## Education, School Psychology/Counseling and Leadership

Department office: 1107 James Hall  
Phone: 718.951.5876

### Full-time Faculty

Professors: Bloomfield, Brumberg, Bursztyn, Korn-Bursztyn, McCabe, Rubinson  
Associate Professors: Forbes, Scharron-Del Rio  
Assistant Professors: Dragowski, Edwards, Elizalde-Utnick, Golubtchik, Hannon

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

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The school psychologist graduate program consists of a rigorous 60-credit curriculum in theory, research, and evidence-based practice.

With a strong background in measurement, psychological theory, and data-based decision making as well as knowledge of effective instructional techniques and psychological interventions, candidates in collaboration with families and school staff are prepared to provide a range of services that positively influence the educational achievement and mental health of all youth.

The program strives to meet our urban community's need for highly competent, self-reflective, and compassionate school psychologists. The program is committed to improving the educational experiences of all children in our richly diverse schools and to addressing their mental health needs.

The school psychologist graduate program is registered with the New York State Department of Education, and has full approval from the National Association of School Psychologists (NASP). Our students often collaborate with faculty, and have opportunities to build a substantial research portfolio, including publications in nationally-recognized journals in school psychology and presentations at state and national conferences. Our graduates are employed as school psychologists around the country, working in schools, hospitals, academia, and in private practice. Some graduates go on to complete doctorates.

Applicants are admitted to this program only in the fall; applications must be filed by February 1.

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#### Matriculation requirements

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Applicants must obtain and file a separate online program application in addition to the regular college application.

Applicants must offer at least 9 credits in experimental or research methods in psychology, statistics in psychology, and educational psychology or developmental psychology.

Applicants must present 3 credits in an education course in reading or literacy.

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.

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#### Degree requirements

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Thirty-three credits are required for the degree.

Students must complete 33 credits selected from the following courses: SPCL 7931T, 7932T, 7903T, 7922T, 7911X, 7900X, 7923X, 7901X, 7910X, 7912X, 7913X, 7920X, 7921X, 7906X, 7907X, 7915X.

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

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

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**M.S. in Education degree program: educational leadership: school building leader; school district leader**  
**HEGIS code 0828.00; 0827.00; SED program code 31971; 31972**

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

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Matriculation Requirements  
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Applicants must obtain and file a program application form in the Graduate Admissions Office in addition to the regular college admission form.

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

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

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Degree requirements  
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A minimum of 36 credits is required for the Master's degree. The credits must be completed within three years after admission to the program. Students are required to complete a capstone fieldwork portfolio project under advisement of a faculty member.

Students must complete 36 credits in the following courses: SPCL 7751X, 7752X, 7753X, 7762X, 7763X, 7764X, 7754T, 7755T, 7756T, 7757T, 7758T, and 7759T.

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**M.S. in Education degree program: school counseling**  
**HEGIS code 0826.01; SED program code 01846**

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The school counseling program prepares prospective school counselors to work with ethnically and racially diverse populations in New York City public and private schools. Working from a holistic approach, candidates are encouraged to develop the necessary skills for engaging all members of the educational community-parents, administrators, teachers, students, and community organizations-in the process of making schools more responsive, equitable, and caring environments that foster life-long learning and growth. Internships and supervised field experiences are an integral part of our course of study.

The program includes two levels of study: the master of science in education provides graduates with New York State initial certification as school counselors; the advanced certificate in school counseling qualifies candidates with New York State professional certification. A 12-credit specialization in bilingual school counseling is also offered.

Graduates of our program are sought after by public and private schools where they counsel students from kindergarten through twelfth grade.

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Matriculation requirements  
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Applicants must obtain and file the College admission form, including the supplemental School of Education admission form. Applicants must also submit letters of recommendation from individuals familiar with applicants' professional and academic experience. The program invites selected applicants to participate in a group interview and to complete an on-site writing sample.

In addition to the above requirements, applicants for the bilingual specialization in school counseling are interviewed in the language presented for competency.

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.

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Degree requirements  
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Forty-eight credits are required for the degree. Sixty credits are required for the degree with a specialization in bilingual school counseling.

Students must complete 48 credits in the following courses: SPCL 7801X, 7800X, 7806T, 7802T, 7804X, 7803T, 7810T, 7807T, 7808T, 7809T, 7922T, 7811T, 7813X, 7812T, 7814T, 7815T.

Full-time students take four courses each semester, and part-time students take two-to-three courses each semester.

After a student completes approximately 12 credits, the faculty members review the student's progress and potential and recommend continuation or withdrawal. This evaluation is based on criteria described in the "Program Statement of Expectations" made available to students when they enter the program.

SPCL 7813, Counseling Leadership in Urban Schools, a course offered for full and part time students in their final year, will be the capstone course in the program. Students will be expected to develop a portfolio as a culminating project that will be part of the course requirement in SPCL 7813.

The bilingual specialization is a 15-credit sequence, consisting of the following courses: SPCL 7922T, CBSE 7350T, SPCL 7823T, SPCL 7817T and either CBSE 7671X/SEED 7671X or CBSE 7672T. The sequence of the courses will be determined in consultation with the coordinator of the specialization in bilingual school counseling.

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Additional requirements for students in the bilingual specialization:  
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- a. all internships in the program must be done in a bilingual setting under the supervision of a bilingual school counselor (who possesses the bilingual extension).
- b. passing score on the Bilingual Education Assessment (BEA).

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### **Advanced certificate program in play therapy** **HEGIS code 0826.02; SED program code 36488**

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

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

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

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

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

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

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Degree requirements (16 credits)  
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Sixteen credits of coursework completed with a grade point average of B or better are required for the advanced certificate.

Students must complete all of the following courses:

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

SPCL 7947: Play Therapy Methods and Approaches

SPCL 7948: Play Therapy Applications for Special Populations

SPCL 7949: Advanced Seminar in Play Therapy Practice and Supervision

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### **Advanced certificate program in school counseling** **HEGIS code 0826.01; SED program code 01890**

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The school counseling program prepares prospective school counselors to work with ethnically and racially diverse populations in New York City public and private schools. Working from a holistic approach, candidates are encouraged to develop the necessary skills for engaging all members of

the educational community-parents, administrators, teachers, students, and community organizations-in the process of making schools more responsive, equitable, and caring environments that foster life-long learning and growth. Internships and supervised field experiences are an integral part of our course of study.

The program includes two levels of study: the master of science in education provides graduates with New York State initial certification as school counselors; the advanced certificate in school counseling qualifies candidates with New York State professional certification. A 12-credit specialization in bilingual school counseling is also offered.

Graduates of our program are sought after by public and private schools where they counsel students from kindergarten through twelfth grade.

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Matriculation requirements

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Applicants must obtain and file the College admission form, including the supplemental School of Education admission form. Applicants must also submit letters of recommendation from individuals familiar with applicants' professional and academic experience. The program invites selected applicants to participate in a group interview and to complete an on-site writing sample.

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Advanced certificate requirements

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Twelve credits beyond the master's degree are required for the advanced certificate.

Students must complete the following courses: SPCL 7816T, 7817T, 7818T, and 7819T.

A student whose master's degree represents fewer than 48 credits or whose master's degree lacks adequate internship or fieldwork preparation may be required to take SPCL 7807T and 7811T in order to be matriculated into the advanced certificate program.

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**Advanced certificate program: school psychologist**  
**HEGIS code 0826.02; SED program code 79597**

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Applicants are admitted to this program only in the fall; applications must be filed by February 1.

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Matriculation requirements

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

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Advanced certificate requirements

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Twenty-seven credits (beyond the master's degree) are required for the advanced certificate; 30 credits including SPCL.7914X are required for the advanced certificate with a specialization in bilingual school psychology.

Students must complete 27 credits selected from the following courses: SPCL 7904T, 7905X, 7931T, 7932T, 7923X, 7907X, 7933X, 7934X, 7912X, 7913X, 7920X, and 7921X.

Students in the bilingual specialization must also complete SPCL 7914X.

During the first term, students must file a program of study approved by the program coordinator.

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

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

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

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Applicants are admitted to this program only in the fall; applications must be filed by March 1.

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Matriculation requirements

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Applicants must present an M.S. in Education degree for school psychologist (or the appropriate equivalent) as well as the requirements described above under the M.S. in Education degree for school psychologist. The matriculation process for the bilingual school psychologist specialization will include an interview in the language presented for competency.

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### Advanced certificate requirements

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Twenty-seven credits (beyond the master's degree) are required for the advanced certificate; 30 credits are required for the advanced certificate with a specialization in bilingual school psychology.

Students must complete the following courses: SPCL 7903T, 7930X, 7933X, 7934X, 7942X, 7913X, and 7920X.

Students in the bilingual specialization must also complete SPCL 7922T and 7914X. They must pass the Bilingual Education Assessment (BEA) prior to enrolling in SPCL 7914X. In addition, they must complete a minimum of 600 internship hours in a bilingual setting under the supervision of a bilingual school psychologist (who possesses the bilingual extension).

During the first term, students must file a program of study approved by the program coordinator.

Students must continuously maintain and graduate with a cumulative grade point average of at least 3.00 (B). A student who acquires more than 9 credits below B- cannot be awarded an advanced certificate in this program.

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

## Courses

### **SPCL 7750T Internship Seminar in Educational Administration**

30 hours seminar plus conference; 3 credits

Weekly seminar to analyze practical problems related to the student's concurrent internship.

Prerequisite: SPCL 7752X [771X], 7753X [772.3X], 7760X [775.1X], 7761X [775.2X]; matriculation in the educational administration and supervision program and permission of the program head.  
Corequisite: SPCL 7769T [778.1T].

### **SPCL 7751X School-Community Relations**

30 hours plus conference; 3 credits

Role of the educational leader in fostering effective and responsive relations between school and community. Practical problems are drawn from the field for analysis and study. This course satisfies the requirement for the human relations course that all New York City teachers must take and is approved as such by the New York City Board of Education.

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

### **SPCL 7752X Supervision of Instruction**

30 hours plus conference; 3 credits

Theory and practice of supervision as an aspect of administration.

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

### **SPCL 7753X School Instruction and Curriculum Development, Innovation, and Evaluation**

30 hours plus conference; 3 credits

Principles underlying present instructional and curriculum practice and ways of changing instruction and the curriculum. Design and evaluation of instructional and curriculum research.

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

### **SPCL 7754T Colloquium in Educational Leadership**

15 hours lecture, 75 hours field work plus conference; 3 credits

Selected aspects of educational leadership through lectures, readings, case analyses, and directed on-site assignments. Students devote 75

hours to supervised field work during the term. The content of the colloquium varies from term to term, increasing each term in focus and depth of analysis.

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

Corequisite: SPCL 7754T [775.01T] must be taken with SPCL 7753X [772.3X].

### **SPCL 7755T Colloquium in Educational Leadership**

15 hours lecture, 75 hours field work plus conference; 3 credits  
Selected aspects of educational leadership through lectures, readings, case analyses, and directed on-site assignments. Students devote 75 hours to supervised field work during the term. The content of the colloquium varies from term to term, increasing each term in focus and depth of analysis.

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

Corequisite: SPCL 7755T [775.02T] must be taken with SPCL 7763X [775.4X].

### **SPCL 7756T Colloquium in Educational Leadership**

15 hours lecture, 75 hours field work plus conference; 3 credits  
Selected aspects of educational leadership through lectures, readings, case analyses, and directed on-site assignments. Students devote 75 hours to supervised field work during the term. The content of the colloquium varies from term to term, increasing each term in focus and depth of analysis.

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

Corequisite: SPCL 7756T [775.03T] must be taken with SPCL 7752X [771X].

### **SPCL 7757T Colloquium in Educational Leadership**

15 hours lecture, 75 hours field work plus conference; 3 credits  
Selected aspects of educational leadership through lectures, readings, case analyses, and directed on-site assignments. Students devote 75 hours to supervised field work during the term. The content of the colloquium varies from term to term, increasing each term in focus and depth of analysis.

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



Corequisite: SPCL 7757T [775.04T] must be taken with SPCL 7762X [775.3X].

**SPCL 7758T Colloquium in Educational Leadership**

15 hours lecture, 75 hours field work plus conference; 3 credits  
Selected aspects of district-level educational leadership through lectures, readings, case analyses, and directed on-site assignments. Coursework focuses on constituencies in a district, instructional policy, fiscal and human resources, legal and equity issues, accountability, and external relationships. Students devote 75 hours to supervised field work during the term.

Prerequisite: permission of the head of the educational leadership program.  
Corequisite: SPCL 7758T must be taken with SPCL 7764X.

**SPCL 7759T Colloquium in Educational Leadership**

15 hours lecture, 75 hours field work plus conference; 3 credits  
Selected aspects of district-level educational leadership through lectures, readings, case analyses, and directed on-site assignments. Coursework focuses on constituencies in a district, instructional policy, fiscal and human resources, legal and equity issues, accountability, and external relationships. Students devote 75 hours to supervised field work during the term.

Prerequisite: permission of the head of the educational leadership program.  
Corequisite: SPCL 7759T must be taken with SPCL 7751X.

**SPCL 7760X Administration: Theory and Practice I**

45 hours; 3 credits  
Theories, concepts, and processes in administration. Recent changes and current practices.

Prerequisite: matriculation in the educational administration and supervision program and permission of the program head.

**SPCL 7761X Administration: Theory and Practice II**

45 hours; 3 credits  
Theory and practice of the leadership role of administrators in school organizations. Nature of leadership and its implications for administrator behavior. Techniques for successful exercise of leadership with emphasis on urban schools. Practical problems from the field are studied and analyzed.

Prerequisite: SPCL 7760X [775.1X] and permission of the head of the educational administration and supervision program.

**SPCL 7762X Personnel Functions in Educational Administration**

30 hours plus conference; 3 credits  
Personnel functions and their impact on the effectiveness of the organization in relation to goals.

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

**SPCL 7763X Management and Finance Functions in Educational Leadership**

30 hours plus conference; 3 credits  
Exercise of leadership in the management and finance functions of public school organizations.

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

**SPCL 7764X Education Law and Ethics**

30 hours plus conference ; 3 credits  
School law and ethics as they affect the policies, organization, and administration of public and private schools.

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

**SPCL 7769T Internship in Educational Administration and Supervision I**

90 hours; 3 credits  
Administrative-supervisory internship in an educational organization under the supervision of a practicing school administrator and members of the college faculty in educational administration and supervision. Application of theories and concepts to practical situations that confront the administrative and supervisory practitioner.

Prerequisite: SPCL 7752X [771X], 7753X [772.3X], 7760X [775.1X], 7761X [775.2X]; and permission of the head of the educational administration and supervision program.  
Corequisite: SPCL 7750T [710T].

**SPCL 7771X Collective Negotiations in Public Education**

45 hours; 3 credits  
Meaning and impact of collective negotiations on public education.

Prerequisite: matriculation in the educational administration and supervision program or permission of the program head.

**SPCL 7800X Leadership and Group Dynamics: Theory and Practice**

30 hours lecture, 30 hours laboratory plus conference; 3 credits  
Social processes in groups and their impact on individual behavior. Lecture/discussion and membership in an experiential group designed to provide opportunities for learning about group dynamics through an examination of power, authority, leadership, intergroup and interpersonal processes. Application of learning to the practice of effective group leadership and membership in schools.

Prerequisite: SPCL 7801X [735.3X].

**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.

**SPCL 7802T Counseling Theories**

30 hours plus conference; 3 credits  
Critical and comprehensive investigation of counseling theories and practices for school counselors working with diverse children and adolescents in school settings. Consideration of issues and strategies important to work with English language learners and students with special needs.

Prerequisite: identified in degree requirements for the M.S. in Education program in School Counseling.

**SPCL 7803T Individual Counseling Skills**

30 hours lecture, 30 hours laboratory; 3 credits  
Introductory course in counseling skills development designed to increase the qualities of self-awareness and mindfulness. Approaches to intervention. Exploration of specific methods and procedures of individual appraisal. Lecture, demonstration, written assignments, videotape analysis and group practice.

Prerequisite: SPCL 7804X [701.01X]

### **SPCL 7804X Human Development**

30 hours plus conference; 3 credits

Factors relevant to human growth and development. Theories of child, adolescent, and family development and transitions across the life-span in diverse urban school settings. Consideration of social, cultural, and linguistic contexts. Study of gender identity and sexual orientation. Focus on application of life-span developmental theory in school counseling practice for facilitating optimal development for all students. Attention to issues of students with special needs. Required projects in school or community settings.

Prerequisite: SPCL 7802X [724.09X]

### **SPCL 7806T Schools and Communities**

30 hours plus conference; 3 credits

Interdisciplinary study of relations between schools and communities and their impact on the quality of education in schools. Theories of community and institutional organization, power relationships, and power structures. The role of the counselor in developing relations between schools and communities. Required projects in school or community settings.

Prerequisite: SPCL 7800X [724.10X].

### **SPCL 7807T Practicum**

30 hours lecture/supervision, 100 hours practicum; 3 credits

Planned program of supervised fieldwork in a setting similar to that in which the student expects to work. Application of individual and group theory to individuals and groups in schools. Students co-lead groups and conduct individual counseling sessions in school setting; group seminar/supervision, case conference, and triadic supervision. One hundred hours of practicum at an approved school: 40 hours of direct counseling services and 60 hours of indirect / collateral services.

Prerequisite: SPCL 7803T and 7800X.

### **SPCL 7808T Fundamentals of Qualitative and Quantitative Research**

30 hours plus conference; 3 credits

Descriptive, experimental, case-study, action research and other models of research relevant to counseling and education. Collection and use of data to identify and address issues affecting the quality of education. Planning and implementing a research project in school or community settings.

Prerequisite: SPCL 7807T [724.07T].

### **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].

### **SPCL 7810T Educational and Psychological Assessment**

30 hours plus conference; 3 credits

Critical and historical perspectives on the nature and uses of assessment in schools; portfolios, standardized tests, inventories, case studies, and observations; sociometrics relevant to counseling and appraisal in schools. Consideration of strategies for assessing students with special needs, with attention to the cultural, linguistic, and societal

factors involved in their identification, placement, and academic and behavioral performance. Required projects in school or community settings.

Prerequisite: identified in degree requirements in the M.S. in Education program in School Counseling.

### **SPCL 7811T Internship I**

300 hours; 3 credits

A term of supervised internship in a work setting similar to that in which the student expects to work as a counselor. This course is the first of two required supervised internships in urban school counseling. Counseling interns are required to provide 120 hours of direct counseling/consultation service with clients and 180 hours of indirect collateral service (including staff meetings and on-site supervision) at an approved internship site. Students also participate in weekly group supervision devoted to evaluation of counseling, consultation, advocacy, and leadership drawing on self-report, journals, audio or videotapes of counseling sessions, and selected advanced counseling topics.

Prerequisite: SPCL 7922T [715.1T].

### **SPCL 7812T Working with Families in Schools**

45 hours; 3 credits

Discussion of changing nature of families, family systems dynamics and development, and culturally and economically diverse families in urban school context. Working in schools with families, parents, and guardians in the educational and emotional lives of children through family assessments, brief short-term family counseling, parenting workshops, and educational workshops. Consideration of issues and dynamics for the family and child with special needs. Experiential component.

Prerequisite: identified in degree requirements in the M.S. in Education Program in School Counseling.

### **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].

### **SPCL 7814T Contemplative Urban School Counseling**

45 hours; 3 credits

Contemplative practices as applied to counseling in urban schools. Promotion of urban schools as caring, healing, growth-enhancing communities. Discussion of recent research and practices in counselor self-awareness, mindful classrooms and schools, counseling and healing, engaged service, and conflict resolution. Consideration of gender, culture, religion, and class with respect to urban school issues.

Prerequisite: identified in degree requirements in the M.S. in Education program in School Counseling.

### **SPCL 7815T Internship II**

300 hours; 3 credits

Continuation of SPCL 7811T [701.03T]. This course is the second of two required supervised internships in urban school counseling. Counseling interns are required to provide 120 hours of direct counseling/consultation service with clients and 180 hours of indirect collateral service (including staff meetings and on-site supervision) at an approved internship site. Students also participate in weekly group

supervision devoted to evaluation of counseling, consultation, advocacy, and leadership drawing on self-report, journals, audiotapes of counseling sessions, and selected advanced counseling topics.

Prerequisite: SPCL 7814T [756.12T].

### **SPCL 7816T Counseling in Community Settings**

30 hours, plus conference; 3 credits

Critical and historical perspectives on community counseling. General principles of community intervention, consultation, education, and outreach. Current methods of practice, including assessment and diagnosis in social context. Role of school counselor in making referrals. Survey of community agencies and organizations. Required projects in school or community setting.

Prerequisite: identified in requirements in the Advanced Certificate program in School Counseling.

### **SPCL 7817T Advanced Internship I**

150 hours; 3 credits

First of two supervised internships in community counseling. Direct counseling and advocacy with clients and indirect collateral service, including consulting, coordinating, and collaboration, with on-site supervision at an approved internship site. Weekly group supervision devoted to evaluation of students' practice in community settings, using self-report, journals, videotaped counseling sessions, observations, and selected advanced topics related to community counseling. Special section of course for students pursuing specialization in bilingual counseling.

Prerequisite: identified in requirements in the Advanced Certificate program in School Counseling.

### **SPCL 7818T Urban Trauma: Counseling Issues and Strategies**

45 hours; 3 credits

General nature of trauma and post-traumatic stress disorder. Topics include risk and resiliency factors for youth and community, trauma and schools, crisis intervention, diagnosis, and post-trauma individual and group counseling.

Prerequisite: identified in requirements in the Advanced Certificate program in School Counseling.

### **SPCL 7819T Advanced Internship II**

150 hours; 3 credits

Second of two supervised internships in community counseling. Direct counseling and advocacy with clients and indirect collateral service, including consulting, coordinating, and collaboration, with on-site supervision at an approved internship site. Weekly group supervision devoted to evaluation of students' practice in community settings, using self-report, journals, videotaped counseling sessions, observations, and selected advanced topics related to community counseling.

Prerequisite: identified in requirements in the Advanced Certificate program in School Counseling.

### **SPCL 7823T 7823 Seminar in Bilingual School Counseling**

45 hours; 3 credits

Examination of issues and techniques relevant to providing counseling services to culturally and linguistically diverse (CLD) individuals. Content and activities of the course are organized to meet the needs of practicing guidance workers. Theory and experiential activities.

Prerequisite: identified in degree requirements in the M.S. in Education program in School Counseling

### **SPCL 7824T Seminar in Guidance Practice I, II**

45 hours each term; 3 credits each term

An independent project course on problems in selected areas of guidance practice. Content and activities of the course are organized to meet the needs of practicing guidance workers. Independent and group study.

Prerequisite: matriculation in the guidance and counseling program and permission of the program head.

### **SPCL 7825T Seminar in Guidance Practice I, II**

45 hours each term; 3 credits each term

An independent project course on problems in selected areas of guidance practice. Content and activities of the course are organized to meet the needs of practicing guidance workers. Independent and group study.

Prerequisite: matriculation in the guidance and counseling program and permission of the program head.

### **SPCL 7826T Independent Study in Guidance**

Hours to be arranged; 3 credits each term

Independent study and research supervised by a faculty member. Written report.

Prerequisite: matriculation in the guidance and counseling program and permission of the program head.

### **SPCL 7827T Independent Study in Guidance**

Hours to be arranged; 3 credits each term

Independent study and research supervised by a faculty member. Written report.

Prerequisite: matriculation in the guidance and counseling program and permission of the program head.

### **SPCL 7900X Theories of Human Development**

30 hours plus conference; 3 credits

Contemporary theories of child development. Biological, behavioral, social and cultural approaches to the study of human development in multicultural contexts. Dimensions of human identity including race, ethnicity, culture, sex and gender.

Prerequisite: matriculation in the school psychologist program, permission of the program head.

### **SPCL 7901X Developmental Psychopathology**

30 hours plus conference; 3 credits

Patterns of adjustment and maladjustment to school environments including: behavior disorders, attention deficits, truancy and addictions. Focus on observation, functional behavioral assessment and contextually relevant intervention approaches. Intensive study of illustrative and case material.

Prerequisite: matriculation in the school psychologist program and permission of the program head.

### **SPCL 7903T Problems and Practices in School Psychology**

30 hours plus conference; 3 credits

History and foundations of school psychology. Role of the school psychologist as related to curriculum, school administration, evaluation, and other issues. Educational policies and their effects on urban, multicultural schools. Ethical, professional and legal standards.

Prerequisite: matriculation in the school psychologist program, and

permission of the program head.

### **SPCL 7904T Research Seminar in School Psychology**

45 hours plus conference; 3 credits

Introduction to research design in school psychology. Quantitative and qualitative methods are studied by surveying representative articles in the literature. Critical perspectives on social science research. Students formulate and discuss a research design.

Prerequisite: matriculation in the school psychologist program, permission of the program head/coordinator.

### **SPCL 7905X Applied Theory and Research Seminar in School Psychology**

45 hours plus conference; 3 credits

Continuation of the study of educational research and methodology and completion of an independent research project related to an area of school psychology.

Prerequisites: SPCL 7904T [703T], matriculation in the school psychologist program, and permission of the program head.

### **SPCL 7906X Instructional Interventions in Schools**

45 hours plus conference; 3 credits

Policies regulating curriculum development and practices. School based curriculum evaluation and models of curriculum based assessment applied to instructional accommodations and assistive technologies. Differentiation of instruction and other curriculum modifications for all students including students with special needs and English Language Learners. Learning strategies and approaches to literacy instruction.

Prerequisite: matriculation in the school psychologist program and SPCL 7900X [721.1X] and permission of the program head.

### **SPCL 7907X Neuropsychology of Learning**

30 hours plus conference; 3 credits

This course is designed to review the neurophysiological and neuropsychological bases of behavior as it pertains to developmental disorders. Students will identify functional neuroanatomy, neuroimaging techniques, medications, and various neurological and neuropsychological disorders. Students will apply findings and research to contemporary problems and issues facing school psychologists.

Prerequisite: matriculation in the school psychologist program, SPCL 7900X, and permission of the program head/coordinator.

### **SPCL 7910X Cognitive and Academic Assessment**

45 hours plus 30 hours conference; 4 credits

Assessment of cognitive abilities, aptitude, and achievement. Administration, scoring, and interpretation of standardized and clinical procedures through lecture and laboratory work. Integration of data from assessment with other sources to produce effective educational recommendations. Critical perspectives on psycho-educational assessment including limitations of contemporary instruments, potential adverse effects of assessment policies, and alternative procedures.

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

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

30 hours plus 30 hours conference; 3 credits

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

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

### **SPCL 7912X Social and Adaptive Behavioral Assessment**

45 hours plus 30 hours conference; 4 credits

Administration, scoring, and interpretation of measures of adaptive behavior and personality. Representative projective techniques, objective personality and behavior assessments, and adaptive behavior measures are introduced and administered. Research findings and critiques pertaining to the most commonly used personality and adaptive behavioral assessments are discussed throughout. Field-based assignments are required.

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

### **SPCL 7913X Integration of Assessment and Report Writing**

30 hours lecture plus 30 hours conference; 3 credits

Interpretation and integration of findings from evaluations, including cognitive, achievement (both standardized and curriculum-based), personality and behavioral assessment. Report writing and formulation of IEP goals are stressed. Field-based assignments are required.

Prerequisite: matriculation in the school psychologist program, SPCL 7910X with a grade of B- or better, SPCL 7911X with a grade of B- or better, SPCL 7912X with a grade of B- or better and permission of the program head/coordinator.

### **SPCL 7914X Psychological Assessment of Diverse Students**

45 hours; 3 credits

Psychoeducational assessment of English language learners and culturally diverse children and adolescents. Approaches to nonbiased assessment, including testing in the child's native language, bilingual testing, adaptation of standardized instruments and techniques, and dynamic assessment. Students will administer psychoeducational assessment batteries to language-minority individuals, interpret test data, and write reports. Field-based assignments.

Prerequisite: matriculation in the school psychologist program and SPCL 7910X, 7911X and 7912X, and permission of the program head/coordinator.

### **SPCL 7915X Behavioral Assessment and Intervention**

30 hours plus conference; 3 credits

This course is designed to provide students with knowledge and understanding of behavioral assessment and intervention strategies. Students will learn and review the fundamentals of human learning, according to behavioral and learning theorists. Students will then apply principles of learning to the classroom, for assessment, intervention, and evaluation purposes. This course prepares students to use collaborative problem solving in the application of behavioral techniques.

Prerequisite: matriculation in the school psychologist program and permission of the program head.

### **SPCL 7920X Theory and Practice of Prevention, Crisis Intervention, and Mental Health Counseling in Schools**

45 hours; 3 credits

Approaches to the practice of prevention, crisis intervention, and mental health counseling in schools. Counseling functions and other mental health practices of the school psychologist. Field-based experiences are required.

Prerequisite: matriculation in and completion of 15 credits in the school

psychologist program and permission of the program head.  
Corequisite: SPCL 7931T [704.1T].

### **SPCL 7921X Counseling Children and Families**

45 hours; 3 credits

This course prepares school psychology candidates to counsel children and families within a school context. Topics to be addressed include: approaches to counseling and intervention modalities, play therapy, group counseling, and counseling children with special needs; family systems approaches, school-parent interactions, cultural and community factors. Analysis and exploration of diverse family structures. Teacher-parent/s, parent/s-child, sibling-child relations, collaboration, and community resources for the child. Emphasis on urban and cultural perspectives, development of school- parent-community partnerships.

Prerequisite: SPCL 7920X [733X], matriculation in and completion of 15 credits in the school psychologist program, and permission of the program head. Corequisite: SPCL 7932T [704.2T].

### **SPCL 7922T Multicultural Counseling and Consultation in Schools**

45 hours; 3 credits

Clinical skills necessary for pupil personnel services providers to work effectively with multilingual and culturally diverse populations. This experience-based course will develop awareness of cultural, linguistic, and ethnic factors that influence and shape behavior and development. Personal history, literature, and films will be analyzed in the contexts of acculturation and identity. Current research and theoretical and applied knowledge in this field will be reviewed. Students will integrate theoretical and applied knowledge in written assignments and presentations.

Prerequisite: Permission of the program head/coordinator

### **SPCL 7923X Consultation in the Schools**

30 hours plus 30 hours conference; 3 credits

School-based consultation, with emphasis on a variety of models; acquisition of clinical skills; theoretical bases; exploration of skills and attitudes necessary for working with culturally diverse groups; application of consulting knowledge and skills in both laboratory and field situations; exploration of recent developments, trends, and research in consultation.

Prerequisite: matriculation in the school psychologist program, SPCL 7900X and permission of the program head/coordinator.  
Corequisite: SPCL 7932T.

### **SPCL 7930X Practicum in School Psychology**

60 hours; 4 credits

Supervised experience in the educational and clinical functions of the school psychologist as a mental health consultant to school personnel and families. Students study urban, multicultural schools and deal with a wide range of typical functions of the school psychologist. Policies and procedures regulating professional practices in schools.

Prerequisite: matriculation in the school psychologist program and SPCL 7903T [715T], and permission of the program head.

### **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.

### **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].

### **SPCL 7933X Internship in School Psychology I**

600 hours fieldwork, plus 15 hours supervision on campus; 3 credits

Supervised experience in the clinical and educational functions of the school psychologist in diverse settings. Field experience provides context for supervised integration of previously acquired competencies and professional approaches to the functions of school psychology.

Prerequisite: matriculation in the school psychologist program, SPCL 7932 with a grade of B or better, and permission of the program head/coordinator.

### **SPCL 7934X Internship in School Psychology II**

600 hours supervised fieldwork plus 15 hours supervision on campus; 3 credits

Supervised experience in the clinical functions of the school psychologist in diverse settings. Field experience provides context for supervised integration of previously acquired competencies and professional approaches to the functions of school psychology.

Prerequisite: matriculation in the school psychologist program, SPCL 7932 with a grade of B or better, SPCL 7933X with a grade of B or better, and permission of the program head/coordinator.

### **SPCL 7940X Personality Theory and Research**

30 hours plus conference; 3 credits

Contributions to the understanding of child development and personality including trait theory, psychoanalysis, behaviorism, and humanism. Other contemporary theoretical models and contemporary developments.

Prerequisite: matriculation in the school psychologist program, SPCL 7900X [721.1X] and permission of the program head.

### **SPCL 7941X Literacy and Learning Difficulties**

45 hours; 3 credits

Theories and research on factors that facilitate and inhibit learning and literacy development. Diagnosis, etiology, and remediation of these difficulties. Principles of consultation with parents, teachers, and other professionals.

Prerequisite: Permission of the program head/coordinator.

### **SPCL 7942X Group Process and School Culture**

45 hours plus 30 hours conference; 4 credits

Group processes in the school and classroom affecting the learning, behavior, and mental health of pupils. Role of the school psychologist in analyzing behavior in school context and effecting change. Working with groups in crisis intervention. Confronting and reducing bias in schools and classrooms. Experience in participating in and studying a group.

Prerequisite: matriculation in the school psychologist program, SPCL 7900X [721.1X], 7940X [721.2X], 7920X [733X], and 7943X

[726.4X], and permission of the program head.  
Corequisite: SPCL 7932T [704.2T].

Students are expected to draw on their play-based experiences in the field (work or volunteer) in school or community settings.

**SPCL 7943X Problems of Child and Adolescent Development I**

30 hours plus independent work, and conference; 3 credits  
Typical and atypical development of children and adolescents in urban and multicultural contexts, including physiological, neurological, orthopedic, health and sensory challenges, traumatic brain injury and cognitive impairments. Intensive study of illustrative and case material. Biological, psychological, sociological, cultural, and linguistic influences. Assistive technologies and other interventions.

Prerequisite: matriculation in the school psychologist program and permission of the program head.

**SPCL 7945X Independent Study in School Psychology**

Hours to be arranged; 3 credits  
Independent study and research in a selected area of school psychology supervised by a faculty member. Research paper.

Prerequisite: matriculation in the School Psychologist Program and permission of the program head.

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**School psychology**

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**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.

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

45 hours lecture, 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.

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

45 hours lecture; 1 hour 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.

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

45 hours lecture, 1 credit 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.

**The following inactive course(s) will only be offered if there is sufficient demand:**

SPCL 7766T Practicum in Supervision of Student Teachers

SPCL 7767X The Public Administration of Education

## Education, Secondary Education

Department office: 2608 James Hall  
Phone: 718.951.5325

### Full-time Faculty

Professors: Florence, Miele, Shanley, Taubman, Winslow

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

Assistant Professor: Jeffery

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

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

The graduate programs in secondary education and special subjects are responsive to the needs and experiences of those individuals who have chosen to devote themselves to teaching. Our programs offer experienced and beginning teachers opportunities to develop their classroom practice and to expand their knowledge of their particular discipline and the field of education as a whole. Courses are taught by nationally known scholars who have had experience teaching at elementary and secondary levels. Our programs combine rigorous and rewarding study in each discipline with intensive study of curriculum, pedagogy, and schools.

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

Please consult specific department listings for further information about these programs and matriculation requirements.

Master's degrees are offered in the following subject areas:

Secondary Education (grades 7-12):

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

Special Subjects (all grades):

- M.A., Music teacher HEGIS code 0832; SED code 26816
- Advanced Certificate, music education HEGIS code 0832; SED code 26817

Middle school subject areas (grades 5-9):

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

In addition, Brooklyn College, in conjunction with the New York City Department of education, offers an Alternative Certification



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

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**M.A. degree program in middle childhood education (5-9) - general science teacher - generalist with a concentration in general science**  
**HEGIS code 0804.04; SED program code 26821 (options A,B) & 26820 (option C,D)**

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Informed by the National Science Education Standards for the professional development of science educators, the program involves teachers in learning science content using the process of inquiry. The program is also committed to expanding the classroom to include the local environment and science-rich community resources such as zoos, parks, museums, nature centers and gardens. The program introduces future educators to scientific literature, media and technological resources that expand their science knowledge and their ability to access further knowledge.

This program does not lead to certification to teach Regents level science.

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General matriculation requirements  
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Applicants must have 15 credits in science. Applicants for initial certification take the Multi-subject New York State Content Specialty Test.

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 minimum score of 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, to be considered for matriculation.

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

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

Students must complete 15 credits in courses in biology, chemistry, earth and environmental science, physics, and general science.

The program of study must be approved by the Program Head of Middle Childhood Science.

Students must complete the following education courses in the stated sequence: Secondary Education 7300T, 7301T, 7340T. All required education courses and some education electives require permission for registration as indicated in the Schedule of Classes.

Each student is evaluated individually based upon prior experiences. Based upon this evaluation and current certification requirements of the New York State Education Department, courses in education or another department may be substituted for required courses with permission of the Coordinator of General Science.

Middle childhood education generalist with a concentration in general science

This program leads to a Master of Arts in Education and a New York State Professional Certificate in Middle Childhood Education Generalist (grades 5-9).

Matriculation requirements for all three options below include 15 credits of science.

Option (A): 30 credits.

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

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Degree requirements  
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Thirty credits are required for the degree. In addition to Secondary Education 7310T, 7311T, 7320T, and 7340T, the following courses are required:

15 credits in graduate courses in: biology, chemistry, physics, earth and environmental science, and general science; an elective course selected from Secondary Education, Childhood and Special Education or Science.

Option (B): 30 credits.

This program leads to the Professional Certificate in Middle Childhood Education generalist (grades 5-9).

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Matriculation requirements

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Applicants must hold a New York State Initial Certificate in Childhood Education (grades 1-6) or its equivalent or a New York State Initial Certificate in Adolescence Education (grades 7-12) or its equivalent.

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Degree requirements

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Thirty credits are required for the degree.

In addition to Secondary Education 7310T, 7311T, 7320T, and 7340T, the following courses are required: 15 credits in graduate courses in: biology, chemistry, physics, earth and environmental science, and general science. Student teaching in grades 7-8 for those with Initial Certification in Childhood Education (Secondary Education 7332T) or grades 5-6 for those with Initial Certification in Adolescence Education (Secondary Education 7330T) or mentored teaching in middle childhood for full time teachers.

Option (C): 42 credits

This program leads to both New York State Initial and Professional Certificates in Middle Childhood Education generalist (grades 5-9).

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Degree requirements

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Forty-five credits are required for the degree.

Students must complete Secondary Education 7500X, 7501X, 7310T, and 7311T prior to student teaching, Secondary Education 7330T and 7332T. Students must obtain departmental permission to register for these courses.

In addition to the above, the following courses are required: Secondary Education 7503X, 7671T and 7340T, as well as 15 credits in graduate courses in: biology, chemistry, physics, earth and environmental science, and general science.

Secondary Education 7310T, 7311T, 7340T. All required education courses and some education electives require permission for registration as indicated in the Schedule of Classes.

Each student is evaluated individually based upon prior experiences. Based upon this evaluation and current certification requirements of the New York State Education Department, courses in education or another department may be substituted for required courses with permission of the Coordinator of General Science.

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**M.A. degree program in middle childhood education (5-9) - general science teacher - specialization in biology, chemistry, physics, or earth science**  
**HEGIS code 0804.04; SED program code 26821 (options A,B) & 26820 (options C,D)**

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Informed by the National Science Education Standards for the professional development of science educators, the program involves teachers in learning science content using the process of inquiry. The program is also committed to expanding the classroom to include the local environment and science-rich community resources such as zoos, parks, museums, nature centers and gardens. The program introduces future educators to scientific literature, media and technological resources that expand their science knowledge and their ability to access further knowledge.

Certification requires the completion of a minimum of 30 credits within one science discipline including coursework at both the undergraduate and graduate level. This program leads to certification to teach Regents level science.

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General matriculation requirements

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Applicants to this program must submit scores on the Content Specialty Test (CST) in the discipline of specialization (biology, chemistry, physics or earth science.)

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 minimum score of 650 on the paper-based test or 280 on the computer-based test or 114 on the internet-based test to be considered for

matriculation.

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

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General degree requirements  
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Thirty to 39 credits are required for the degree depending on applicants' qualifications. Students must complete 15 credits in courses in biology, chemistry, earth and environmental science, physics, and general science.

Students who have not already completed 30 credits in the science discipline of specialization upon admission must take courses in that discipline until the 30 credit requirement has been met. Once the thirty credit requirement has been met, students may take additional coursework in a science other than the discipline of specialization.

The program of study must be approved by the Program Head of middle school science education.

Students must complete the following education courses in the stated sequence:

Secondary Education 7310T, 7311T, 7340T. All required education courses and some education electives require permission for registration as indicated in the Schedule of Classes.

Each student is evaluated individually based upon prior experiences. Based upon this evaluation and current certification requirements of the New York State Education Department, courses in education or another department may be substituted for required courses with permission of the Program Head of middle school science education.

Middle childhood education with a specialization in biology, chemistry, physics, or earth science

This program leads to a Master of Arts in Education and a New York State Professional Certificate in Middle Childhood Education with a specialization in biology, chemistry, physics, or earth science (grades 5-9). Matriculation requirements for all three options below include an undergraduate major in biology, chemistry, physics, or earth and environmental science or the equivalent.

Option (A): 30 credits.

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

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Degree requirements  
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Thirty credits are required for the degree.

In addition to Secondary Education 7310T, 7311T, 7320T and 7340T, the following courses are required: 15 credits in graduate courses in any of the following: biology, chemistry, physics, earth and environmental science, and general science; and an elective selected from Secondary Education; Childhood, Bilingual and Special Education; or Science.

Option (B): 30-33 credits

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Matriculation requirements  
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Applicants must hold a New York State Initial Certificate in Childhood Education (grades 1-6) or its equivalent or a New York State Initial Certificate in Adolescence Education (grades 7-12) or its equivalent.

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

In addition to Secondary Education 7310T, 7311T, 7320T, and 7340T, the following courses are required: 15 credits in graduate courses in any of the following: biology, chemistry, physics, earth and environmental science, and general science; and an elective Student teaching in grades 7-9 for those with Initial Certification in Childhood, Bilingual and Special Education (Secondary Education 7330T) or grades 5-6 for those with Initial Certification in Adolescence Education (Secondary Education 7332T) or mentored teaching in middle childhood for full time teachers.

Option (C): 39 credits

This program leads to both New York State Initial and Professional Certificates in Middle Childhood Education with a specialization in biology, chemistry, physics, or earth science (grades 5-9).

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 Degree requirements
 

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Thirty-nine credits are required for the degree.

Students must complete Secondary Education 7500X, 7310T, 7311T, prior to student teaching. SEED 7330T and 7332T. Students must obtain permission from the Program Head of middle school science education to register for these courses.

In addition to the above, the following courses are required: Secondary Education 7340T, 7503X, 7671X, and 15 credits in graduate courses in any of the following: biology, chemistry, physics, earth and environmental science, and general science.

Option (D): 36 credits

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 Matriculation requirements
 

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Applicants must hold a New York State Transitional B Certificate in Middle Childhood Education: Biology, Chemistry, Earth Science, or Physics (grades 5-9). Requirements for the Transitional B Certificate are determined by the New York State Education Department.

This program leads to both New York State Initial and Professional Certificates in Middle Childhood Education with a specialization in biology, chemistry, physics, or earth science (grades 5-9).

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 Degree requirements
 

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Thirty-six credits are required for the degree.

Students must complete Secondary Education 7500X, 7310T, 7311T, 7320X, 7503X, 7671T and 7340T. Students must obtain permission from the Program Head of middle school science education to register for these courses.

In addition to the above, 15 credits in graduate courses in any of the following: biology, chemistry, physics, earth and environmental science, and general science.

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**M.A.T. degree program in adolescence science education (grades 7-12)**
**HEGIS code 0834.00; SED program code 32663 (Concentration A); 32662 (Concentration B)**


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This program leads to the Master of Arts in Teaching (M.A.T.) degree, Adolescence Science Education (7-12), with specializations for biology teacher, chemistry teacher, earth science teacher, and physics teacher.

There are two concentrations: concentration A (SED program code 32663) leads to Professional Teacher Certification only; concentration B (SED program code 32662) leads to Initial and Professional Teacher Certification.

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 Matriculation requirements
 

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Applicants must submit two appropriate letters of recommendation and are interviewed.

Applicants to concentration A must submit scores on the Content Specialty Test (CST) in the discipline of specialization and a copy of their NYS teacher certification. 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.

Concentration A requires a New York State Initial Certificate in Adolescence Science Education in a content area or its equivalent for admission. Concentration B (pre-service) requires student teaching and is for applicants without NYS certification but possessing 30 or more credits in the discipline of certification.

Each student is evaluated individually based upon prior experiences. Based upon this evaluation and the current certification requirements of the New York State Education Department, courses in education or another department may be substituted for required courses with permission of the program coordinator. For transfer credits see the section, "Rules about transfer courses and credits," in the Graduate Bulletin for more updated and complete information.

International applicants whose first language is not English and who did not receive the equivalent of a four-year U.S. undergraduate education from an institution where English is the official language of instruction, must take the Test of English as a Foreign Language (TOEFL) and arrange to have official score reports sent to the Office of Admissions. See the section, "Additional admission requirements for students with international credentials," in the Graduate Bulletin or the program web page for more updated and complete information on minimum passing score requirements. At the discretion of the program, additional English courses may be required as a condition for admission.

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 Degree requirements
 

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Thirty-three to 37 credits are required for the degree depending on the applicant's previous coursework, teaching experience, and the certificate(s) the applicant holds. Each candidate will be evaluated individually and a program of study will be prescribed. In addition, students must complete a research project under advisement of a faculty member in Secondary Education 7321T.

Concentration (A): 33 credits (for in-service teachers)  
 HEGIS code: 0834.00; SED program code 32663

This concentration leads to a New York State Professional Teaching Certificate in Adolescence Science Education (7-12), with specializations in either biology teacher, chemistry teacher, earth science teacher, or physics teacher. Applicants must hold a New York State Initial Teaching Certificate in Adolescence Science Education in a content area or its equivalent.

Students electing this concentration must complete the following requirements:

Secondary Education 7325X, 7671X, 7314X, 7320T, 7315X, 7324X, 7321T, and six (6) credits in science content and six (6) elective credits in Education or science, including general science, to be determined in consultation with and approval of the head of the program in adolescence science education.

Concentration (B): 37 credits (for pre-service teachers)

HEGIS code: 0834.00; SED program code 32662

This concentration leads to both New York State Initial and Professional Teaching Certification in Adolescence Science Education (7-12), with specializations in either biology teacher, chemistry teacher, earth science teacher, or physics teacher, and is designed for candidates who do not have Initial New York State Teaching Certification in Science.

Students electing this concentration must complete the following requirements:

Secondary Education 7325X, 7671X, 7314X, 7320T, 7315X, 7324X, 7321T, 7380T, 7381T, 7383T, 7542T, 7543T and six (6) credits in science content, including general science, to be determined in consultation with and approval of the head of the program in adolescence science education.

**M.S. in Education degree program: middle childhood education teacher, mathematics specialist (grades 5-9)  
HEGIS code 0804.03; SED program code 26723**

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

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Matriculation requirements

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

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

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

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Degree requirements

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

Option (A): 30 credits

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

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Matriculation requirements

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

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Degree requirements

Thirty credits are required for the degree.

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

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

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

Option (B): 30-32 credits

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

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Matriculation requirements

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Applicants must hold a New York State Initial Certificate in Childhood Education (grades 1-6) or its equivalent or a New York State Initial Certificate in Adolescence Education (grades 7-12) or its equivalent and be seeking certification in Grades 5-9. Applicants must present 18 credits of mathematics, including two semesters of calculus before they can begin to take graduate mathematics courses.

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Degree requirements

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

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

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

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

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

Option (C): 30-45 credits

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

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

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Matriculation requirements

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

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Degree requirements

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

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

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

The following student teaching courses are required unless candidates have a New York State waiver:

SEED 7538T, and SEED 7539T.

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

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

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

Option (D): 30-39 credits

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

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Matriculation requirements

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

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

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Degree requirements

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

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

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

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

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**M.A. degree program in education: biology teacher (7-12)**  
**HEGIS code 0401.01; SED program code 26742**

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Based on the required background in science, this program develops the student's knowledge of biology. Courses from the Department of Biology and the School of Department of Secondary Education are required. In the Department of Biology, courses are chosen from the offerings described for the master of arts, biology program. In the Department of Secondary Education, coursework is chosen from the following areas of study: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; and methods of teaching biology in grades 7-12. Also included are fieldwork and student teaching of biology. The program prepares students to teach biology and related sciences in secondary schools. Courses required for the degree vary depending on the entry qualifications of students. All students should consult the Head of the program in adolescence science education for the current requirements.

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 Head of the program in adolescence science education for the current requirements.

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Matriculation requirements

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Applicants must offer adequate preparation in the following, with an average grade of B or higher in biology courses: general biology; general physics; an advanced course in botany, zoology, general physiology, and genetics; and two terms of organic chemistry.

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

(a) New York State Initial Certification in Adolescence Education in teaching biology for grades 7-12;

(b) courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching biology in grades 7-12; 100 hours of fieldwork; 40 days or 300 hours of student teaching of biology in grades 7-12, or one year of full-time teaching of biology in grades 7-12.

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

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) before being considered for admission. For more updated and complete information on minimum passing scores see the section on additional admission requirements for students with international credentials in the Graduate Bulletin or the program web page. At the discretion of the program, additional English courses may be required as a condition 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 Head of the program in adolescence science education in the School of Education and the chairperson of the Biology Department.

Applicants should see the Head of the program in adolescence science education for counseling.

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

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 Degree requirements
 

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A minimum of 34 credits is required for the degree.

Students must complete 22 credits in biology and related areas.

Students must complete 12 credits in courses in the Department of Secondary Education. Students take different education courses and sequences of courses depending on their previous course work, teaching experience, and the certificates they hold. Students who possess Initial Certification in teaching biology must complete 9 credits in Group II and 3 credits in Group III, below.

Students who do not possess Initial Certification in teaching biology or equivalent course work and teaching experience or who are teaching but do not possess Initial Certification in teaching biology must have the appropriate course work and credits in the subject area and must complete courses in Group I, Group II, and 7503X in Group III below. The student teaching methods course (SEED 7380T) must precede the student teaching seminars (SEED 7381T and SEED 7383T) and field experience (SEED 7542T and SEED 7543T).

Students who already have a master's degree but wish Initial Certification in teaching biology must take appropriate courses in Group I and Group III, below, as determined at the time of matriculation by the Head of the program in adolescence science education.

## Group I:

Secondary Education 7500X, 7501X or 7314X, 7542T, 7380T, 7381T, 7383T, 7671X, 7543T.

## Group II:

Secondary Education 7502T, 7327T or 7326X, 7340T.

## Group III:

Secondary Education 7547T, 7527T, 7545X, 7503X, 7548X/ENGL 7507X, 7315, 7038X.

Students must pass a comprehensive examination or submit a thesis acceptable to the Biology Department. Information about requirements for the comprehensive examination and the thesis is in the chapter "Academic Regulations and Procedures."

The program of study must be approved early in the first semester by the chairperson or the deputy chairperson of the Biology Department and the Head of the program in adolescence science education in the School of Education.

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**M.A. degree program in education: chemistry teacher (7-12)**
**HEGIS code 1905.01; SED program code 26766**


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Students choosing this program gain in-depth knowledge of some area of modern organic, inorganic, quantum chemistry, biochemistry or instrumental analysis. Seminar courses provide exposure to diverse subject matter in areas of current research interest within the department and beyond. Students also receive a detailed introduction to the use of the teaching laboratory in adolescent education. The School of Education component prepares students for teaching; the required courses vary depending on the entry qualifications of students. The profession of teacher education is licensed by the New York State Education Department. Therefore, program requirements are subject to change. All students should consult with the Head of the program in adolescence science education for the current requirements.

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 Matriculation requirements
 

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Applicants must offer courses in chemistry as follows: general chemistry, including qualitative analysis; a comprehensive course in organic chemistry (may be one or two terms depending on curriculum) one term of physical chemistry; and analytical chemistry.

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

(a) New York State Initial Certification in teaching chemistry grades 7-12;

(b) courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching chemistry in grades 7-12; 100 hours of fieldwork; 40 days or 300 hours of student teaching chemistry in grades 7-12, or one year of full-time teaching of chemistry in grades 7-12.

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

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) before being considered for admission. For more updated and complete information on minimum passing scores see the section on additional admission requirements for students with international credentials in the Graduate Bulletin or the program web page. At the discretion of the program, additional English courses may be required as a condition 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 Head of the program in adolescence science education in the School of Education and the chairperson of the Chemistry Department.

Applicants should see the Head of the program in adolescence science education for counseling.

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

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Degree requirements  
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A minimum of 30 credits are required for the degree.

Students must complete one of the following courses: Chemistry 7761G, 7550G, 7571G, 7670G or 7640G.  
Students must also complete Chemistry 7450G.

Students must complete an additional 5 credits in graduate courses in Chemistry, for a total of 12 credits in Chemistry.

Six of the remaining 18 credits required for the degree may be taken in the Chemistry Department or in other science subjects directly related to chemistry.

Students must pass a comprehensive examination or submit a thesis acceptable to the Chemistry Department. Information about requirements for the comprehensive examination and the thesis is in the chapter "Academic Regulations and Procedures."

Students must complete 12 credits in courses in the Department of Secondary Education (SEED). Students take different education courses and sequences of courses depending on their previous course work, teaching experience, and the certificates they hold. Students who possess Initial Certification in teaching chemistry must complete 9 credits in Group II and 3 credits in Group III, below.  
Students who do not possess Initial Certification in teaching chemistry or equivalent course work and teaching experience or who are teaching but do not possess Initial Certification in teaching chemistry must have the appropriate course work and credits in the subject area and must complete courses in Group I, Group II, and 7503X in Group III below. The student teaching methods course (SEED 7380T) must precede the student teaching seminars (SEED 7381T and SEED 7383T) and field experience (SEED 7542T and SEED 7543T).

Students who already have a master's degree but wish Initial Certification in teaching chemistry must take appropriate courses in Groups I and III, below, as determined at the time of matriculation by the Head of the program in adolescence science education in the School of Education.

Group I:  
Secondary Education 7500X, 7501X or 7314X, 7542T, 7380T, 7381T, 7383T, 7671X, 7543T.

Group II:  
Secondary Education 7502T, 7327T or 7326X, 7340T.

Group III:  
Secondary Education 7547T, 7527T, 7545X, 7503X, 7548X/ENGL 7507X, 7315, 7038X.  
Courses in the Chemistry Department or other science departments and the School of Education offered toward the degree must be 700-level courses. The program of study must be approved early in the first semester by the chairperson or the deputy chairperson of the Chemistry Department and the Head of the program in adolescence science education.

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### **M.A. degree program in education: English teacher (7-12)** **HEGIS code 1501.01; SED program code 26811**

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The M.A. programs in English education leading to Initial Certification and/or Professional Certification for English teachers grades 7-12 are designed for students who plan to teach or are currently teaching. The programs offer experienced and beginning teachers opportunities to develop their classroom practice and to expand their knowledge of English education and the field of education as a whole. Courses are taught by nationally known scholars, many of whom have had experience teaching at secondary levels. Our programs combine rigorous and rewarding study in literature and composition with intensive study of curriculum, pedagogy, and schools.

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 Department of Secondary Education for the current requirements.

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Matriculation requirements  
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Applicants must offer at least 15 credits in advanced courses in English.

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

(a) New York State Initial Certification in teaching English for grades 7-12; or courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching English at appropriate age levels;

100 hours of fieldwork; 300 hours of student teaching English at appropriate grade levels, or one year of full-time teaching English at appropriate grade levels;

(b) an undergraduate degree with a major in English, or appropriate coursework in English;

(c) an undergraduate major in English, the Content Specialty Test CST, an approved 200 hours preparation program and a position at an approved public school through which students can accrue on-the-job training to substitute for student teaching.

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

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 head of the program in English education and the chair or graduate deputy of the English Department.

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.

Students should note additional requirements found in the sections "Admission" and "Academic Regulations and Procedures" in the Graduate Bulletin.

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#### Degree requirements

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

Students must complete 18 credits in courses in English.

Students 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

Students who possess Initial Certification in teaching English or equivalent course work and teaching experience must complete the following courses in English: English 7010X and 7011X. In addition, students must complete a course in four of the seven areas of study listed under the M.A. in English in the Bulletin, as follows: three courses from areas 1-5 and 7, excluding English 7507X; and one course from area 6. Student must also complete 12 credits in courses in Education as follows: SEED 7502T, 7508T, 7548X and 7521T.

#### Option (B): 46 credits

Students who do not possess Initial Certification in teaching English or equivalent course work and teaching experience must complete the following courses in English: English 7010X, English 7011X and English 7507X.

In addition, and with advisement from the chair or graduate deputy of the English department, students must complete a course in two of the seven areas of study listed under the M.A. in English in the Bulletin, as follows: two courses from areas 1-4 and 7; and one course from area 6. Students must also complete the following courses in Secondary Education: SEED 7500X, 7501X, 7531T, 7542T, 7514T, 7543T, 7502T, 7508T, 7521T, and 7671T.

#### Option (C): 36 credits

Students who are teaching or have secured a position teaching English and who are pursuing an Alt B Certificate must complete the following courses in English: English 7010X, English 7011X and English 7507X. In addition, and with advisement from the chair or graduate deputy of the English department, students must complete a course in two of the seven areas of study listed under the M.A. in English in the Bulletin, as follows: two courses from areas 1-4 and 7; and one course from area 6. Students pursuing an Alt B Certificate may substitute their teaching job for student teaching but upon consultation with their advisor must still register for SEED 6002T and must take SEED 7500X, 7531T, 7514T, 7502T, 7671T, and 7508T.

All students must pass a written comprehensive examination administered by the English Department at the end of their program. Information about the comprehensive examination is in the section of the "Academic Regulations and Procedures."

Courses in the English Department and the School of Education offered toward the degree must be 7000-level courses.

Students pursuing an M.A. English Teacher must have taken or must take courses that meet the New York State and National Council of Teachers of English NCTE English standards. Transcript review will determine what appropriate course work students must take.

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### **M.A. degree program in education: French teacher (7-12)** **HEGIS code 1102.01; SED program code 26797**

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The Department of Modern Languages and Literature in conjunction with the Department of Secondary Education, offers a master of arts degree in education for French teachers (grades 7-12). The New York State Education Department licenses graduates of registered teacher education

programs who meet the state requirements for teachers.

This master of arts program provides students with an introduction to the French/Francophone literature. At the same time, the focus on language and culture fully prepares students for employment as foreign language teachers at the middle and high school levels.

Coursework is divided between the Department of Modern Languages and Literatures (six courses) and the Department of Secondary Education (generally four courses). The courses required by the Department of Secondary Education vary depending on the entry qualifications of students. All students should consult with the Department of Secondary Education for the current requirements.

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 School of Education for the current requirements.

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#### Matriculation requirements

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Applicants must offer at least 18 credits in advanced courses in French.

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

(a) New York State Initial Certification in Adolescence Education for grades 7-12.

(b) courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching French in grades 7-12; 100 hours of fieldwork; 40 days or 300 hours of student teaching of French in grades 7-12; or one year of full-time teaching.

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

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of at least 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 who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the head of adolescence education and special subjects in the School of Education and the chairperson of the Department of Modern Languages and Literatures.

Applicants must consult matriculation requirements for adolescence education and special subjects in the School of Education section of the Bulletin, and should see the head of adolescence education and special subjects for counseling.

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

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#### Degree requirements

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A minimum of 30 credits is required for the degree.

Students must complete 12 credits in courses in the School of Education.

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

Students who possess Initial Certification in teaching French must complete 9 credits in Group II and 3 credits in Group III, below.

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

Students pursuing Initial Certification in teaching French must take Secondary Education 7503X, Teaching Writing Across the Curriculum, in Group III.

Students who already have a master's degree but wish Initial Certification in teaching Spanish or French must take appropriate courses in Group I and Group III, below, as determined at the time of matriculation by the head of adolescence education and special subjects in the School of Education.

- Group I  
Secondary Education 7500X, 7501X, 7534T, 7542T, 7516T, 7543T.

- Group II  
Secondary Education 7502T, 7510T, 7523T.

- Group III  
Secondary Education 7005X, 7504T, 7671X, 7527T, 7684T, 7545X, 7503X, Secondary Education 7548X/English 7507X, Secondary Education 7549X/Theater 7141X, Secondary Education 7038X.

Students must also complete requirements in French as follows:

The following courses are required: French 7010X; 7510X or 7520X;

Students must pass a written and oral comprehensive examination or complete both (a) and (b):

(a) complete 12 credits of course work in addition to the credits otherwise required;

(b) and write a substantial research paper, in French, acceptable to the Department of Modern Languages and Literatures.

Information about the comprehensive examination is in the section "Academic Regulations and Procedures."

Courses in the Modern Languages and Literatures Department and the School of Education offered toward the degree must be 7000-level courses.

The program of study must be approved early in the first semester by the chairperson or deputy chairperson of the Modern Languages and Literatures Department and the head of adolescence education and special subjects in the School of Education.

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### **M.A. degree program in education: mathematics teacher (7-12)** **HEGIS code 1701.01; SED program code 26734**

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The Mathematics Department, in conjunction with the Department of Secondary Education, offers a master of arts degree in education for mathematics teachers (grades 7-12). The New York State Education Department licenses graduates of registered teacher education programs who meet the state requirements for teachers. Applicants must consult matriculation requirements for adolescence education and special subjects in the Department of Secondary Education section of the Bulletin, and should see the chairperson of the Department of Secondary Education for counseling.

The department also participates in a master of science degree program for middle childhood education specialists in math (grades 5-9), with extensions for gifted education at initial and professional certification levels.

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

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

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#### Matriculation requirements

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

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

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

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

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

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#### Degree requirements

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For students who hold New York State certification in mathematics (7-12), thirty credits are required for the degree. For students without New York State certification in mathematics (7-12), thirty to forty-five credits are required for the degree. Students must complete the following

education courses in the stated sequence: SEED 7462X, SEED 7463X, SEED 7544T, SEED 7464T. All required education courses and some education electives require permission for registration as indicated in the Schedule of Courses.

Option A: 30 credits

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

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

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Degree requirements  
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Thirty credits are required for the degree.

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

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

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

Option B: 30-45 credits

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

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

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

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

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

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

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

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

Option C: 30-39 credits

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

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

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

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

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

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

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**M.A. degree program in education: music teacher (all grades)**  
**HEGIS code 0832; SED program code 26816**

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The Conservatory of Music in conjunction with the Department of Secondary Education, offers a master of arts degree in education for Music teachers (all grades). The New York State Education Department licenses graduates of registered teacher education programs who meet the state requirements for teachers.

The master of arts, music teacher degree is for certified music educators who are working towards their permanent certification. Students in the M.A., music teacher program have the opportunity to explore musical topics beyond the realm of music education by participating in graduate seminars in music history, music theory, performance practice, and conservatory ensembles, while taking advanced courses in the history and theory of music education. 30 credits in graduate level music courses are required. (Graduate level School of Education courses may be used as electives.) Students can either complete a thesis or education project, or complete 33 credits without a project. All students should consult with the School of Education for the current requirements.

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 Matriculation requirements  
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In addition to meeting the general matriculation and admission requirements of the Division of Graduate Studies, applicants must hold either a B.A. in music teaching or a B.Mus. in music education. Also eligible to apply are (a) students holding other music bachelor's degrees with sufficient course work in education and music education to be permitted to take student teaching, or (b) students holding a bachelor's degree with at least 36 credits in music courses, including an array of analysis, counterpoint, harmony, history, conducting, performance, education, and music education courses sufficient for admission to student teaching in music. Requirements for student teaching are available from the coordinator of music education.

Applicants must submit a copy of their New York State teaching certificate. Applicants must have a minimum undergraduate grade point average of 3.00. International applicants for whom English is a second language must have attained a TOEFL score of at least 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, to be considered for admission.

Applicants must pass a performance audition and music education interview and submit a portfolio including such items as résumé, writing sample, and evidence of teaching experience.

A placement examination covering music history, theory, and analysis is given to all applicants for admission. Further information about the examination is available from the assistant director of the Conservatory of Music.

The student's program must be planned and approved by the coordinator of music education and approved by the assistant director. Courses in the conservatory offered toward the degree must be 7000-level courses.

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

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 Degree requirements  
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Thirty to 33 credits are required for the degree.

The following courses are required:

1. Music U7400G.
2. One course chosen from Music U7601G-U7606G, 7631G, U7650X, 7651X, 7850X or 7860X.
3. One course chosen from Music 7632G, 7641X, 7642X.
4. Two courses chosen from Music 7700X through 7781X.
5. One course chosen from Education [724.12T], Music 7000G, or Music 7010T.
6. Music 7201X and 7170T.
7. One course chosen from Music 7101X, 7121X, 7122X, 7150T, 7633X.

8. Four credits in music, music performance (studio lessons and/or ensembles), music education, or education electives.

9. Thesis (Music U7930X) or Music Education Master's Project (Music 7920T) or an additional 6 credits in music, music performance (studio lessons and/or ensembles), music education, or education electives.

Students must pass a comprehensive examination. Information about requirements for the comprehensive examination is in the section "Academic Regulations and Procedures" of the Graduate Bulletin.

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**M.A. degree program in education: physics teacher (7-12)**  
**HEGIS code 1902.01; SED program code 26762**

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The M.A., physics teacher program prepares students for a career in teaching at the high school level. It includes courses in education, as well as physics, which are designed to help graduate students become more effective high school physics teachers. The courses required by the Department of Secondary Education vary depending on the entry qualifications of students.

The profession of teacher education is licensed by the New York State Education Department. Therefore, program requirements are subject to change. All students should consult with the Head of the program in adolescence science education for the current requirements.

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Matriculation requirements  
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Applicants must offer at least 12 credits in physics beyond general physics.

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

(a) New York State Initial Certification in physics for grades 7-12;

(b) courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching physics in grades 7-12; 100 hours of fieldwork; 40 days or 300 hours of student teaching of physics in grades 7-12, or one year of full-time teaching of physics in grades 7-12;

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

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) before being considered for admission. For more updated and complete information on minimum passing scores see the section on additional admission requirements for students with international credentials in the Graduate Bulletin or the program web page. At the discretion of the program, additional English courses may be required as a condition 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 Head of the program in adolescence science education in the School of Education and the chairperson of the Physics Department.

Applicants must consult matriculation requirements for adolescence education and special subjects in the Schools of Education section of the Bulletin, and should see the Head of the program in adolescence science education for counseling.

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

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Degree requirements  
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A minimum of thirty credits is required for the degree.

Students must complete 12 credits in courses in the Physics Department including 6 credits in courses on the 7000 level.

Students must complete 12 credits in courses in the Department of Secondary Education (SEED) as described below. The remaining credits required for the degree may be in courses taken in any department.

Students take different education courses and sequences of courses depending on their previous course work, teaching experience, and the certificates they hold. Students who possess Initial Certification in teaching physics must complete 9 credits in Group II and 3 credits in Group III, below.

Students who do not possess Initial Certification in teaching physics or equivalent course work and teaching experience or who are teaching but do not possess Initial Certification in teaching physics must have the appropriate course work and credits in the subject area and must complete courses in Group I, Group II, and SEED 7503X in Group III below. The student teaching methods course (SEED 7380T) must precede the student teaching seminars (SEED 7381T and SEED 7383T) and field experience (SEED 7542T and SEED 7543T).

Students who already have a master's degree but wish Initial Certification in teaching physics must take appropriate courses in Group I and Group III, below as determined at the time of matriculation by the Head of the program in adolescence science education.

Group I:

SEED 7500X, 7501X or 7314X, 7542T, 7380T, 7381T, 7383T, 7671X, 7543T.

Group II:

SEED 7502T, 7327T or 7326X, 7340T.

Group III:

SEED 7547T, 7527T, 7545X, 7503X, 7548X/ENGL 7507X, SEED 7315X, 7038X.

Students must pass a comprehensive examination or submit a thesis acceptable to the Department of Physics, the choice to be made in consultation with the deputy chairperson of the Physics Department. Information about requirements for the comprehensive examination and the thesis is in the section "Academic Regulations and Procedures."

The program of study must be approved early in the first semester by the chairperson or deputy chairperson of the Physics Department and the Head of the program in adolescence science education in the School of Education.

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**M.A. degree program in education: social studies teacher (7-12)**  
**HEGIS code 2201.01; SED program code 26753**

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This program leads to New York State Initial or Professional Certification to teach social studies, grades 7-12. The length of the program depends on the individual's prior preparation: 30 credits for an individual entering with less than 21 credits in history and initial teaching certification; 30-45 credits for an individual who does not possess initial certification. Non-degree programs are available which lead to certification for individuals with a prior master's degree and less than 21 credits in history and/or geography. Graduates must hold more than 21 credits in history and/or geography to be recommended for NYS certification. Individuals entering without initial certification spend two terms student teaching—one term in a middle/junior high school; one term in a senior high school. All students should consult with the School of Education for the current requirements.

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 School of Education for the current requirements.

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 Matriculation requirements  
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Applicants must offer a distribution approved by the coordinator of at least 21 credits in upper division undergraduate or graduate courses in one or more of the following: economics, geography, history, sociology, and/or political science, preferably including 15 credits in history.

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

(a) New York State Initial Certification in teaching social studies for grades 7-12;

(b) Courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching social studies in grades 7-12; 100 hours of fieldwork; 40 days or 300 hours of student teaching of social studies in grades 7-12 or one year of full-time teaching of social studies in grades 7-12;

(c) An undergraduate degree with an appropriate major or appropriate course work in the appropriate subject areas.

Applicants must have a minimum undergraduate grade point average of 3.00. A minimum average of 3.00 in graduate courses is required to maintain matriculation. 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 head of adolescence education and special subjects in the School of Education and the coordinator of social studies.

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 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 must consult matriculation requirements for adolescence education and special subjects in the School of Education section of the Bulletin, and should see the head of adolescence education and special subjects in the School of Education for counseling.

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

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 Degree requirements  
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A minimum of 30 credits is required for the degree.



Eighteen credits must be chosen from the field(s) of the Social Studies: History, Political Science, Economics, Sociology. Students must choose at least one course from each of the distribution areas listed below, with a minimum of nine credits in history (not all courses will run every semester):

- 1) Economics: Economics 7215X, 7055X and HIST 7120X, 7441X.
- 2) U.S. Constitution: History 7412X, 7448X and POLS 7200X, 7210X.
- 3) European History: History, 7210X, 7220X, 7120X, 7230X, 7310X, 7320X, 7370X, 7380X and Sociology 7322X.
- 4) Global: History 7110X, 7512X, 7515X, 7517X, 7540X, 7550X, 7552X, 7562X, 7580X, 7530X and Political Science 7610X, 7650X, 7720X, 7780X.
- 5) US History: History 7411X, 7412X, 7420X, 7425X, 7430X, 7440X, 7442X, 7446X, 7448X, 7441X, 7450X, 7460X; Political Science 7030X, 7320X, 7330X, 7470X, 7570X; Sociology 7341X, 7342X, 7352X.

Students must complete a minimum 12 credits in courses in the Secondary Education Department. Students take different education courses and sequences of courses depending on their previous course work, teaching experience, and the certificates they hold.

Students who possess Initial Certification in teaching social studies must complete 9 credits in Group II and 3 credits in Group III, below.

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

Students pursuing Initial Certification in teaching social studies must take Secondary Education 7503X, Teaching Writing Across the Curriculum, in Group III.

Students who already have a master's degree but wish Initial Certification in teaching social studies must take appropriate courses in Group I and Group III, below, as determined at the time of matriculation by the program head of Social Studies Education.

Group I: Secondary Education 7500X, 7501X, 7532T, 7542T, 7515T, 7543T, 7671T.

Group II: Secondary Education 7502T, 7509T, 7522T.

Group III: Secondary Education 7503X.

Students must complete a research project under advisement of a faculty member in Secondary Education 7522T. This project meets the Comprehensive Examination/Thesis requirement for the program.

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**M.A. degree program in education: Spanish teacher (7-12)**  
**HEGIS code 1105.01; SED program code 26800**

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The Department of Modern Languages and Literature in conjunction with the Department of Secondary Education, offers a master of arts degree in education for Spanish teachers (grades 7-12). The New York State Education Department licenses graduates of registered teacher education programs who meet the state requirements for teachers.

This master of arts program provides students with an introduction to the Peninsular/Latin American literature. At the same time, the focus on language and culture fully prepares students for employment as foreign language teachers at the middle and high school levels.

Coursework is divided between the Department of Modern Languages and Literatures (six courses) and the Department of Secondary Education (generally four courses). The courses required by the Department of Secondary Education vary depending on the entry qualifications of students. All students should consult with the Department of Secondary Education for the current requirements.

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 School of Education for the current requirements.

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Matriculation requirements  
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Applicants must offer at least 18 credits in advanced courses in Spanish.

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

(a) New York State Initial Certification in Adolescence Education for grades 7-12.

(b) courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners;

6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching Spanish in grades 7-12; 100 hours of fieldwork; 40 days or 300 hours of student teaching of Spanish in grades 7-12; or one year of full-time teaching.

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

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of at least 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 who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the head of adolescence education and special subjects in the School of Education and the chairperson of the Department of Modern Languages and Literatures.

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

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Degree requirements  
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A minimum of 30 credits is required for the degree.

Students must complete 12 credits in courses of the School of Education.

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

Students who possess Initial Certification in teaching Spanish must complete 9 credits in Group II and 3 credits in Group III, below.

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

Students pursuing Initial Certification in teaching Spanish must take ED 7503X, Teaching Writing Across the Curriculum, in Group III.

Students who already have a master's degree but wish Initial Certification in teaching Spanish must take appropriate courses in Group I and Group III, below, as determined at the time of matriculation by the head of adolescence education and special subjects in the School of Education.

- Group I

Education 7500X, 7501X, 7534T, 7542T, 7516T, 7543T.

- Group II

Education 7502T, 7510T, 7523T.

- Group III

Education 7005X, 7504T, 7671X, 7527T, 7684T, 7545X, 7503X, Education 7548X/English 7507X, Education 7549X/Theater 7141X, Education 7038X.

Students must also complete requirements in Spanish as follows:

The following courses are required: Spanish 7010X; 7510X or 7520X; a course in American literature; and a course in Peninsular Spanish literature.

Students must pass a written and oral comprehensive examination and complete a substantial final project, which may take the form of a thesis in Spanish, or may consist of a "teaching unit" completed under the co-direction of the Department of Modern Language and Literatures and the School of Education. Students may take the comprehensive examination beginning in the semester in which they will have earned 18 credits. The writing of the thesis or completion of the teaching unit will take place during a one credit tutorial, Spanish 7790X, to be taken as the final course of the student's program. Spanish 7790X, however, is not a required course for the degree.

Information about the comprehensive examination is in the section "Academic Regulations and Procedures."

Courses in the Modern Languages and Literatures Department and the School of Education offered toward the degree must be 7000-level courses.

The program of study must be approved early in the first semester by the chairperson or deputy chairperson of the Modern Languages and Literatures Department and the head of adolescence education and special subjects in the School of Education.

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**M.A.T. degree program: earth science teacher (grades 7-12)**

**HEGIS code 1917.01; SED program code 33640 (Concentration A); 33641 (Concentration B)**

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 Matriculation requirements
 

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Each candidate will be evaluated individually. Based upon this evaluation and certification requirements of the New York State Education Department, courses in education or another department may be substituted for required courses with permission of the Program Head of middle school science education. Applicants to Concentration A must have completed a minimum of six credits in earth and environmental science or in cognate sciences including chemistry and physics. Applicants to Concentration B must have completed a minimum of 9 credits in earth science and six credits in cognate sciences including chemistry and physics. Students deficient in science credits may be accepted on condition that they complete additional coursework as recommended by the Program Head of middle school science education.

This program leads to a Master of Arts in Teaching Earth Science, and a New York State Professional Teaching Certificate in Adolescent Science Education with a specialization in earth science in grades 7-12.

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 minimum score of 500 650 on the paper based test or 280 on the computer based test or 61 114 on the internet based test to be considered for matriculation.

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

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 Degree requirements
 

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

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

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

The following required courses: Earth Science and Environmental Science 7013T, 7040T, 7044T, and either 7006T or 7042T. Twelve additional credits in Earth Science and Environmental Science numbered 7000T or higher, or 7100 or higher with permission of the chairperson. Secondary Education 7340T and one of the following courses Secondary Education 7311T, 7305T, 7326T or 7320T.

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

This option leads to both New York State Initial and Professional Teaching Certificates for pre-service science teachers. Applicants must have completed a minimum of 9 credits in Earth science and six credits in cognate sciences including chemistry and physics. Fifteen credits in Earth and Environmental Sciences numbered 7000T or higher, or 7100 or higher with permission of the chairperson. All of the following courses in education: Secondary Education 7500X, 7503X, 7312T or 7311T, 7320T, 7671T, and 7340T.

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

## Courses

### **SEED 6002T Issues and Strategies in Education**

15 hours each term; 1 credit each term.

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

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

### **SEED 6500X Psychological and Sociological Perspectives on Secondary Education and Adolescent Development**

45 hours lecture, 30 hours laboratory; 4 credits

Psychological models of development and learning theories; sociology of education; schooling and distinctive community cultures in the United States; microteaching and community study. Not open to all students who have taken EDUC 6500X.

Prerequisite: permission of the Chairperson or Deputy of the Department of Secondary Education.

### **SEED 6501X Studies of Curriculum in Secondary Education**

45 hours lecture, 30 hours laboratory; 4 credits

Curriculum issues in middle/secondary schools; interdisciplinary and integrated curricula; planning instructional lessons/units; testing and assessment; methods of teaching in middle schools; microteaching experiences and fieldwork in middle schools. Not open to all students who have taken EDUC 6501X.

Prerequisite or corequisite: SEED 6500X.

### **SEED 6503x Instructional Methods in Secondary Education**

60 hours; 4 credits

Goals and objectives for teaching in secondary education; planning for instruction; classroom dialogue and questioning; evaluation and assessment; innovative teaching techniques; teaching of students with special needs; subject area curricula. Not open to students who have

taken EDUC 6503X.

Prerequisite: Education 6500X [611X] and 6501X [612X].

### **SEED 6504X Student Teaching Practicum**

120 hours laboratory; 3 credits

Student teaching practicum; students will observe classes, teach lessons, and participate in professional activities in a senior high school under the supervision of the course instructor and a cooperating teacher in the school. Not open to students who have taken EDUC 6504X.

Prerequisite: SEED 6500X [611X] and 6501X [612X].

Corequisite: SEED 6503X [613.1X].

### **SEED 6505T Seminar on Teaching Methods of Music Education**

30 hours; 2 credits

Weekly seminar. Synthesis and application of knowledge and skill in human processes and variations, learning styles and processes, motivation, communication, classroom management, special needs, language acquisition and literacy development, curriculum development, instructional planning and strategies, technology and assessment, and the rights and responsibilities of all involved in the educational process, especially as applied to urban students. Workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention, and safety education. Not open to students who have taken EDUC 6505T.

Prerequisite: permission of the director of the Conservatory of Music, and the Chairperson or Deputy of the Department of Secondary Education.

Completion of all coursework for the Advanced Certificate in Music Education (MUSC 6510T, 6581T, 6582T, 6583T, three courses from MUSC 6601T, 6661X, and MUSC 7201X).

Corequisite: SEED 6506T [665.1T].

### **SEED 6506T Student Teaching**

300 hours; 4 credits

Supervised teaching of music in schools. Students spend the equivalent of forty days in schools, during which time they engage in daily, supervised student teaching as appropriate to the certificate. Not open to students who have taken EDUC 6506T.

Prerequisite: Permission of the director of the Conservatory of Music, and the Chairperson or Deputy of the Department of Secondary Education. Completion of all coursework for the Advanced Certificate in Music Education (MUSC 6510T, 6581T, 6582T, 6583T, three courses from MUSC 6601T-6661X, and MUSC 7201X).

Corequisite: SEED 6505T [665T].

### **SEED 7038X Special Topics in Education**

45 hours; 3 credits

Selected topics or recent advances in education that reflect current interests, professional needs, and educational problems of teachers and other school personnel. Topics vary from term to term. Not open to all students who have taken EDUC 7038X

Prerequisite: license or certificate to serve as teacher, paraprofessional, or supervisor in day care center, kindergarten, elementary, or secondary school. Additional prerequisites may be required for a specific topic.

### **SEED 7039X Special Topics in Education**

45 hours; 3 credits

Selected topics or recent advances in education that reflect current interests, professional needs, and educational problems of teachers and

other school personnel. Topics vary from term to term. Not open to all students who have taken EDUC 7039X.

Prerequisite: license or certificate to serve as teacher, paraprofessional, or supervisor in day care center, kindergarten, elementary, or secondary school. Additional prerequisites may be required for a specific topic.

### **SEED 7040X Special Topics in Education**

45 hours; 3 credits

Selected topics or recent advances in education that reflect current interests, professional needs, and educational problems of teachers and other school personnel. Topics vary from term to term. Not open to students who have taken EDUC 7040X.

Prerequisite: license or certificate to serve as teacher, paraprofessional, or supervisor in day care center, kindergarten, elementary, or secondary school. Additional prerequisites may be required for a specific topic.

### **SEED 7041T Honors Seminar in Education I, II**

30 hours each term; 2 credits each term

Individual study and research supervised by a faculty member. A written report is required. Not open to students who have taken EDUC 7041T.

Prerequisite: 12 credits in graduate courses including at least two education courses; and evidence of superior scholarship, high professional promise, and capacity for self-directed study; and permission of the deputy for graduate studies.

### **SEED 7042T Honors Seminar in Education I, II**

30 hours each term; 2 credits each term

Individual study and research supervised by a faculty member. A written report is required. Not open to students who have taken EDUC 7042T.

Prerequisite: 12 credits in graduate courses including at least two education courses; and evidence of superior scholarship, high professional promise, and capacity for self-directed study; and permission of the deputy for graduate studies.

### **SEED 7310T Methodology in Middle Childhood and Adolescence Science Teaching I**

45 hours plus conference, 15 hours field experience; 3 credits  
Implementation, adaptation, and assessment in practice of research validated science curricula for middle childhood with an emphasis on the life and environmental sciences. Approaches to integrating language arts and social sciences in teaching and learning science; development of reading, oral and written communication skills in the sciences. Adapting pedagogy to the needs of English language learners and students with diverse learning styles. Examination of environmental ethics and issues. Field trips will be required. Not open to students who have taken EDUC 7310.

Prerequisite: matriculation in middle childhood science education.

### **SEED 7311T Methodology in Middle Childhood and Adolescent Science Teaching II**

45 hours plus conference, 15 hours field experience; 3 credits  
Continuation of Education 7310 [714.25]T. Methods of integrating science with math and technology in the middle school with an emphasis on physical and earth science. Developing quantitative and critical thinking skills. Design and assessment of inquiry- and problem-based curriculum integrating quantitative reasoning. Adapting methods to the needs of students with disabilities, and students with diverse learning styles. Purposes and types of student assessment. Field

trips will be required. Not open to all students who have taken EDUC 7311T.

Prerequisite: SEED 7310T [714.25]T.

**SEED 7312T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Science**

45 hours, plus conference; 3 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction, curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching science at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have completed Secondary Education 7540T. Not open to all students who have taken EDUC 7312T.

Corequisite: SEED 7542T [764.5T].

**SEED 7313X Physical and Life Science, Theory and Content I, Middle Childhood & Adolescence**

45 seminar plus conference; 3 credits

Introductory course in teaching physical and life science. Analysis of instructional settings and strategies with a focus on science content, teaching and learning theories, inclusive classrooms, techniques of self-analysis, analysis of classroom interactions, literacy, and modes of communication in the classroom. Learning needs of English language learners, students with disabilities, community. Natural and physical sciences from a pedagogical perspective, the New York State and National Standards for science, the development of science curricula with appropriate student-based and differentiated class instruction and assessment, individual and professional teacher development. Field experience required, but might vary (20-40 hours). Not open to all students who have taken EDUC 7313X.

Corequisite: SEED 7323X [708.04X].

**SEED 7314X Physical and Life Science Instruction and Learning I, Middle Childhood and Adolescence**

45 hours seminar plus conference; 3 credits

Introductory content and methods course and differentiated instruction in physical and life sciences. Provides new and practicing teachers the opportunity to examine, discuss, create and revise the knowledge they need to become successful science teachers. Common themes in physical and life sciences and design curricula that enhance students' science investigative skills and critical thinking using principles of constructivism to guide the design and implementation process, and teaching practices. Addressed are creative writing and literacy, methods of inquiry, national, NYS and NYC Science Standards, science laboratory safety and skills, the scientific method, use of technology and web resources, science literacy, forms of assessment, scientific misconceptions, science in the community, and the teaching and learning of science in multicultural and diverse classrooms. Field experience (25 hours) required. Not open to all students who have taken EDUC 7314X.

**SEED 7315X Historical, Philosophical, and Social Foundations of Education and Science**

45 hours seminar plus conference ; 3 credits

Historical, philosophical, social and legal foundations of education. History of Western and non-Western science; history of science education. Cultural embeddedness of science; issues in science and

science education. Not open to all students who have taken EDUC 7315X

**SEED 7320T Foundations and Analysis of Teaching I**

30 hours lecture, 30 hours laboratory; 3 credits

Educational research as applied to analysis of teaching and learning with an emphasis on science and environmental education. Discussion of a range of research methodologies including action research and uses of technology to access and process information in educational research to analyze functioning of teachers in urban schools with children of diverse abilities and backgrounds. Field trips will be required. Not open to all students who have taken EDUC 7320T.

**SEED 7321T Seminar in Applied Theory and Research: Science and Environmental Education**

30 hours lecture, 30 hours laboratory; 3 credits

Advanced concepts of educational research, including research study design and utilization of results of research. Application of techniques of research, using materials relevant to science and environmental education. Consultation and application in appropriate field settings. Design and implementation of an original research project. Field trips will be required. Not open to all students who have taken EDUC 7321T

**SEED 7323X Physical and Life Science, Theory and Content II, Middle Childhood and Adolescence**

45 hours seminar plus conference; 3 credits

Advanced course in teaching physical and life science. Analysis of instructional settings and strategies with a focus on science content, teaching and learning theories, techniques of self-analysis, analysis of classroom interactions, and modes of communication in the classroom. Natural and physical sciences from a pedagogical perspective, the New York State and National Standards for science, use of technology to assist students, the development of science curricula with appropriate student-based and differentiated class instruction and assessment. Historical, social, and legal foundations of education, and rights and responsibilities of teachers, students and others with regard to education. Field experience required; may vary (20-40 hours). Not open to students who have taken EDUC 7323X.

Corequisite: SEED 7313X [707.04X].

**SEED 7324X Physical and Life Science Instruction and Learning II, Middle Childhood & Adolescence**

45 hours plus conference; 3 credits

Advanced content and methods course and differentiated instruction in physical and life sciences. Provides new and practicing teachers the opportunity to examine, discuss, create and revise the knowledge they need to become successful science teachers. Its central goals are to examine common themes in physical and life sciences and design curricula that enhance students' literacy, science investigative skills and critical thinking using principles of constructivism to guide the design and implementation process, and teaching practices. Topics in physical and life science curriculum and standards, methods of inquiry, the scientific method, science laboratory safety and skills, use of technology and web resources, science literacy, forms of assessment, science in the community, and teaching and learning science in multicultural and diverse classrooms. Development of science reading and writing skills, graphic organizers, literacy for students with special needs. Field experience (25 hours) required. Not open to all students who have taken EDUC 7324X

Prerequisite: SEED 7314X [711.04X].

**SEED 7325X Middle Childhood and Adolescence Development, Culture, Cognition, and Language in Science Learning and Teaching**

45 hours seminar plus conference; 3 credits

Developmental, psychological, and educational approaches to understanding and nurturing scientific curiosity and learning in middle childhood, and adolescent years. Exploration of learning theories, culture, race, gender, role of language and literacy; and implications for practice. Applying these considerations to science learning and teaching. Motivation and assessment. Considerations for learners with special needs, and diverse and gifted learners. Field experience (25 hours) and field study required. Not open to students who have taken EDUC 7325X.

**SEED 7326T Seminar II in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Science**

45 hours, plus conference; 3 credits

Advanced theories and methods of teaching science at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in science; teaching science to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the science curriculum in urban classrooms. Students enroll in workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education. Not open to students who have taken EDUC 7326T.

Prerequisite: SEED 7500X [742X], 7501X [792.1X] and permission of the chairperson of the major department and the head of the program in adolescence science education.

Prerequisite or corequisite: SEED 7312T [763.04] and 7542T [764.5]. Corequisite: 7543T [764.51].

**SEED 7327T Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Science**

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in science to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the science disciplines and implications for teaching. Not open to students who have taken EDUC 7327T.

Prerequisite: Initial Certification or SEED 7500X [742X], 7501X [792.1X], 7312T [763.04T], 7542T [764.5T], 7326T [723.04T], and 7543T [764.51T] or equivalents.

Prerequisite or corequisite: SEED 7502T [742.2T].

**SEED 7330T Middle Childhood Science Education: Seminar and Student Teaching Practicum I**

30 hours seminar, 150 hours or 20 days of supervised student teaching in Middle Childhood Education grades 5-6; 3 credits

Supervised field work in teaching middle childhood science education. Emphasis on the development of an interdisciplinary approach to teaching pre-adolescents from diverse backgrounds, those who are English language learners, and those with special needs. Integration of instructional technology and topics required by New York State standards in Professional certification. Not open to students who have taken EDUC 7330T.

Prerequisite: initial Certification in Early Childhood Education or in a Special Subject or 12 credits in education including SEED 7500X [742X], 7501X [792.1X], 714.25T, 7311T [715.25T] and permission of the Program Head.

**SEED 7332T Middle Childhood and Adolescence Science Education: Seminar and Student Teaching Practicum II**

30 hours seminar, 150 hours or 20 days of supervised student teaching in Middle Childhood Education grades 7-9; 3 credits

Supervised field work in teaching middle childhood science education. Emphasis on teaching young adolescents from diverse backgrounds, those who are English language learners, and those with special needs. Integration of disciplinary curriculum, instructional technology, and topics required by New York State standards in Professional certification. Not open to all students who have taken EDUC 7332T.

Prerequisite: initial certification or SEED 7500X [742X], 7501X [792.1X] and permission of the Program Head.

**SEED 7340T Seminar in Educational Research: Science**

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the science disciplines; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching the sciences. Formulation, development, and realization of an original research project relevant to teaching and learning science. Not open to all students who have taken EDUC 7340T.

Prerequisite: Completion of all program conditions and SEED 7502T, 7327T, and 3 credits of an approved elective course or 6 credits in middle childhood education and permission of the head of the program in adolescence science education .

**SEED 7380T Methods of Instruction in Adolescence Science Teaching**

45 hours seminar plus conference; 3 credits

Methods of instruction and lesson planning, curriculum development and assessment, classroom management, and developing school-community relationships; analysis of New York State science curriculum, and local and national standards in science. Focus on developing self-reflective teaching styles and assessment procedures and research based instruction to address the learning needs of a diverse student population, students with special needs, English language learners; developing, implementing, and evaluating the science curriculum in urban classrooms; backwards design. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching science at grade levels appropriate for state certification requirements. Observing, studying, and developing curriculum in light of classroom observations. Field experience of a minimum of 25 hours is required.

**SEED 7381T Science Student Teaching Seminar I**

22.5 hours seminar plus conference; 1.5 credits

Seminar for administration, guidance, and instruction for the student teaching field experience in science education. Each class meeting will be used to "debrief" and reflect on student teaching experiences, review of State certification requirements, discuss teaching and learning of science in light of student teaching experiences and observations. Students enroll in appropriate NYS certification exams and required workshops. Curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate. Formal and informal methods of

assessing student learning and the means of analyzing one's own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching. Distribution and collection of student teaching evaluations and timesheets. Development of portfolios. Students will be engaged in the completion of appropriate NYS certification, workshops and examination requirements.

Prerequisite: SEED 7380

Corequisite: SEED 7542

### **SEED 7383T Science Student Teaching Seminar II**

22.5 hours seminar plus conference; 1.5 credits

Advanced seminar for administration, guidance, and instruction for the student teaching field experience in science education. Each class meeting will be used to "debrief" and reflect on student teaching experiences, review of State certification requirements, discuss teaching and learning of science in light of student teaching experiences and observations. Students enroll in appropriate NYS certification exams and required workshops. Curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate. Formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching. Distribution and collection of student teaching evaluations and timesheets. Students will complete all appropriate NYS certification and examination requirements. Completion of e-portfolios.

Prerequisite: SEED 7380

Corequisite: SEED 7543

### **SEED 7389T Teaching Literacy in Middle and Secondary Schools**

45 hours lecture; 3 credits

Critical examination of contemporary literacy theories. Methods of teaching current innovative practices aligned with the standards in the language arts curriculum and in content areas. Techniques for developing integrated interdisciplinary units. Not open to students who have taken EDUC 7389T.

### **SEED 7390T Practicum in Meeting the Literacy Needs of Students in Middle Schools**

30 hours lecture, 30 hours laboratory; 3 credits

Development, application, and implementation of literacy strategies based on theories and research findings. Supervised practice with selected learners in grades 5 through 8. Not open to students who have taken EDUC 7390T.

### **SEED 7391T Practicum in Meeting the Literacy Needs of Students in High School**

30 hours lecture, 30 hours laboratory; 3 credits

Continuation of SEED 7390T [732.12T] with students in grades 9 through 12. Not open to students who have taken EDUC 7391T.

Prerequisites: SEED 7390T [732.12T] and 7387T [719.12T].

### **SEED 7401T Middle Childhood Education: Advanced Methodology and and Interdisciplinary Approaches**

45 hours plus conference; 3 credits

Continuation of SEED 7400T [712.23T]. Emphasis on teaching and learning involving fractions, decimals, and percents,

measurement/geometry, probability, and data interpretation. Interdisciplinary approaches involving mathematics and science, social studies, and literacy. Writing and assessment in mathematics. Diagnostic techniques, and adaptations of materials and methods for special needs learners. Introduction to research paradigms in mathematics education. Not open to students who have taken EDUC 7401T.

Prerequisite: SEED 7400T [712.23T].

### **SEED 7402T Seminar in Applied Theory and Research in Mathematics Education I**

45 hours plus conference; 3 credits

Educational research as applied to the analysis of teaching and learning of mathematics. Qualitative and quantitative research. Use of educational research techniques to analyze teaching and learning of mathematics in urban schools. Mathematics vocabulary, reading, and writing in mathematics. Focus on children with special needs and English-language learners. Nature and design of action research in mathematics education. Selection of a research topic and questions, review of related research. Not open to students who have taken EDUC 7402T.

Prerequisite: SEED 7401T [713.23T].

### **SEED 7403T Seminar in Applied Theory and Research in Mathematics Education II**

45 hours plus conference; 3 credits

Continuation of Education 7402T [701.23T]. Techniques for analyzing qualitative and quantitative data. Design, implementation, and reporting a research project. Current issues in mathematics education. Professional leadership in mathematics education. Not open to all students who have taken EDUC 7403T.

Prerequisite: SEED 7402T [701.23T].

### **SEED 7451X Teaching Mathematics in Middle Childhood**

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

Objectives, methods, and materials for teaching middle childhood mathematics. Creating classroom and school environments to support the mathematics learning of all students in grades 5-9, including students with special needs and English language learners. Overview of the NCTM Principles and Standards and analysis of the New York State Learning Standards for mathematics in grades K-12. Overview of the 5-9 curriculum strands (number, algebra, probability, and data analysis). Uses of technological tools in the math classroom. Planning lessons according to the New York City 5-9 pacing calendars. Role of problem solving and higher order thinking in mathematics instruction. Workshops in identifying, reporting, and responding to child abuse and substance abuse, fire and arson prevention and safety education. Not open to students who have taken EDUC 7451X.

Corequisite: SEED 7501X [792.1].

### **SEED 7452X Methods for Teaching Number and Algebra in Grades 5 through 9**

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

Overview of the number and operations 5-9 grades curriculum strand: ways of representing numbers, relationships among numbers, and number systems; meanings of and relationships among operations; fluent mental and written computation and reasonable estimation. Overview of the algebra 5-9 grade curriculum strand: patterns, relations, and functions; representing and analyzing mathematical situations and structures using algebraic symbols; modeling and solving contextualized problems using various representations, such as graphs, tables, and equations; using graphs to analyze the nature of changes in linear relationships. Using graphing calculators. Using diagnostic

techniques and differentiating materials and methods for teaching number and operations and algebra. Not open to students who have taken EDUC 7452X.

**SEED 7453X Methods for Teaching Geometry and Measurement, Probability and Data Analysis in Grades 5 to 9**

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

Overview of the Geometry and Measurement strands in 5-9 grades: Spatial visualization and geometric modeling; use of transformations and symmetry to analyze mathematical situations; Coordinate geometry. Overview of the Probability and Data Analysis strand in 5-9 grades: Selection and use of appropriate statistical methods to analyze data; Development and use of diagrams as tools for organizing data and solving probability and data analysis problems; Developing and evaluating inferences and predictions based on data. Basic probability concepts for testing conjectures. Effective strategies for guiding interaction in diverse classrooms. Integrating technology in the teaching of geometry, probability, and data analysis. Diagnostic techniques and differentiation of materials and methods for teaching geometry, measurement, probability and data analysis in inclusion and linguistically and culturally diverse classrooms. Not open to students who have taken EDUC 7453X.

**SEED 7454T Advanced Topics in Grades 5 to 9 Mathematics Instruction**

45 hours plus conference; 3 credits

Advanced topics in the teaching and learning of number, algebra, geometry, probability and data analysis. Teaching mathematics through non-routine problems. Functions of symbols and models. Designing units that interconnect mathematics curriculum strands. Thematic instruction: Planning interdisciplinary projects that link mathematics to literacy, sciences, visual arts, and social studies. Using technological tools in the teaching of algebra, geometry, probability, and data analysis. Techniques for analyzing classroom data. Language and mathematics: Attention to the linguistic demands of math teaching and learning; improving instruction through the analysis of classroom interaction. Using diagnostic techniques and differentiating materials and methods for teaching in inclusion and linguistically and culturally diverse classrooms. Not open to students who have taken EDUC 7454T.

**SEED 7455T Seminar in Applied Theory and Research in Middle School Mathematics Education**

45 plus conference; 3 credits

Formulation, development, and implementation of an original action research or teaching experiment project that includes review of related research, detailed documentation of the experimental lessons, analysis and interpretation of findings, and reflection on the implications of these for improving classroom practice. Connecting action research results to improving instruction, with particular focus on developing fluency in mathematical language (spoken, written, and diagrammatic) in inclusion and culturally and linguistically diverse classrooms. Current issues, professional development, and leadership in mathematics education. Not open to all students who have taken EDUC 7455T.

**SEED 7461T Methods and Content 7-12: Number, Operations, and Algebra**

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

Integration of theory and practice in the teaching and learning of mathematics in grades 7-12. Methods and materials for teaching key topics in number and operations, and algebra. Role of problem solving and higher order thinking skills in mathematics instruction. Focus on the contexts of urban schools, including English Language Learning or

special needs students. Assessment techniques. Preparation in literacy and language acquisition as it relates to the teaching of mathematics. Development of critical self-reflection. Not open to students who have taken EDUC 7461T.

**SEED 7462T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Mathematics**

45 hours, plus conference; 3 credits

Methods of instruction, curriculum development and assessment, with a focus on algebra and geometry. Classroom management and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition as it relates to the teaching of mathematics. Attention given to particular needs and interests of students. Role of materials and resources applied to teaching mathematics at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have completed Education 7540T [763.32T]. Also not open to students who have taken EDUC 7462T.

**SEED 7463T Methods & Content 7-12: Data Analysis, Probability and Trigonometry**

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

Course concerning theories and methods of teaching mathematics, curriculum development and assessment at grade levels appropriate for New York State certification requirements with a focus on data analysis and probability and trigonometry. Focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in mathematics; teaching mathematics to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the mathematics curriculum in urban classrooms. Role of materials and resources applied to teaching mathematics at grade levels appropriate for state certification requirements. Not open to students who have taken EDUC 7463T.

**SEED 7464T Seminar in Educational Research: Mathematics**

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching mathematics. Formulation, development, and realization of an original research project relevant to teaching and learning mathematics. Not open to all students who have taken EDUC 7464T.

Prerequisite: Completion of all program conditions and SEED 7502T [742.2T], 7544T [722.03T], and 3 credits of an approved elective course.

**SEED 7465X Integrating Advanced Digital Technologies in Adolescence Mathematics**

30 hours lecture, 30 hours laboratory/conference; 3 credits

Examination of the instructional applications of digital technologies in adolescence mathematics education; consequent new roles for teachers and changes in classroom organization; analysis and evaluation of selected technologies (e.g., dynamic geometry software; graphing calculators; computer algebra systems; spreadsheet; data collection devices; smartboards); embedded awareness for inclusive instruction using assistive technology (AT); and use of technology to differentiate instruction. Designed for teaching mathematics in grades 7-12. Not open to students who have taken EDUC 7465X.



**SEED 7470T Seminar II in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Mathematics**

45 hours, plus conference; 3 credits

Advanced theories and methods of teaching mathematics at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in mathematics; teaching mathematics to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the mathematics curriculum in urban classrooms. Students enroll in workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education. Not open to students who have taken EDUC 7470X.

Prerequisite: 7462T [763.03T]; 7500X [742X], 7501X [792.1X], 7542T [764.5T] and permission of the chairperson of the major department and the head of the program in middle school mathematics education or adolescence mathematics.

Prerequisite or corequisite: 7462T [763.03T] and 7542T [764.5T].  
Corequisite: 7543T [764.51T].

**SEED 7472X Issues of Teaching in Middle Childhood**

45 hours; 3 credits

Issues in middle childhood teaching. Education for democratic citizenship and intercultural understanding; development and learning of preadolescents and young adolescents; providing for individual differences and special needs; organization of the classroom, school, and curriculum including team teaching, interdisciplinary and integrated curricula; articulation among elementary, middle, and secondary schools; guidance, home-school relations, testing, and assessment. Not open to students who have taken EDUC 7472X.

Prerequisite: permission of the head of the program in middle school mathematics education or adolescence mathematics.

**SEED 7500X Perspectives on Education: Teaching Children and Adolescents in Cultural Context**

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

An introduction to the philosophy, psychology, sociology, culture, and history of educating all children and adolescents. Development of children and adolescents in different cultures within American society in relation to existing value systems, with emphasis on the manner in which biological and psychological factors are interpreted in accordance with prevailing values. Focus on relationship between theory and practice. Opportunities through class discussion, portfolio preparation, and field experience for reflection on oneself as teacher, interactions between school and community, teachers' roles, and issues of diversity and social justice. Not open to students who have taken EDUC 7500X.

**SEED 7501X Analysis of Classroom Interaction and Curriculum**

45 hours seminar, 20 hours field work; 3 credits

Improving teaching methods through techniques of self-analysis and analysis of classroom interactions. Analysis of the instructional settings and instructional strategies with focus on students with special needs and English language learners. Analysis of learning processes and modes of communication in the classroom. Examination of the specialized discourses of the subject disciplines in adolescent, middle, and childhood curricula. Analysis of uses of technology in the classroom. Not open to students who have taken EDUC 7501X.

Prerequisite or corequisite: SEED 7500X [742X].

**SEED 7502T Diversity and the Inclusive Classroom**

45 hours; 3 credits

Examines the relationships between social identities and curriculum, teaching and the institution of school. Focuses on developing inclusive classrooms and addressing the needs of diverse student populations. Examination of curriculum, textbooks, and journals. Consideration of recent work on identity formation, multicultural education, anti-bias education, and institutional processes of labeling students. Development of materials and teaching methods for the inclusive classroom. Not open to students who have taken EDUC 7502T.

**SEED 7503X Teaching Writing across the Curriculum**

30 hours plus conference; 3 credits

Examination of the writing process as it may be used in subject areas. Study and application of recent research to classroom practice. Analysis of the relationship between writing, critical thinking, and learning and teaching in the subject area. Not open to students who have taken EDUC 7503X.

**SEED 7504T Critical Issues in Education: Social Values and Individual Needs: Modern Languages**

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques. Not open to students who have taken EDUC 7504T.

**SEED 7505T Critical Issues in Education: Social Values and Individual Needs: Physical Education**

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques. Not open to students who have taken EDUC 7505T.

**SEED 7508T Advanced Seminar in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: English**

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in English to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the discipline and implications for teaching. Not open to students who have taken EDUC 7508T.

Prerequisite: Initial Certification or SEED 7500X [742X], 7501X [792.1X], 7531T [763.01T], 7542T [764.5T], 7514T [723.01T], and 7543T [764.51T] or equivalents.

Prerequisite or corequisite: SEED 7502T [742.2T].

**SEED 7509T Advanced Seminar in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Social Studies**

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in social studies to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of

relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the discipline and implications for teaching. Not open to students who have taken EDUC 7509T.

Prerequisite: Initial Certification or SEED 7500X [742X], 7501X [792.1X], 7532T [763.02T], 7542T [764.5T], 7515T [723.02T], and 7543T [764.51T] or equivalents.

Prerequisite or corequisite: SEED 7502T [742.2X].

**SEED 7510T Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Modern Languages**

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in the language to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the language and implications for teaching. Not open to students who have taken EDUC 7510T.

Prerequisite: Initial Certification or SEED 7500X [742X], 7501X [792.1X], 7534T [763.11T], 7542T [764.5T], 7516T [723.11T], and 7543T [764.51T] or equivalents.

Prerequisite or corequisite: SEED 7502T [742.2T].

**SEED 7511T Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Physical Education**

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in physical education to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the discipline and implications for teaching. Not open to students who have taken EDUC 7511T.

Prerequisite: Initial Certification or SEED 7500X [742X], 7501X [792.1X], 7535T [763.13T], 7542T [764.5T], 7517T [723.13T], and 7543T [764.51T] or equivalents.

Prerequisite or corequisite: SEED 7502T [742.2T].

**SEED 7512T Advanced Seminar in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Health and Nutrition Sciences**

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in health and nutrition sciences to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the discipline and implications for teaching.

Prerequisite: Initial Certification or Education 7500X [742X], 7501X [792.1X], 7536T [763.16T], 7542T [764.5T], 7518T [723.16T], and 7543T [764.51T] or equivalents.

Prerequisite or corequisite: Education 7502T [742.2T].

**SEED 7514T Seminar II in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: English**

45 hours, plus conference; 3 credits

Advanced theories and methods of teaching English at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in English; teaching English to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the English curriculum in urban classrooms. Students enroll in workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education. Not open to students who have taken EDUC 7514T.

Prerequisite: SEED 7500X [742X], 7501X [792.1X] and permission of the head of the program in English education..

Prerequisite or corequisite: SEED 7531T [763.01T] and 7542T [764.5T].

Corequisite: 7543T [764.51T].

**SEED 7515T Seminar II in Pedagogy and Curriculum: Social Studies**

45 hours plus conference; 3 credits

Advanced theories and methods of teaching social studies at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in social studies; teaching social studies to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the social studies curriculum in urban classrooms. Students enroll in workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education. Not open to students who have taken EDUC 7515T.

Prerequisite: 7500X [742X], 7501X [792.1X] and permission of the program head of social studies.

Prerequisite or corequisite: SEED 7532T [763.02T] and 7542T [764.5T].

Corequisite: SEED 7543T [764.51T].

**SEED 7516T Seminar II in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Modern Language**

45 hours, plus conference; 3 credits

Advanced theories and methods of teaching modern languages at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in modern languages; teaching modern languages to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the modern language curriculum in urban classrooms. Students enroll in workshops in identifying, reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education. Not open to students who have taken EDUC 7516T.

Prerequisite: SEED 7500X [742X], 7501X [792.1X] and permission of the chairperson of the major department and the chairperson or deputy of the Department of Secondary Education.

Prerequisite or corequisite: SEED 7534T [763.11T] and 7542T [764.5T].

Corequisite: SEED 7543T [764.51T].

**SEED 7517T Seminar II in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Physical Education**

45 hours, plus conference; 2 credits

Advanced theories and methods of teaching physical education at grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in physical education; teaching physical education to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing, and evaluating the physical education curriculum in urban classrooms. Students enroll in workshops in identifying, Education 95 reporting, and responding to child abuse and in substance abuse, fire and arson prevention and safety education. Not open to all students who have taken EDUC 7517T.

Prerequisite: SEED 7500X [742X], 7501X [792.1X], and permission of the chairperson of the major department and the chairperson or deputy of the Department of Secondary Education.

Prerequisite: SEED 7535T [763.13T] and 7542T [764.5T].

Corequisite: SEED 7543T [764.51T].

**SEED 7521T Seminar in Educational Research: English**

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching English. Formulation, development, and realization of an original research project relevant to teaching and learning English. Not open to students who have taken EDUC 7521T.

Prerequisite: Completion of all program conditions and SEED 7502T [742.2T], 7508T [722.01T], and 3 credits of an approved elective course.

**SEED 7522T Seminar in Educational Research: Social Studies**

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching social studies. Formulation, development, and realization of an original research project relevant to teaching and learning social studies. Not open to students who have taken EDUC 7522T.

Prerequisite: Completion of all program conditions and SEED 7502T [742.2T], 7509T [722.02T], and 3 credits of an approved elective course.

**SEED 7523T Seminar in Educational Research: Modern Languages**

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching modern languages. Formulation, development, and realization of an original research project relevant to teaching and learning modern languages. Not open to all students who have taken EDUC 7523T.

Prerequisite: Completion of all program conditions and SEED 7502T [742.2T], 7510T [722.11T], and 3 credits of an approved elective course.

**SEED 7524T Seminar in Educational Research: Physical Education**

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching physical education. Formulation, development, and realization of an original research project relevant to teaching and learning physical education. Not open to students who have taken EDUC 7524T.

Prerequisite: Completion of all program conditions and SEED 7502T [742.2T], 7511T [722.13T], and 3 credits of an approved elective course.

**SEED 7525T Seminar in Educational Research: Health and Nutrition Sciences**

45 hours seminar, plus conference; 3 credits

Advanced concepts of educational research compared and contrasted with modes of inquiry in the discipline; emphasis on qualitative and quantitative research methods and possible uses of research. Analysis of research relevant to teaching health and nutrition sciences. Formulation, development, and realization of an original research project relevant to teaching and learning health and nutrition sciences.

Prerequisite: Completion of all program conditions Education 7502T [742.2T], 7512T [722.16T], and 3 credits of an approved elective course.

**SEED 7527T Education and Ethics**

30 hours plus conference; 3 credits

Ethical problems in locating and justifying educational values; in determining the nature, source, and limits of the school's moral authority; and in influencing the child's sense of values, moral outlook, and ways of judging. Exploration of the ethics of teaching. Use of literature, drama, the visual arts, and theories of ethics and moral development to explore the ethics of teaching, character education, and moral education. Not open to students who have taken EDUC 7527T.

**SEED 7528T Critical Issues in Education: Social Values and Individual Needs: English**

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques. Not open to all students who have taken EDUC 7528T.

**SEED 7529T Critical Issues in Education: Social Values and Individual Needs: Mathematics**

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques. Not open to students who have taken EDUC 7529T.

**SEED 7531T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: English**

45 hours, plus conference; 3 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction, curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse

student population, students with special needs, and English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching English at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have completed SEED 7540T [763.32T] or EDUC 7531T.

Corequisite: SEED 7542T [764.5T]

**SEED 7532T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Social Studies**

45 hours, plus conference; 3 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction, curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching social studies at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have completed SEED 7540T [763.32T] or EDUC 7532T.

Corequisite: SEED 7542T [764.5T].

**SEED 7534T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Modern Languages**

45 hours, plus conference; 3 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction, curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching modern languages at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have completed SEED 7540T [763.32T] or EDUC 7534T.

Corequisite: SEED 7542T [764.5T].

**SEED 7535T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Physical Education**

45 hours, plus conference; 3 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction, curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching physical education at grade levels appropriate for state certification requirements. Not open to students who are enrolled in or have completed SEED 7540T [763.32T] or EDUC 7535T.

Corequisite: SEED 7542T [764.5T].

**SEED 7538T Student Teaching of Mathematics: Seminar and Practicum I**

15 hours plus 20 days or 150 hours of weekly supervised student teaching; 30 hours field observation; 3 credits

Course in student practice teaching with seminar hours to prepare for State mandated portfolio of student teaching. Opportunity for extensive and intensive participation in teaching and school activities at the middle childhood and adolescence levels. Student teaching hours to be arranged. Observing, developing, and studying curriculum in light of teaching experiences and observations.

Prerequisite: SEED 7500X, SEED 7501X, and permission of the appropriate program head and the chair of the major department.

**SEED 7539T Student Teaching of Mathematics: Seminar and Practicum II**

15 hours plus 20 days or 150 hours of weekly supervised student teaching; 30 hours field observation; 3 credits

Course in student practice teaching with seminar hours to prepare for State mandated portfolio of student teaching. Opportunity for extensive and intensive participation in teaching and school activities at the middle childhood and adolescence levels. Student teaching hours to be arranged. Observing, developing, and studying curriculum in light of teaching experiences and observations.

Prerequisite: SEED 7500X, SEED 7501X, and permission of the appropriate program head and the chair of the major department.

**SEED 7540T Workshop in Secondary Education: Integrated/interdisciplinary curriculum**

45 hours; 3 credits

Workshop concerning problems and issues in the organization of subject matter. Techniques of instruction, classroom management, pupil adjustment, school-community relationships. Attention is given to the particular needs and interests of students, with provision for individual and group study. Not open to students who have taken EDUC 7540T.

**SEED 7542T Student Teaching Practicum I**

150 hours or twenty days of weekly supervised student teaching; 30 hours field observation; 2 credits

Course in student practice teaching. Opportunity for extensive and intensive participation in teaching and school activities. Hours to be arranged. Observing, developing, and studying curriculum in light of teaching experiences and observations.

Prerequisite: SEED 7500X [742X], SEED 7501X, and permission of the appropriate program head and the chair of the major department.

Corequisite: SEED 7531T [763.01T] or 7532T [763.02T] or 7462T [763.03T] or 7312T [763.04T] or 7534T [763.11T] or 7535T [763.13T].

**SEED 7543T Student Teaching Practicum II**

150 hours or 20 days of weekly supervised teaching, 30 hours of field experience; 2 credits

Advanced course in student practice teaching. Opportunity for more extensive and intensive participation in teaching and school activities. Hours to be arranged. Daily supervised student teaching in grades and subject areas appropriate for New York State certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations.

Prerequisite: SEED 7500X, SEED 7501X and permission of the appropriate program head and the chairperson of the major

department.

Prerequisite or corequisite: SEED 7531T or 7532T or 7462T or 7312T or 7534T.

or 7535T or 7536T and 7542T.

Corequisite: SEED 7514T or 7515T or 7470T or 7326T or 7516T or 7517T.

**SEED 7544T Advanced Seminar in Pedagogy and Curriculum Middle Childhood and Adolescence Education: Mathematics**

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in mathematics to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the discipline and implications for teaching.

Prerequisite: Initial Certification or SEED 7500X, 7501X, 7462T, 7542T, 7470T, and 7543T or equivalents.

Prerequisite or corequisite: SEED 7502T.

**SEED 7545X Integrating Technology and Media in Adolescence Education**

30 hours lecture, 30 hours laboratory; 3 credits

Examination of the instructional applications of technology and media in Adolescence Education; consequent new roles for teachers and changes in classroom organization; computer literacy; analysis and evaluation of selected technologies and media designed for teaching various subject areas in grades 7-12. Not open to students who have completed SEED 7215X [784.1X] or EDUC 7545X.

**SEED 7546T Critical Issues in Education: Social Values and Individual Needs: Social Studies**

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques. Not open to students who have taken EDUC 7546T

**SEED 7547T Critical Issues in Education: Social Values and Individual Needs: Science**

30 hours lecture, 30 hours laboratory; 3 credits

Systematic study of the teacher's role, focusing on interactions of people and environments in an educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques. Not open to students who have taken EDUC 7547T.

**SEED 7548X Advanced Theories and Practice of Composition**

30 hours plus conference; 3 credits

Theory and practice of teaching writing at the secondary level (grades 7-12), and such related issues as revision, evaluation, and teaching writing to English language learners. (This course is the same as English 7507X [779X].) Not open to students who have taken EDUC 7548X.

**SEED 7549X Theater in the Classroom**

30 hours plus field experience; 3 credits

Theater work in classroom settings. Existing models of theater arts in

education. Using theater, improvisation and creative drama to explore specialized subject areas and pedagogy. Practical studio work. The classroom as theater. Collaboration of education and theater students on theater in education projects, including workshops in focus schools. Mainstage and outside productions. Visits to area public schools. Creation of age-appropriate theater study guides. (This course is the same as Theater 7141X [741X].) Not open to students who have taken EDUC 7549X

Prerequisite: Permission of the instructor and the chairperson or deputy of the Department of Secondary Education.

**SEED 7671X Children and Youth with Special Needs**

45 hours; 3 credits

Characteristics of diverse student populations with a focus on English language learners and students with special needs, including the gifted. Clinical practice in the classroom environment regarding assessment, curriculum, management, integrations and positive supports, and interventions for English language learners and students with special needs, including the gifted, in general education settings. Review of regulatory compliance. Focus on collaboration with other professionals including co-teaching, consultative and itinerant models. Engagement of family members in collaborative efforts. Clinical experiences (20 hours) in special education and/or inclusive classrooms required.



## English

Department office: 2308 Boylan Hall  
Phone: 718.951.5195

### Full-time Faculty

Distinguished Professors: Alterman, Wellman

Distinguished Lecturer: Welish

Professors: Agoos, Alterman, Bayoumi, Belton, Brooks, Brownstein, Cheng, Elsky, Fairey, Fox, Gonsalves, Harrison, Henkin, Lerner, Mancini, Masciandaro, Mengestu, Moser, Moses, Natov, Patkowski, Pollard, Reeves, Tremper, Viscusi, Wellman

Associate Professors: Acosta, Davis, Entin, Howell, Marks, Nadell, Rutkoski, Streiter

Assistant Professors: Frydman, Haley, King, Lutzkanova-Vassileva, Nissenbaum, Phillips, Siegel, Steel

Lecturers: Burgess, Courtney, Goldman, Minter

The Department of English is widely recognized for its distinguished faculty and large selection of courses that explore many important genres and subjects, from classic literature and aspects of the English language to various periods in drama and categories of literary theory. The richness of the curriculum provides virtually limitless opportunities to explore, appraise, and critique the works of the English language.

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### M.A. degree program in English HEGIS code 1501; SED program code 02044

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The master of arts in English program immerses students in literature dating from the Middle Ages through the present. Through the study and analysis of a variety of literary texts, critical and theoretical approaches (including, among others, new historicism, reader-response theory, deconstruction, feminist criticism, and post-colonial studies), and historical concepts, students are afforded the opportunity to develop individual interpretations of texts and to evaluate controversies surrounding the canon. Small-group tasks, oral presentations, short papers, and longer research papers complement lectures, discussions, and examinations. Travel and research grants are available to our students, several of whom have presented at graduate colloquia at Brooklyn College and at other universities throughout the country and abroad, or have had papers accepted for publication in journals.

Our graduates have found new employment or enhanced their present careers in diverse fields including education, publishing, writing for both for-profit and non-profit organizations. Others have been accepted into doctoral programs.

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Matriculation requirements

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Applicants must offer at least 15 credits in advanced courses in English literature.

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

Applicants must submit a sample of critical writing of about ten pages, and a two-page statement of academic purpose.

Foreign 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.

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

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Degree requirements

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Thirty-three credits are required for the degree.

Courses in English and comparative literature are grouped in the following areas of study:

1. Literature before 1500: English 7101X, 7102X, 7103X, 7120X.
2. Literature from 1500 to 1800: English 7201X, 7202X, 7205X, 7206X, 7203X, 7204X, 7220X.
3. Literature from 1800 to 1900: English 7301X, 7302X, 7303X, 7304X, 7305X, 7320X.
4. Literature from 1900 to the present: English 7401X, 7402X, 7403X, 7404X, 7405X, 7406X, 7420X.
5. Theory and criticism: English 7508X, 7501X, 7502X, 7503X, 7504X, 7505X, 7506X, 7507X, 7520X.
6. Language: English 7601X, 7602X, 7603X, 7604X, 7605X, 7620X.
7. Comparative literature: Comparative literature 7701X, 7702X, 7703X; English 7720X.

The following courses are required: English 7501X; English 7800X; English 7810X; one course from six of the seven areas of study; one elective.

Students must complete English 7501X in one of their first two semesters in the program

In addition, students must consult an adviser and choose three courses in one area.

Early in the first term, students must have a program of study approved by the English Department.

Students must submit a thesis acceptable to the department on a subject related to their area of specialization.

Students must pass the English Department M.A. French or Spanish examination or a test administered by the Department of Modern Languages and Literatures or they must pass a foreign language course acceptable to the deputy chairperson. The foreign language requirement may be waived for a native speaker with permission of the English graduate deputy.

Courses in the English Department offered toward the degree must be 700-level courses.

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### **M.F.A. degree program in creative writing** **HEGIS code 1507; SED program code 02056**

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Our small, highly personal two-year program confers a master of fine arts degree in creative writing in fiction, poetry, or playwriting. The program offers single-discipline and inter-genre workshops, literature seminars, small-group reading tutorials, and one-on-one tutorials, which all emphasize relationships between eminent faculty members and students. Additionally, students have the opportunity to work on The Brooklyn Review and give public readings/performances in Brooklyn and Manhattan. The program offers some fellowships as well as prizes and a winter writing residency at the Espy Foundation in Oysterville, Washington. Students may also teach undergraduate courses for the English Department.

Our graduates have had their work published widely and have won competitions sponsored by the Iowa Review, the Colorado Review, the Mississippi Review, and Zoetrope. They have been included in The Best New Young Poets anthology and The Best American Short Stories. Our playwrights have won Obies, started theater companies, and had their plays produced here and abroad.

Students choose a concentration in one of the following: fiction, playwriting, or poetry.

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#### Matriculation requirements

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Fiction and Poetry: Applicants must offer at least 12 credits in advanced courses in English. Thirty pages of original fiction or twenty pages of original poetry must be submitted for evaluation.

Playwriting: Applicants must offer at least 12 credits in advanced courses in English or theater. One original full-length play or two or more original one-act plays must be submitted for evaluation.

Applicants who do not meet course requirements but whose manuscripts show unusual talent are considered for admission. Manuscripts should be submitted directly to the deputy chairperson in the English Department at the time of application. Applications are not considered for spring semester admission.

Foreign 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.

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

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#### Degree requirements

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Thirty-six credits are required for the degree.

Students must complete one of the following concentrations. The fiction concentration consists of 27 credits. The poetry and playwriting concentrations consist of 24 credits.

##### Fiction:

English 7910X to be taken in the first semester. English 7912X to be taken four times, but not more than once in any semester; English 7911X to be taken two times in the first year, but not more than once in any semester; English 7913X to be taken two times in the second year, but not more than once in any semester.

##### Poetry:

English 7922X to be taken four times, but not more than once in any semester; English 7923X to be taken four times, but not more than once in any semester.

##### Playwriting:

English 7932X to be taken four times, but not more than once in any semester; English 7933X to be taken four times, but not more than once in any semester.

Students in the fiction concentration must complete 9 credits in three courses, and students in the poetry and playwriting concentrations must



complete 12 credits in four courses chosen from the 7000-level courses in the English Department (including courses in comparative literature).

Students may substitute for no more than two such courses any two 7000-level courses from the Departments of Art, History, Modern Languages and Literatures, Philosophy, Speech, Television and Radio, or Theater, or the Conservatory of Music. Students may substitute one writing workshop or tutorial outside of their major writing concentration for one literature course.

Permission to register for any of these substitute courses may be required from the graduate deputy chairperson of the appropriate department.

A substantial manuscript must be submitted and filed according to instructions available from the deputy chairperson. Students concentrating in fiction or poetry must submit original creative writing, in publishable form, such as a novel or collection of stories or poems. Students concentrating in playwriting must submit a full-length play or a number of one-act plays, in producible form, that would constitute a theatrical production. In cooperation with the Theater Department, efforts are made to produce the student's major work.

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Recommendations

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Students are urged to take one workshop, one tutorial, and one literature course each semester in order to complete the program in four semesters. A reading knowledge of a foreign language is strongly recommended.

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**M.A. degree program in education: English teacher (7-12)**  
**HEGIS code 1501.01; SED program code 26811**

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The M.A. programs in English education leading to Initial Certification and/or Professional Certification for English teachers grades 7-12 are designed for students who plan to teach or are currently teaching. The programs offer experienced and beginning teachers opportunities to develop their classroom practice and to expand their knowledge of English education and the field of education as a whole. Courses are taught by nationally known scholars, many of whom have had experience teaching at secondary levels. Our programs combine rigorous and rewarding study in literature and composition with intensive study of curriculum, pedagogy, and schools.

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 Department of Secondary Education for the current requirements.

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Matriculation requirements

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Applicants must offer at least 15 credits in advanced courses in English.

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

(a) New York State Initial Certification in teaching English for grades 7-12; or courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching English at appropriate age levels; 100 hours of fieldwork; 300 hours of student teaching English at appropriate grade levels, or one year of full-time teaching English at appropriate grade levels;

(b) an undergraduate degree with a major in English, or appropriate coursework in English;

(c) an undergraduate major in English, the Content Specialty Test CST, an approved 200 hours preparation program and a position at an approved public school through which students can accrue on-the-job training to substitute for student teaching.

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

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 head of the program in English education and the chair or graduate deputy of the English Department.

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.

Students should note additional requirements found in the sections "Admission" and "Academic Regulations and Procedures" in the Graduate Bulletin.

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Degree requirements

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

Students must complete 18 credits in courses in English.

Students 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

Students who possess Initial Certification in teaching English or equivalent course work and teaching experience must complete the following courses in English: English 7010X and 7011X. In addition, students must complete a course in four of the seven areas of study listed under the M.A. in English in the Bulletin, as follows: three courses from areas 1-5 and 7, excluding English 7507X; and one course from area 6. Student must also complete 12 credits in courses in Education as follows: SEED 7502T, 7508T, 7548X and 7521T.

Option (B): 46 credits

Students who do not possess Initial Certification in teaching English or equivalent course work and teaching experience must complete the following courses in English: English 7010X, English 7011X and English 7507X.

In addition, and with advisement from the chair or graduate deputy of the English department, students must complete a course in two of the seven areas of study listed under the M.A. in English in the Bulletin, as follows: two courses from areas 1-4 and 7; and one course from area 6. Students must also complete the following courses in Secondary Education: SEED 7500X, 7501X, 7531T, 7542T, 7514T, 7543T, 7502T, 7508T, 7521T, and 7671T.

Option (C): 36 credits

Students who are teaching or have secured a position teaching English and who are pursuing an Alt B Certificate must complete the following courses in English: English 7010X, English 7011X and English 7507X. In addition, and with advisement from the chair or graduate deputy of the English department, students must complete a course in two of the seven areas of study listed under the M.A. in English in the Bulletin, as follows: two courses from areas 1-4 and 7; and one course from area 6. Students pursuing an Alt B Certificate may substitute their teaching job for student teaching but upon consultation with their advisor must still register for SEED 6002T and must take SEED 7500X, 7531T, 7514T, 7502T, 7671T, and 7508T.

All students must pass a written comprehensive examination administered by the English Department at the end of their program. Information about the comprehensive examination is in the section of the "Academic Regulations and Procedures."

Courses in the English Department and the School of Education offered toward the degree must be 7000-level courses.

Students pursuing an M.A. English Teacher must have taken or must take courses that meet the New York State and National Council of Teachers of English NCTE English standards. Transcript review will determine what appropriate course work students must take.

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## CUNY Ph.D.

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The City University of New York offers a doctoral program in English. General information about CUNY Ph.D. programs is in the chapter "Support for Academic Success in Graduate School." English Department courses may be credited toward the CUNY doctoral degree with permission of the executive officer of the doctoral program. For information, students should consult the deputy chairperson of the English Department and the executive officer of the doctoral program.

## Courses

Unless a prerequisite is specific, students may apply graduate or undergraduate courses toward fulfillment of that prerequisite.

Candidates for a master's degree in another department may take courses in English on the 7000 level with permission of the deputy chairperson of the English Department.

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### Creative writing

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#### ENGL 7911X Group Fiction Tutorial

30 hours plus conference; 3 credits

Advanced textual analysis of selected literary works; creative writing related to these works. Weekly course meetings for first-semester students enrolled in the M.F.A. fiction concentration. This course may be taken two times in the first year but not more than once in any semester.

Prerequisite: matriculation in the creative writing program with a concentration in fiction or permission of the deputy chairperson.

#### ENGL 7912X Fiction Workshop

30 hours recitation, 30 hours lab; 3 credits

Detailed examination in seminars of stories or segments of novels written by class members. This course may be taken four times, but not more than once in any semester.

Prerequisite: matriculation in the creative writing program with a concentration in fiction or permission of the deputy chairperson.

#### ENGL 7913X Fiction Tutorial

Hours to be arranged; 3 credits

Intensive examination of the student's writing. Advice on the preparation of a substantial manuscript in publishable form. The course may be taken four times, but not more than once in any semester.

Prerequisite: matriculation in the creative writing program with a concentration in fiction or permission of the deputy chairperson.

**ENGL 7922X Poetry Workshop**

30 hours recitation, 30 hours lab; 3 credits  
Detailed examination in seminars of poems written by class members. This course may be taken four times, but not more than once in any semester.

Prerequisite: matriculation in the creative writing program with a concentration in poetry or permission of the deputy chairperson.

**ENGL 7923X Poetry Tutorial**

Hours to be arranged; 3 credits  
Intensive examination of the student's writing. Advice on the preparation of a substantial manuscript in publishable form. The course may be taken four times, but not more than once in any semester.

Prerequisite: matriculation in the creative writing program with a concentration in poetry or permission of the deputy chairperson.

**ENGL 7932X Playwriting Workshop**

30 hours recitation, 30 hours lab; 3 credits  
Detailed examination in seminars of scenes or plays written by class members and selections from contemporary dramatic literature. This course may be taken four times, but not more than once in any semester.

Prerequisite: matriculation in the creative writing program with a concentration in playwriting or permission of the deputy chairperson.

**ENGL 7933X Playwriting Tutorial**

Hours to be arranged; 3 credits  
Intensive examination of the student's writing. Advice on the preparation of a substantial manuscript in producible and/or publishable form. The course may be taken four times, but not more than once in any semester.

Prerequisite: matriculation in the creative writing program with a concentration in playwriting or permission of the deputy chairperson.

**ENGL 7940X Group Literature Tutorial**

30 hours plus conference; 3 credits  
Advanced textual analysis of selected literary works and creative writing related to these works and to the M.F.A. project. The course will substitute for one of the four literature courses required for the M.F.A. degree. Weekly course meetings and individual tutoring.

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**Language and literature**


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**ENGL 6000X Advanced Academic Writing for International Students**

30 hours plus conference; 3 credits  
Intensive study of and practice in writing English at the advanced level of ESL to increase students' abilities to write well-organized and well-developed essays, research papers, analyses, and/or theses in clear, fluent language. Includes individual and group work. The course may be repeated with the instructor's permission. Open to graduate students from all departments.

Prerequisite: open to non-native speakers

**ENGL 7010X Children's and Adolescents' Literature**

30 hours plus conference; 3 credits  
Survey of literature written for children from preschool through adolescence; consideration of related issues such as developing

approaches that will promote critical reading and thinking and selecting literature that is appropriate in our multicultural society.

**ENGL 7011X Literary Texts and Critical Methods**

30 hours plus conference; 3 credits  
Introduction to practical criticism, bibliographical methods, and literary criticism as a genre. Reading and analysis of several genres of literature from several historical periods. Analysis of representative texts, literary periods and literary history, and critical approaches including structuralism, post-structuralism, feminism, post-colonialism, and new historicism.

**ENGL 7101X The Canterbury Tales**

30 hours plus conference; 3 credits  
Literary and linguistic analysis of the stories in Chaucer's final work.

**ENGL 7102X Chaucer's Work Exclusive of The Canterbury Tales**

30 hours plus conference; 3 credits  
Emphasis on *The Book of the Duchess*, *The House of Fame*, *The Parliament of Fowls*, *Troilus and Criseyde*, *The Legend of Good Women*.

**ENGL 7103X Literature of the Middle Ages**

30 hours plus conference; 3 credits  
Selected literary works drawn primarily but not exclusively from British and other European literatures, 700-1500. (Not open to students who have completed English 718X.)

**ENGL 7120X Seminar in Textual Analysis**

30 hours plus conference; 3 credits each term  
Intensive study in selected texts. Selection of authors varies from year to year at the discretion of the instructor. Seminars are offered as follows: 7120X [791X], area 1; 7220X [792X], area 2; 7320X [793X], area 3; 7420X [794X], area 4; 7520X [795X], area 5; 7620X [795.6X], area 6; 7720X [795.7X], area 7. With the permission of the graduate deputy, students may take a seminar in the same area twice if the topics are different.

**ENGL 7201X Early Modern Literature**

30 hours plus conference; 3 credits  
Selected works in prose and verse drawn primarily but not exclusively from British and other European literatures of the sixteenth and seventeenth centuries.

**ENGL 7202X Milton**

30 hours plus conference; 3 credits  
Critical study of Milton's lyric, epic, dramatic poems.

**ENGL 7203X Early Modern Drama Exclusive of Shakespeare**

30 hours plus conference; 3 credits  
Selected works drawn primarily but not exclusively from British and other European dramas, 1450 to 1660. (Not open to students who have completed English 716X.)

**ENGL 7204X Shakespeare**

30 hours plus conference; 3 credits  
Problems of interpretation in relation to selected comedies, histories, tragedies. (Not open to students who have completed English 736X.)

**ENGL 7205X Literature of the Long Eighteenth Century**

30 hours plus conference; 3 credits  
Reading and analysis of major works, exclusive of the novel, drawn primarily but not exclusively from British and other European literatures produced 1660 to 1800.

**ENGL 7206X The Novel in the Eighteenth Century**

30 hours plus conference; 3 credits  
Selected novels drawn primarily but not exclusively from British and other European literatures.

**ENGL 7220X Seminar in Textual Analysis**

30 hours each term; 3 credits each term  
Intensive study in selected texts. Selection of authors varies from year to year at the discretion of the instructor. Seminars are offered as follows: 7120X [791X], area 1; 7220X [792X], area 2; 7320X [793X], area 3; 7420X [794X], area 4; 7520X [795X], area 5; 7620X [795.6X], area 6; 7720X [795.7X], area 7. With the permission of the graduate deputy, students may take a seminar in the same area twice if the topics are different.

**ENGL 7301X Nineteenth-Century Literature I**

30 hours plus conference; 3 credits  
Selected literary works of the first half of the nineteenth century drawn primarily but not exclusively from British and other European literatures.

**ENGL 7302X Nineteenth-Century Literature II**

30 hours plus conference; 3 credits  
Selected literary works of the second half of the nineteenth century drawn primarily but not exclusively from British and other European literatures.

**ENGL 7303X American Literature of the Nineteenth Century I**

30 hours plus conference; 3 credits  
Literature primarily but not exclusively of the United States, up to 1865. (Not open to students who have completed English 749X.)

**ENGL 7304X American Literature of the Nineteenth Century II**

30 hours plus conference; 3 credits  
Literature primarily but not exclusively of the United States, after 1860. (Not open to students who have completed English 749X.)

**ENGL 7305X The Novel in the Nineteenth Century**

30 hours plus conference; 3 credits  
Selected novels of the nineteenth century drawn primarily but not exclusively from British and other European literatures.

**ENGL 7320X Seminar in Textual Analysis**

30 hours each term; 3 credits each term  
Intensive study in selected texts. Selection of authors varies from year to year at the discretion of the instructor. Seminars are offered as follows: 7120X [791X], area 1; 7220X [792X], area 2; 7320X [793X], area 3; 7420X [794X], area 4; 7520X [795X], area 5; 7620X [795.6X], area 6; 7720X [795.7X], area 7. With the permission of the graduate deputy, students may take a seminar in the same area twice if the topics are different.

**ENGL 7401X American Poetry of the Twentieth Century**

30 hours plus conference; 3 credits  
Major tendencies of the period as exemplified in the poetry and criticism.

**ENGL 7402X Poetry of the Twentieth Century**

30 hours plus conference; 3 credits  
Characteristic works of major authors drawn primarily but not exclusively from British and other European literatures. (Not open to students who have completed English 759X.)

**ENGL 7403X Twentieth-Century American Fiction**

30 hours plus conference; 3 credits  
Selected short stories, novellas, and novels with focus primarily but not exclusively on fiction of the United States.

**ENGL 7404X Twentieth-Century Fiction**

30 hours plus conference; 3 credits  
Selected short stories, novellas, and novels with focus primarily but not exclusively on fiction of Britain and other European countries.

**ENGL 7405X Modern Irish Literature**

30 hours plus conference; 3 credits  
Major Irish writers from 1885 to the present, including Yeats, Synge, Joyce, O'Casey.

**ENGL 7406X Twentieth-Century Drama**

30 hours plus conference; 3 credits  
Selected works primarily but not exclusively by modern and postmodern American and British and other European playwrights. (Not open to students who have completed English 758X.)

**ENGL 7420X Seminar in Textual Analysis**

30 hours each term; 3 credits each term  
Intensive study in selected texts. Selection of authors varies from year to year at the discretion of the instructor. Seminars are offered as follows: 7120X [791X], area 1; 7220X [792X], area 2; 7320X [793X], area 3; 7420X [794X], area 4; 7520X [795X], area 5; 7620X [795.6X], area 6; 7720X [795.7X], area 7. With the permission of the graduate deputy, students may take a seminar in the same area twice if the topics are different.

**ENGL 7501X Introduction to Critical Theory**

30 hours plus conference; 3 credits  
A general introduction to such major contemporary critical theories as structuralism, new criticism, Marxism, feminism, queer studies,

poststructuralism, and postcolonialism.

### **ENGL 7502X Feminist Literary Theory**

30 hours plus conference; 3 credits

The relations between women and literature; the development of feminist thought and its impact on literature and literary theory; definitions of feminist literary theory by contemporary writers.

### **ENGL 7503X Literature and Society**

30 hours plus conference; 3 credits

Social factors conditioning the composition and enjoyment of literature. The place of literature (oral or written) as an institution in several historical periods or cultures.

### **ENGL 7504X Literature and Psychoanalytic Criticism: Theory and Practice**

30 hours plus conference; 3 credits

A survey of theories in psychoanalytic criticism and an application of such theories in detailed analyses of selected literary works. Freudian, Jungian, and other psychoanalytic orientations discussed.

### **ENGL 7505X Postcolonial Literature and Theory**

30 hours plus conference; 3 credits

Literary and philosophical responses to European colonialism and its aftermath. Readings are drawn from around the world to suggest the global character of the postcolonial condition.

### **ENGL 7506X Practicum in Teaching College-level English Composition**

30 hours; 2 hours lecture + 2 hours lab; 3 credits

Theory and practice of teaching basic writing and English composition at the college level, and such related issues as evaluation, testing, invention, and rhetorical forms. Observation of and practice in teaching (planning lessons, evaluating and responding to student writing, discussion of readings, and tutoring) an undergraduate composition course (English 1010 [1] or 1012 [2]) as a tutor-intern for one class session (75 minutes per week) while mentored by an experienced composition teacher required.

### **ENGL 7507X Advanced Theories and Practice of Composition**

30 hours plus conference; 3 credits

Theory and practice of teaching writing at the secondary level (grades 7-12), and such related issues as revision, evaluation, and teaching writing to English language learners. This course is the same as SEED 7548X [792.4X].

### **ENGL 7508X Literature and Folklore**

30 hours plus conference; 3 credits

Significant folk tale patterns and themes as they occur in diverse cultures and literatures.

### **ENGL 7520X Seminar in Textual Analysis**

30 hours each term; 3 credits each term

Intensive study in selected texts. Selection of authors varies from year to year at the discretion of the instructor. Seminars are offered as follows: 7120X [791X], area 1; 7220X [792X], area 2; 7320X [793X], area 3; 7420X [794X], area 4; 7520X [795X], area 5; 7620X [795.6X], area 6; 7720X [795.7X], area 7. With the permission of the graduate

deputy, students may take a seminar in the same area twice if the topics are different.

### **ENGL 7601X History of the English Language**

30 hours plus conference; 3 credits

The origins of the English language. Its development to the present.

### **ENGL 7602X Structure of Modern English**

30 hours plus conference; 3 credits

Description of modern English based on modern linguistic theory. Comparison of traditional grammar with more recent grammars. Relation of written language to spoken language. Usage. (Not open to students who have completed English 725X.)

### **ENGL 7603X Introduction to Linguistics**

30 hours plus conference; 3 credits

Introduction to phonology, morphology, syntax, semantics. Current problems in linguistic theory and methodology. (Not open to students who have completed English 726X.)

### **ENGL 7604X Language, Culture, and Society**

30 hours plus conference; 3 credits

Examination of the various formulations of the interconnections among language, culture, and society. Focus on the interplay of language, society, and power with particular attention to issues of linguistic diversity based on gender and race, and to issues of multilingualism in education. Readings from the fields of linguistics, linguistic anthropology, philosophy, and literary theory. This course is the same as Liberal Studies 7005X [720X].

Prerequisite: none.

### **ENGL 7605X Applied Linguistics**

30 hours plus conference; 3 credits

Applications of linguistic theories, methods, and findings to educational and social issues involving language, with a focus on adult second language learning, and college level language teaching and language assessment.

### **ENGL 7620X Seminar in Textual Analysis**

30 hours plus conference; 3 credits each term

Intensive study in selected texts. Selection of authors varies from year to year at the discretion of the instructor. Seminars are offered as follows: 7120X [791X], area 1; 7220X [792X], area 2; 7320X [793X], area 3; 7420X [794X], area 4; 7520X [795X], area 5; 7620X [795.6X], area 6; 7720X [795.7X], area 7. With the permission of the graduate deputy, students may take a seminar in the same area twice if the topics are different.

### **ENGL 7720X Seminar in Textual Analysis**

30 hours plus conference; 3 credits each term

Intensive study in selected texts. Selection of authors varies from year to year at the discretion of the instructor. Seminars are offered as follows: 7120X [791X], area 1; 7220X [792X], area 2; 7320X [793X], area 3; 7420X [794X], area 4; 7520X [795X], area 5; 7620X [795.6X], area 6; 7720X [795.7X], area 7. With the permission of the graduate deputy, students may take a seminar in the same area twice if the topics are different.

**ENGL 7910X The Craft of Fiction**

30 hours recitation, 30 hours lab; 3 credits

Aspects of the craft of writing the novel from the perspective of a writer of fiction; topics include voice, tone, time, structure, character development, plotting, and ending.

Prerequisite: matriculation in the creative writing program with a concentration in fiction or permission of the deputy chairperson.

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**Thesis and independent study**


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**ENGL 7800X Introduction to Literary Research**

30 hours plus conference; 3 credits

Introduction to methods of research and scholarly procedure as preparation for the M.A. Thesis. Topics include: building a bibliography, using print and on-line research sources; incorporating secondary critical resources; and the varieties of criticism practiced in recent decades. The final assignment is to produce a thesis proposal.

**ENGL 7810X Thesis Project**

30 hours plus conference; 3 credits

An extensive research project normally based on the thesis proposal developed in English 7800X [700X], which is supervised by a member of the faculty, and which leads to submission of a master's thesis. Students may receive credit for this course only after approval of the completed thesis.

Prerequisite: completion of English 7800X [700X]; approval of the graduate deputy chairperson

**ENGL 781 IX Independent Study**

Hours to be arranged; 1 credit

Independent study of selected readings approved by a faculty advisor. One or more written reports, or final examination.

Prerequisite: approval of the graduate deputy chairperson.

**CMLT 7701X Studies in Literary Periods**

30 hours plus conference; 3 credits

A single period, chosen from classical antiquity to the twentieth century, is studied intensively. The topic is announced each term.

**CMLT 7702X Studies in Literary Genres**

30 hours plus conference; 3 credits

Theory or history of a single literary genre, such as the epic, the drama, the lyric, the novel, is studied intensively. The topic is announced each term.

**CMLT 7703X Studies in Special Authors**

30 hours plus conference; 3 credits

An individual author in his or her international context. The author is announced each term.

## Finance and Business Management

Department office: 218 Whitehead Hall  
Phone: 718.951.5154

### Full-time Faculty

Professors: Bell, Clarke, Connell, Davidoff, Fogel, Friedman, Lopez-Pumarejo, Mohanty, Queneau, Stone  
Associate Professors: Amoo, Frankenstein, Hirakubo, Langbert, Lewis, Lin, Lynch, Manlow  
Assistant Professors: Bimbaum, Chiu, Glambosky, Hampton-Sosa, Peterburgsky, Raghupathi  
Lecturers: Bassell, Reich, Weinstein

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### **B.S.-M.P.S. (Master of Professional Studies) degree program in business information systems** **HEGIS code 0799; SED program code 02104**

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Brooklyn College offers a bachelor of science-master of professional studies degree program in economics and computer and information science. This program is described in the Brooklyn College Undergraduate Bulletin. Entry is at the undergraduate level.

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### **M.S. degree program in business administration** **HEGIS code 0517; SED program code 01895**

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A business administration degree can provide students with a variety of career paths ranging from public policy to international finance to banking. The Accounting, Finance and Business Management, and Economics Departments offer a 33-credit master of science degree in business administration with four options for specialization: economic analysis, global business and finance, accounting, or general business.

Option one is more flexible and allows students to explore different areas of economics including health economics, public finance and public policy, and international trade.

Option two is more focused and is expressly for students with an interest in global business and finance. It includes courses in global finance and management, international economics and finance, bargaining and conflict resolution, global business environment, and international human resource management.

Option three is for students with an interest in accounting. An undergraduate degree in accounting is not required. However, this option is only open to students who have taken Accounting 2001, 3001, 3011, 3021, and 3101 (introductory accounting, managerial accounting, financial accounting, and income taxation) or the equivalent.

Option four is a more flexible major for those interested in general business. It is of interest to those who may have had previous undergraduate or graduate coursework in business and want to obtain a general business degree and also to those who never previously had such coursework and want to obtain a business degree. It can be customized by the student to the student's interest in a broad range of business topics.

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

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#### Degree requirements

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A minimum of thirty-three credits is required for the degree. Students must complete at least 24 credits in the Finance and Business Management, Accounting, and Economics Departments. The following courses are required: Economics 7000X, 7010X, 7020X, 7021X, 7025X. Students selecting Option 2 or Option 3 (below) may take either Economics 7000X or Business 7206X. They also take either Economics 7020X or Business 7276X; Economics 7021X or Business 7279X; Economics 7010X or Economics 7215X or Business 7215X; and either Economics 7025X or Business 7278X. Option 3 students who have taken an undergraduate course in calculus may, with the permission of the graduate deputy, waive Economics 7025X and substitute a course from the Option 3 requirements listed below. With permission of the graduate deputy chairperson, up to nine credits may be taken in appropriate courses in other departments. With permission of the graduate deputy chairperson, up to 12 credits may be accepted for work done at other institutions. Option 4 students with permission of the graduate deputy may substitute any or all courses from the graduate core of Economics 7000X or Business 7206X, Economics 7010X or Economics 7215X or Business 7215X, Economics 7020X, Economics 7021X or Business 7279X, Economics 7025X or Business 7278X with any Business course. This will typically be allowed for those with previous undergraduate or graduate coursework in these course topics.

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

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#### Option 1: Economic Analysis

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

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 Option 2: Global Business and Finance
 

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

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 Option 3: Accounting
 

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

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 Option 4: General Business.
 

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

## Courses

### **BUSN 7131X Tax Regulation & Strategy**

45 hours; 3 credits

The practical application of accounting and government regulations regarding the taxation of individuals and entities. Legal aspects of operating a business, regulation, and corporate social responsibility. The federal tax process, procedures, accounting, and planning are explored. This course is the same as Accounting 7131X.

Prerequisite: At least 9 credits of undergraduate courses in accounting

### **BUSN 7200X Organization Behavior**

30 hours plus conference; 3 credits

History of management thought; individual needs, values, motivation, career development, small groups, formal organization, management processes. (Not open to students who have completed Economics 705.2X.)

### **BUSN 7202X Bargaining and Conflict Resolution**

30 hours plus conference; 3 credits

The nature and dynamics of conflict and the methods to resolve conflict. Focus on mutual problem-solving approaches and mediation. New developments in the economic theories of bargaining, nature of conflict, power, conflict resolution, the nature of negotiation, finding negotiation leverage, principled negotiation, mediation and arbitration. Trends in the discipline of conflict resolution.

### **BUSN 7203X Media Marketing and Promotion**

45 hours; 3 credits

Principles of marketing and promotion. Developing marketing and promotion strategies. Implementing campaigns. Evaluating their effectiveness in attracting audiences and building audience share in increasingly competitive electronic mass communication industries. This course is the same as Television and Radio 7727X [727X].

Prerequisite: an undergraduate course in marketing or permission of the deputy chairperson.

### **BUSN 7204X Strategic Management and Business Policy**

30 hours plus conference; 3 credits

Focuses on strategy, value creation, and value capture in different business contexts within changing business environments of the 21st century. Provides students with an integrative, top management perspective of directing a business. Special attention will be paid to the role of strategic issues in entrepreneurial ventures and small businesses.

### **BUSN 7205X Managerial Economics**

30 hours plus conference; 3 credits

An introduction to microeconomic concepts -- demand cost, profit, pricing strategies, forecasting--with applications to managerial decision making. (Not open to students who have completed Economics 7000X [700X].) This course is the same as Economics 7205X [705X].

### **BUSN 7206X Microeconomics for Business Decisions**

30 hours plus conference; 3 credits

Drawing upon modern managerial economics, this course will develop students' ability to apply the tools of economic analysis to make business decisions. The course will cover the following topics: economists' view of behavior, markets and organizations, demand, production and cost, market structure, pricing, strategy and game theory, incentive conflicts and contracts, organizational architecture, decision rights, human resource decisions, vertical integration and outsourcing, leadership and change within organizations, regulation, and creating organizational architectures that foster ethical behaviors.

### **BUSN 7208X Marketing Management**

30 hours plus conference; 3 credits

A comprehensive course examining the fundamental concepts and principles involved in the marketing of goods, services, and ideas. Topics covered include: marketing for nonprofit organizations, environments of marketing, strategic planning, buyer behavior, marketing research, market segmentation, product planning and development, pricing, promotion, international marketing, and marketing ethics. (Not open to students who have completed Economics 608X or 709X or Business 608X).



Prerequisite: at least 12 credits in undergraduate courses in accounting, business, and/or economics or permission of the graduate deputy chairperson.

### **BUSN 7209X Business Management of Sports**

45 hours; 3 credits

Principles of management; accounting, budgeting, and control systems for sports organizations, athletic facilities and institutions; labor relations, payroll procedures and taxation; break-even analysis; case studies. (Not open to students who have completed Business 609X.)

Prerequisite: Economics 7010X or Accounting 7101X [701X] or an equivalent college-level accounting course.

### **BUSN 7210X Innovation and the Drive for Growth**

30 hours plus conference; 3 credits

New international centers of innovation, including China, India, Israel, Japan, Latin America, and Russia, as well as the United States and Western Europe. The drive for growth. Examples from international business strategy and structure. Corporate and government approaches to managing innovation.

### **BUSN 7212X Internet Marketing and Social Media**

45 hours; 3 credits

Role of the Internet-based marketplace and social media in the business environment. Impact of digital marketing business practices on a company's corporate objectives. Analysis of the infrastructure needed to deploy an effective e-business operation including security, transactions, search engine optimization, and digital marketing methods.

Prerequisite: Undergraduate courses in marketing and finance.

### **BUSN 7215X Money and Capital Markets**

30 hours plus conference; 3 credits

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

Prerequisite: undergraduate course in macroeconomics.

### **BUSN 7216X Managerial Finance**

30 hours plus conference; 3 credits

Drawing upon current managerial finance theory and practice, this course develops students' ability to apply the techniques of financial analysis and financial modeling to make business decisions from the perspective of a chief financial officer. Topics covered include: agency theory, managerial finance functions, financial statements analysis, cash flow management, financial planning and control, financial institutions and markets, time value of money, interest rates, financial assets valuation, risk analysis, capital budgeting, choice of capital structure, dividend policy, working capital management, and long-term financing.

Prerequisite: One undergraduate course in accounting and one undergraduate course in corporate finance or equivalent.

### **BUSN 7220X Global Business Environment**

30 hours plus conference; 3 credits

Key issues and challenges facing businesses in an increasingly global and complex environment. Topics include: globalization, culture, and society, technology trends, regulation, competing models of capitalist operation, state-firm relations, industrial policy and stakeholder activism. The nature of these challenges, their influence on business, and the ways in which business can manage them.

### **BUSN 7230X Operations Research and Decision Sciences**

30 hours plus conference; 3 credits

Tools and techniques of operations research and decision sciences. Quantitative techniques used in business, accounting, and economics including project design and management, scheduling, forecasting, linear programming, inventory and queuing theory, applications of input-output methods. This course is the same as Economics 7230X.

### **BUSN 7240X Global Finance and Management**

30 hours plus conference; 3 credits

Environment of financial management: The international monetary system, international capital, foreign exchange parity relations, foreign exchange determination. International investing: Foreign exchange risk management and multinational working capital management. Foreign investment analysis: international portfolio investment, corporate strategy and foreign direct investment. Assessment and management of international taxation and political risk.

Prerequisite: one undergraduate course in macroeconomics and one undergraduate course in statistics.

### **BUSN 7250X International Human Resource Management**

45 hours; 3 credits

Human resource decisions and practices in an international context. Topics include: recruiting, selection, expatriation, repatriation, training, career management, performance management, compensation, and cross-cultural issues. This course is the same as Psychology 7246G [788.29G].

Prerequisite: an undergraduate course in human resource management or permission of the instructor.

### **BUSN 7255X Managing Diversity in the Global Economy**

45 hours; 3 credits

The course will cover the following topics: diversity and individuals; defining diversity in a global context; theoretical perspectives on workplace diversity; diversity legislation in a global perspective; discrimination and fairness in employment; global demographic trends; diversity management; interpersonal relationships in a global context; intercultural communication process; intercultural negotiation process; politico-legal, economic and business environments in selected countries in a comparative perspective with those of the United States; and cultural values, communication patterns and negotiation styles in selected countries. This course is the same as Psychology 7247G [788.28G].

### **BUSN 7257X Global Workplace Communication**

30 hours plus conference; 3 credits

The role of intercultural communication in global workplace settings. Topics include culture and communication, language and intercultural business communication, understanding other cultures, self-identity and social organization, message organization for other cultures, and nonverbal language and communication. Intercultural communication approaches for business information, negotiation and conflict resolution, and corporate culture.

### **BUSN 7260X Entrepreneurship in a Global Economy**

30 hours plus conference; 3 credits

The course examines the following topics: Introduction to entrepreneurship; recognizing opportunities and generating ideas; feasibility analysis; Writing a business plan; Industry and competitor analysis; developing an effective business model; Preparing the proper

ethical and legal foundation; Assessing a new venture's financial strength and viability; Building a new venture team; Getting financing or funding; Unique marketing issues; Intellectual property issues; Preparing for and evaluating the challenges of growth; Strategies for firm growth; franchising; and global entrepreneurship.

### **BUSN 7265X Corporate Social Responsibility and Organizational Leadership**

45 hours; 3 credits

This course examines how organizations and executives can and should balance responsibilities to their customers, employees, community, society, other stakeholders, and the environment. The course will use textbook readings, cases and other teaching tools to demonstrate how an effective leader integrates the social and fiduciary dimensions of a business problem to make responsible choices and maintain the long-term viability of the organization.

### **BUSN 7276X Business Analytics**

30 hours plus conference; 3 credits

Introduction to business analytics, data mining, and big data. Business intelligence; descriptive/predictive/prescriptive analytics; data warehouses and data marts; dashboards and scorecards; data visualization; text and web mining; data mining techniques in business decision making; business issues in analytics. Cases, projects and hands-on analytics software use.

Prerequisite: Undergraduate course in statistics and proficiency with spreadsheets.

### **BUSN 7278X Applied Data Analysis**

30 hours plus conference; 3 credits

An overview of applications of multivariate analysis in finance and business research, including Multiple Linear Regression, Logistic Regression, Multivariate Analysis of Variance/Covariance, Factor Analysis, and other relevant topics.

Prerequisite: one undergraduate course in statistics.

### **BUSN 7279X Applied Business Research**

30 hours conference; 3 credit

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

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

### **BUSN 7290X Internship**

Minimum of 140 hours of fieldwork; 3 credits

Off-campus internship at a site approved and supervised by a faculty member. Final report and evaluation of supervisor are required.

Prerequisite: Permission of the department

## General Science

Department office: 2606 James Hall  
Phone: 718.951.5061

### Courses

#### **GSCI 7000T General Science in Childhood and Middle Childhood Education**

45 hours plus conference; 3 credits  
Content and materials used in science instruction in childhood and middle childhood education. Survey of basic sciences, including methods of inquiry, demonstrations, preparation of individual projects applicable to science education.

Prerequisite: permission of the general science coordinator.

#### **GSCI 7010T Selected Concepts in Physical Science for Childhood and Middle Childhood Teachers**

45 hours plus conference; 3 credits  
Matter and energy and their interrelationship. Development of the concepts of force, electricity, magnetism, heat and energy. Application to explanation of phenomena appropriate for elementary and middle school topics. Addresses content and pedagogy. Field trips may be required.

Prerequisite: permission of the general science coordinator.

#### **GSCI 7011T Space, Time and Motion: Physical Science**

45 hours asynchronous online instruction; 3 credits  
Major discoveries of ancient Greek philosophers on to Galileo Galilei, Newton and Einstein. Properties of motion, time, space, matter, and energy. Special Theory of Relativity, photon hypothesis, wave-particle duality, General Theory of Relativity and its implications for astrophysics and cosmology, quest for unified field theory. Einstein as a social and political figure. Implications of technology for society, energy production in stars, black holes, the Big Bang. Role of the scientist in modern society. Links content and pedagogy. Offered in collaboration with the American Museum of Natural History Seminars on Science. Asynchronous online.

#### **GSCI 7014T The Solar System**

45 hours asynchronous online instruction; 3 credits  
Solar System: components, origins and evolution. Current space missions, profiles of space scientists, experimental techniques applicable to the investigation of celestial bodies. The Sun, nuclear fusion, energy, gravity and electromagnetism, conditions and processes that shaped the early Universe. Examination of the rocky and gaseous bodies that orbit the Sun. Terrestrial and extra-terrestrial atmospheres and magnetospheres. Classification of planets, comets, asteroids and other objects in space. Search for extra-solar star systems and life. Offered in collaboration with the American Museum of Natural History Seminars on Science. Asynchronous online. (Not open to students who have taken Geology 7012T [612].)

#### **GSCI 7030T Selected Concepts in Life Science for Childhood and Middle Childhood Teachers**

45 hours plus conference; 3 credits  
Selected concepts in life science; adaptations, characteristics and life cycles of plants and animals, microorganisms, habitats, ecosystems, and environments. Methods of inquiry in life science. Addresses content and pedagogy. Field trips will be required.

Prerequisite: permission of the general science coordinator.

#### **GSCI 7031T Field Studies in Life Science for Childhood and Middle Childhood Teachers**

60 hours supervised field work; 3 credits  
Place-based field study of selected concepts in Life Science: emphasis on populations, community interactions, evolution, taxonomy, ecosystems and biomes, biogeochemical cycles. Methods of inquiry in field biology. Addresses content and pedagogy. May be repeated for credit with permission.

Prerequisite: permission of the General Science Coordinator.

#### **GSCI 7033T Diversity of Fishes: Classification, Anatomy, and Morphology**

45 hours asynchronous online instruction; 3 credits  
Inquiry-based examination of the diversity, evolution, ecosystems, and biogeography of fish. Cladistics, and species characteristics. Analysis of digitized specimens from the American Museum of Natural History Ichthyology Department Collections. Links content and pedagogy. Offered in collaboration with the American Museum of Natural History Seminars on Science. Asynchronous online.

#### **GSCI 7034T Link Between the Dinosaurs and Birds**

45 hours asynchronous online instruction; 3 credits  
Fossil and behavioral evidence linking dinosaurs to modern birds; evolutionary relationships; comparative anatomy, cladistics; geologic time, extinction. Asynchronous online instruction. Links content and pedagogy. Offered in collaboration with the American Museum of Natural History Seminars on Science. Asynchronous online.

#### **GSCI 7035T Evolution**

45 hours asynchronous online instruction; 3 credits  
Investigation of evolution through lens of paleontology, geology, systematics, embryology and molecular biology. Major evidence for and mechanisms of evolution. Applications in the life sciences; medicine, public health, agriculture and conservation. Observation of patterns in nature; evolutionary relationships among all species; origin and evolution of humans. Links content and pedagogy. Offered in collaboration with the American Museum of Natural History Seminars on Science. Asynchronous online.

#### **GSCI 7036T Genetics, Genomics, Genethics -- Molecular Biology for Middle Childhood and Adolescence Educators**

45 hours asynchronous online instruction; 3 credits  
Foundations of genetics and mechanisms of transmission of hereditary characteristics; genomics (the study of genomes); virtual exploration of molecular lab techniques, sequencing of the human genome; evolutionary theory, role of genetic diversity; medical advances. Social, ethical, and legal implications of genetically modified organisms, cloning for therapeutic and reproductive purposes, genetic enhancement of humans, and the ownership of genetic information. Links content and pedagogy in middle childhood and adolescence education. Offered in

collaboration with the American Museum of Natural History Seminars on Science. Asynchronous online.

### **GSCI 7037T Sharks and Rays - Ecology, Classification, and Evolution**

45 hours asynchronous online instruction; 3 credits

Basic biology, ecology, diversity, and evolution of sharks and rays (the elasmobranchs). Examination of conservation issues, methods of study, adaptations for survival, reproduction, and predatory behaviors using online access to museum collections, the fossil record, and research. Links content and pedagogy. Offered in collaboration with the American Museum of Natural History Seminars on Science. Asynchronous online.

symbiotic relationships and biological adaptations on ocean dynamics. Characteristics of marine organisms. Origin and diversification of life across a variety of ecosystems. Ocean habitats: coral reefs, mangrove forests, tidal zones and deep-sea hydrothermal vents. Profiles of oceanographers and emerging technologies such as ocean-going robots and core-drilling. Offered in collaboration with the American Museum of Natural History Seminars on Science. Asynchronous online.

### **GSCI 7040T Selected Concepts in Earth Science for Childhood and Middle Childhood Teachers**

45 hours plus conference; 3 credits

Selected concepts in Earth Science: spaces systems, geologic systems, atmospheric systems, and water systems. Addresses content and pedagogy. Methods of inquiry in Earth science. Field trips will be required.

Prerequisite: permission of the general science coordinator.

### **GSCI 7041T Field Studies in Earth Science for Childhood and Middle Childhood Teachers**

60 hours supervised fieldwork; 3 credits

Place-based field study of selected concepts in Earth Science: emphasis on geologic systems; processes of mineral and rock formation, characteristics of minerals and rocks, methods of identification and classification, structure of the earth, surface forces, crustal movements, erosional-depositional processes, landscape development, geologic history, interaction between landscape and atmospheric and water systems. Methods of inquiry in field geology. Addresses content and pedagogy. May be repeated for credit with permission.

Prerequisite: permission of the General Science Coordinator.

### **GSCI 7042T Earth Inside and Out**

45 hours asynchronous online instruction hours; 3 credits

Investigation of five guiding questions regarding Earth systems: How do geologists "read" the rocks? What causes climate and climate change? How has the Earth evolved? Why are there ocean basins, mountains, and continents? Why is the Earth habitable? Links content and pedagogy. Offered in collaboration with the American Museum of Natural History Seminars on Science. Asynchronous online. Field trips may be required.

### **GSCI 7050T Selected Concepts in Environmental Science for Childhood and Middle Childhood Teachers**

45 hours plus conference; 3 credits

Air and water pollution, solid waste, and natural resources. Scientific and technological material related to the environment. Methods of inquiry in environmental science. Addresses content and pedagogy. Field trips will be required.

Prerequisite: permission of the general science coordinator.

### **GSCI 7054T The Ocean System**

45 hours asynchronous online instruction; 3 credits

The ocean system. Interaction between the atmosphere, hydrosphere, geosphere and biosphere. Properties of the water molecule; action of waves, wind, and density variations; deep-sea and surface currents and implications for Earth's climate and local weather. Influence of



## Health and Nutrition Sciences

Department office: 4123 Ingersoll Hall  
Phone: 718.951.5026

### Full-time Faculty

Professors: Axen, Balk, Greene, Levin, Mirotznik, Oppenheimer  
Associate Professors: Eastwood, Grassman, Greenberg, Grommet, Grov, Schnoll, Weston  
Assistant Professors: Chu, Haley, Jiang, Koizumi, Masterjohn

The Department of Health and Nutrition Sciences provides premier, thoughtfully created programs in which students learn to help people maintain and recover good health in all contexts: locally, globally, geographically, culturally, socially, and emotionally. Innovative programs and cutting-edge knowledge place the department in the vanguard of educators at the university level. All programs prepare students for significant careers in their chosen field. Students choose from courses in a large range of topics in health and nutrition, from birth to old age. With the understanding that in the digital age information about health and nutrition is being developed and disseminated faster than ever before, all programs offer a framework in which to appraise and assess facts and theories and apply them for the benefit of all people.

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### M.A. degree program in community health HEGIS code 1214; SED program code 78495

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The master of arts degree in community health serves both national and international students who are pursuing a career in health promotion/disease prevention. Many of our graduate students are in practice in the field and come to Brooklyn College for advanced training and professional development.

The program has two concentrations: community health education and thanatology. The community health education concentration develops professionals who design, conduct, and evaluate activities that help improve the health of individuals and communities. Graduates typically find employment in public health departments, community-based organizations, hospitals, and clinics as patient educators, health education teachers, health coaches, community organizers, public health educators, and health program managers.

The thanatology concentration focuses on the development of expertise in the area of dying, death, and bereavement. Graduates hold a variety of positions including that of hospice program director, hospital bereavement coordinator, hospice volunteer coordinator, funeral aftercare counselor, and bereavement counseling program director.

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#### Matriculation requirements

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Applicants must offer at least 18 credits in acceptable health-related courses and a minimum GPA of 3.0. Experience in a health-related field is required for the thanatology concentration.

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#### Degree requirements

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Thirty-three to thirty-six credits are required for the degree. Students must complete one of the following two concentrations of study: Community Health Education (36 credits) or Thanatology (33 credits).

#### Community health education concentration.

Required courses (30 credits): Health and Nutrition Sciences 7110X, 7120X, 7140X, 7141X, 7150X, 7161X, 7170X, 7171X, 7925X, and 7930X.  
Elective courses (6 credits): Students who satisfy the exit requirements (see below) by passing a comprehensive examination must complete 6 additional credits (for a total of 36 credits) chosen from 7000-level health courses after consultation with their faculty advisor.

#### Thanatology concentration.

Required courses (27 credits): students must complete 24 credits from the following courses: Health and Nutrition Sciences 7180X, 7181X, 7182X, 7183X, 7184X, 7185X, 7186X, 7187X, 7188X, 7901X.  
Students must also complete Health and Nutrition Sciences 7930X (3 credits) and elect one of the exit requirements (see below), either of which requires two courses (6 credits) for a total of 33 required credits in this concentration.

Students with advanced preparation may substitute other courses for required courses with the permission of the deputy chairperson.

As part of the selected required concentrations ("Community Health Education" or "Thanatology"), students have the option of completing a

specialization in Maternal, Child, Reproductive, and Sexual Health (MCRSH) by taking 9 of their 36 or 33 degree credits in courses designated as MCRSH, completing their fieldwork placement (HNSC 7925X or HNSC 7901X) in a MCRSH-related project, and (if applicable) writing their master's paper (HNSC 7940X, HNSC 7950X) or master's thesis (HNSC 7935X, HNSC 7999X) on a MCRSH-related topic. Students in the community health education concentration who elect to take the Comprehensive Examination as their exit option will be tested on MCRSH material. All MCRSH coursework and requirements are subject to approval by the deputy chairperson. MA students wishing to pursue the MCRSH specialization should notify the deputy chairperson in writing within their first two semesters of coursework.

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Exit requirements:  
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Students matriculated in the community health education concentration are required to pass a comprehensive examination administered by the Health and Nutrition Sciences Department, or submit an acceptable master's thesis or master's paper.

Students matriculated in the thanatology concentration are required to submit either an acceptable thesis or an acceptable master's paper.

Students in either concentration electing to submit a thesis must complete Health and Nutrition Sciences 7935X (3 credits) and 7999X (3 credits). Information about the thesis is in the section "Academic Regulations and Procedures" of the Graduate Bulletin.

Students in either concentration electing to submit a master's paper must complete Health and Nutrition Sciences 7940X (3 credits) and 7950X (3 credits) with a grade of B or better. The student is not allowed to take 7940X more than twice. The grade for Health and Nutrition Sciences 7950X will be the same as the grade for the master's paper. The student must earn a grade of B or better for a master's paper to be acceptable.

Students opting for the Comprehensive Examination will be evaluated on: 7110X, 7120X, 7170X, and 7930X. Students wishing to pursue the MCRSH specialization will also be tested on MCRSH coursework.

Students must have completed all four courses before registering for the Comprehensive Examination. If the examination is failed on the first try, students must retake and pass all of the parts that they failed in the previous examination.

Students in the community health education concentration who pass a comprehensive examination must complete an additional 6 elective credits chosen from 7000-level health courses (for a total of 36 credits) after consultation with their faculty advisor.

Note that Health and Nutrition Sciences 7930X is a prerequisite for Health and Nutrition Sciences 7935X and for Health and Nutrition Sciences 7940X.

Courses in the Health and Nutrition Sciences Department offered toward the degree must be 7000-level courses.

The program of study must be approved by the department.

Community Health Education students interested in national certification as a Certified Health Education Specialist (CHES) may take the examination administered by the National Commission for Health Education Credentialing, Inc.

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### **M.P.H. degree program in community health** **HEGIS code 1214; SED program code 21578**

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This program, accredited by the Council on Education for Public Health, provides graduate-level training for students interested in pursuing or in advancing careers in public health. Successful applicants to the M.P.H. program include health professionals and recent college graduates. The program offers two concentrations, a general public health track and a more specialized health care policy and administration track. The degree offers both classroom and internship experiences and provides the opportunity for students to work closely with a faculty mentor. By offering all classes in the evenings in Brooklyn and Manhattan, the program is geared to the needs of working adults. Graduates of the program are employed as managers, administrators, researchers, and planners in hospitals, not-for-profit agencies, community programs, departments of health, and state and national health organizations.

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Matriculation requirements  
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Applicants must offer at least 18 undergraduate credits in acceptable health-related courses and a GPA of at least 3.00. Applicants should have experience in a health-related field and must submit a statement of academic interests and goals. Applicants also must submit results of the Graduate Record Examination. A waiver of the GRE may be made when a student has a master's degree or higher from an accredited US college or university. General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission" of the Graduate Bulletin.

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

Students must complete Health and Nutrition Sciences 7100X, 7110X, 7120X, 7130X, 7140X, 7150X, 7920X and 7930X.

Students must receive a grade of at least B in each of these eight core courses; courses may be repeated if necessary.

In addition, students must complete one of the following two concentrations of study:

General public health concentration:

Students in this concentration must take Health and Nutrition Sciences 7163X, 7164X and 7171X. Students must choose their remaining courses from courses numbered Health and Nutrition Sciences 7000X and above unless they receive permission from the deputy chairperson to substitute a specific course. In addition, students must submit either a thesis or a master's paper. Students electing to submit a thesis must complete Health and Nutrition Sciences 7935X and 7999X. Information about the thesis is in the section "Academic Regulations and Procedures." Students electing to complete a master's paper must complete Health and Nutrition Sciences 7940X and 7950X with a grade of B or better.

Health care policy and administration concentration (offered in cooperation with the Department of Political Science):

Students must take the following courses: Health and Nutrition Sciences 7141X, 7142X, 7143X, 7144X. Students in the health policy and administration concentration must choose their remaining courses from the following list unless they receive permission from the deputy chairperson to substitute specific courses: Health and Nutrition Sciences 7145X, 7146X, 7161X, 7162X, 7184X; Political Science 7150X, 7310X, 7340X, 7370X, 7400X, 7470X, 7480X, 7510X, 7720X, 7760X. Students with advanced preparation may substitute other courses for required courses with the permission of the deputy chairperson. In addition, students must submit either a thesis or a master's paper. Students electing to submit a thesis must complete Health and Nutrition Sciences 7935X and 7999X. Information about the thesis is in the section "Academic Regulations and Procedures." Students electing to complete a master's paper must complete Health and Nutrition Sciences 7940X and 7950X with a grade of B or better.

As part of the selected required concentration ("General Public Health" or "Health Care Policy and Administration") students have the option of completing a specialization in Maternal, Child, Reproductive, and Sexual Health (MCRSH) by taking 9 of their 45 degree credits in courses designated as MCRSH, competing their fieldwork placement (HNSC 7920X) in a MCRSH-related project, and writing their master's paper (HNSC 7940X, HNSC 7950X) or master's thesis (HNSC 7935X, HNSC 7999X) on a MCRSH-related topic. All MCRSH coursework and requirements are subject to approval by the deputy chairperson. MPH students wishing to pursue the MCRSH specialization should notify the MPH Program Director in writing prior to registering for their first semester's courses.

Furthermore, all MPH students must independently complete a professional portfolio. The portfolio describes relevant public health experiences and achievements during the course of students' studies leading to the MPH degree. The portfolio consists of academic, professional and service accomplishments and may include major course projects, reports, presentations, publications and other samples of work that is completed.

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**M.S. degree program in nutrition**  
**HEGIS code 1306; SED program code 86173**

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

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

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

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 Degree requirements  
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Thirty to 39 credits are required for the degree.

Students must complete the following required core courses:

Health and Nutrition Sciences 7230X, 7210X, 7211X, 7213X, 7241X, and 7931X. Students must receive a grade of at least B in each of these courses or approval of the Graduate Deputy Chairperson for Nutrition in order to qualify for the comprehensive examination or thesis; courses may be repeated if necessary.

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

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

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



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Dietetic Internships (DI)

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

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**Advanced certificate program in grief counseling**  
**HEGIS code 2104.10; SED program code 30468**

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The advanced certificate in grief counseling presents foundational and advanced knowledge in the areas of bereavement, traumatic grief, and thanatological counseling. The program is designed to provide grief counseling training for individuals who have completed a baccalaureate degree and are working with, or interested in working with, the dying and the bereaved or for individuals who have completed a master's degree and are seeking further training. In addition, the program will allow practitioners to meet professional continuing education requirements to maintain existing licenses or certifications. The program is designed to conform to the Association for Death Education and Counseling (ADEC) certification requirements for those persons interested in becoming certified or maintaining their certification in Thanatology: Death, Dying, and Bereavement.

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Course description

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Brooklyn College students matriculated in related graduate degree programs may be admitted to the Advanced Certificate and earn both their graduate degree and the certificate, applying 12 credits to both programs of study.

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Matriculation requirements

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This graduate certificate program provides grief counseling training for individuals who work with or who would like to work with the dying and the bereaved. It is designed to accommodate those who have completed a baccalaureate or a master's degree as well as for practitioners who must meet professional continuing education requirements to maintain existing licenses or certifications. The program adheres to the Association for Death Education and Counseling (ADEC) certification requirements for persons interested in becoming certified or maintaining certification in Thanatology: Death, Dying, and Bereavement.

Applicants must present a baccalaureate degree with at least a 3.00 GPA in the major and a minimum 2.85 overall GPA in 18 credits of acceptable health- or thanatology-related courses; courses in health and nutrition sciences, philosophy, psychology, sociology, biology, anthropology, chaplaincy, and counseling may meet this 18 credit matriculation requirement. Students matriculated in related graduate programs at Brooklyn College may be admitted and earn this advanced certificate in addition to the graduate degree they are pursuing. Professional development courses offered by recognized associations may also be used to meet the requirement for health- or thanatology-related coursework. Applicants must have experience in a related field.

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Certificate requirements

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Eighteen credits are required for the advanced certificate. Students must maintain a minimum grade point average of 3.00. No more than two courses with a grade below B may be offered toward the completion of the certification requirements.

Students must complete Health and Nutrition Sciences 7187X, 7180X, 7185X. The remaining 9 credits are elective courses chosen in consultation with the program director from the following: Health and Nutrition Sciences 7181X, 7188X, 7182X, 7183X, 7184X, 7186X, 7901X. Other elective graduate courses may be substituted with the approval of the program director.

All courses within the advanced certificate program are currently offered as part of the Brooklyn College Master of Arts in Community Health as well. Credits earned toward the certificate are applied to the master's degree for those certificate students who successfully apply to the master's program. In turn, master's students in related degree programs at Brooklyn College can obtain the advanced certificate in grief counseling.

**Courses**

To register for courses numbered 7000 and higher, students who offer fewer than 18 undergraduate credits in health and nutrition sciences must have permission of the deputy chairperson before registration.

Unless a prerequisite is specific, students may apply graduate or undergraduate courses toward fulfillment of that prerequisite.

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**Seminars**

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**HNSC 7930X Research Seminar**

45 hours; 3 credits

Examination of the stages of the research process, highlighting selected research designs and data collection techniques. Application of the

principles and methods of research to the critical analysis of the health and nutrition sciences literature.

Prerequisite: completion of two graduate courses in health and nutrition sciences, and a GPA of 3.00 (B) or better in graduate courses completed to date.

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## Masters of Public Health core courses

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### **HNSC 7100X Proseminar in Public Health**

45 hours; 3 credits

Introduction to the field of public health through an examination of its theories, principles, methods, and history. Overview of national and international health and health services. Introduction to public health resources and written presentation of critical analysis. The professional discipline of public health. Ethical issues in public health.

Prerequisite: Acceptance into the MPH program.

### **HNSC 7110X Social and Behavioral Sciences in Public Health**

45 hours; 3 credits

Public health concepts and methods from social and behavioral sciences relevant to the identification and solution of public health problems. Physiological, sociological, psychological, and cultural factors as determinants of health status, attitudes, and behavior.

### **HNSC 7120X Epidemiology**

45 hours; 3 credits

Principles and application of epidemiological analysis, illustrations of incidence, distribution, multiple determinants, and control of disease. Methods of investigation. Sources, presentation, and interpretation of data.

Prerequisite: an introductory course in epidemiology or an equivalent course.

### **HNSC 7130X Environmental Health in the Urban Community**

45 hours; 3 credits

Major local and global environmental health hazards, their sources, effects, and control. Bases for city, state, and federal regulations. Formulation and analysis of environmental health policy. Nature and limitations of appropriate environmental information and data.

### **HNSC 7131X Occupational Health in the Health Care Industry**

45 hours; 3 credits

Demographics of health care workers. Common physical, chemical, biological, and psychosocial hazards in the health care environment and their effects. Nature of occupational injuries and illnesses. Control and regulation of workplace hazards. Regulatory agencies.

### **HNSC 7140X Introduction to Health Policy and Administration**

45 hours; 3 credits

Examination of the development of modern medical systems; description and discussion of the organization of the agencies and personnel constituting the health care system; the planning, administration, management, evaluation, and policy and analysis of health programs; investigation of the health legislative process and institutions that attempt to influence the process. Study of the principles and programs involved in the financing of health care services; critical analysis of current criticisms of the modus operandi of the health care system.

### **HNSC 7141X Planning, Strategic Analysis, and Organizing of Health Care Services**

45 hours; 3 credits

Dilemmas resulting from the practice of the health sciences including clinical care, public health practice, human subjects research, and the delivery of health services and the development of health policies. Conflicting needs and values of the practitioners, clients, health care system, and communities. Critical evaluation of proposed solutions offered by the professions, government, communities. Case study evaluations. Examination of historic and contemporary cases.

Prerequisite: Health and Nutrition Sciences 7140X [770X]

### **HNSC 7142X Health Policy and Administration in Public Health**

45 hours; 3 credits

Study of public health policy and its impact on health care service organization, administration, and delivery. Study of public policies that drive health care organization and delivery. Examples of special topics in public health policy such as Medicare and Medicaid development and changes. Administrative responses to policy shifts. Increasing complexity and frequent changes in law and regulation change how health care services are defined and delivered.

Prerequisite: Health and Nutrition Sciences 7140X [770X] or its equivalent.

### **HNSC 7143X Health Care Financial Management**

45 hours; 3 credits

Study of the basic principles of health-care accounting. Analysis of health-care financial statements and responsibility-accounting techniques. Evaluation of methods of managing working capital, budgeting, using cost information in decision making, controlling costs, and financing capital projects in the health-care setting. Analysis of approaches to pricing, rate setting, and cost control in the health-care reimbursement environment.

### **HNSC 7144X Health Economics**

30 hours plus conference; 3 credits

Economic analysis of the structure, performance, and government policy in the health care sector of the economy. Demand and supply of health care services, the role of third party payers, and the public policy debate over government reform of the health care system. Microeconomic, econometric, and political philosophy concepts relevant to issues of justice in health care. This course is the same as Economics 7060X [772X].

### **HNSC 7145X Human Resources Management in Health Care**

45 hours; 3 credits

Theoretical analysis of techniques for leadership and motivation of professional and nonprofessional health care employees. Study of methods for managing work groups and minimizing conflict in health care institutions. Examination of health personnel management. Evaluation of employee communications in health care. Analysis of workplace negotiation, with special reference to health care labor negotiations.

Prerequisite: a course in health care management or appropriate employment in health care management.

### **HNSC 7146X Law and Public Health**

45 hours; 3 credits

An analysis of public health policy and legal thinking in the context of the U.S. legal system, and the roles of the branches of government in creating, administering, and enforcing the health laws. Examination of basic health law concepts and practices in the health industry. Concepts of institutional and individual responsibility. The focus is upon such

areas as legal reasoning, sources of health laws, regulations, legal rights to health, standards, licensure, malpractice, and litigation.

### **HNSC 7150X Biostatistics in Health and Nutrition Sciences I**

30 hours lecture, 30 hours laboratory, plus conference; 3 credits  
Application of evaluation techniques for community health and nutritional professionals. Application of tools to evaluate health and nutritional status, knowledge, attitudes, and behavior for individuals and populations. Vital statistics. Use of computer programs to analyze and interpret health and nutrition data.

### **HNSC 7151X Biostatistics in Health and Nutrition Sciences II**

30 hours lecture, 30 hours laboratory, plus conference; 4 credits  
Application of evaluation techniques for community health and nutrition professionals. Design of tools to evaluate health and nutritional status, knowledge, attitudes, and behavior for individuals and populations. Multivariate techniques for assessment of health data including survival analysis, multiple regression, multivariate analysis of variance, discriminant analysis, logistic regression, and factor analysis. Use of computer programs to analyze and interpret health and nutrition data with these techniques.

Prerequisite: Health and Nutrition Sciences 7150X [778.1X] or permission of the chairperson.

### **HNSC 7163X Conducting Community Needs and Strengths Assessments**

45 hours; 3 credits  
Introduction to community needs and strengths assessments. Identification, gathering, synthesis and presentation of population (neighborhood) specific data related to a public health issue or condition using technologically appropriate presentations. Analysis of multiple data sources including: U.S., Census, State, county, and neighborhood quantitative data as well as key informant interviews and focus groups.

Prerequisite: 9 credits of core courses in MPH or MA Community Health Education.

### **HNSC 7164X Health Services Development and Implementation in Community and Public Health**

45 hours; 3 credits  
Planning, developing and implementing public health and personal health services and relationship to population health. Examination of health planning in the United States and New York State from historical and contemporaneous perspectives. Public policy agenda shaping health services; and local activity derivation from national agenda. Implementation and operating among policy and resource constraints.

Prerequisites: 9 credits of core courses in MPH or MA Community Health Education.

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## **Community Health Education courses**

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### **HNSC 7161X Computer Applications in Health Sciences**

45 hours; 3 credits  
Use of computer in health-related fields. Understanding unique theoretical and practical applications to health science research, education, and clinical practice. Course will include projects tailored to the interests of the individual students. This course is the same as Computer and Information Science 7450X [777X].

Prerequisite: one 7000-level course in health and nutrition sciences and one 7000-level course in computer and information science.

### **HNSC 7170X Foundations of Community Health Education**

45 hours; 3 credits  
Introduction to the community health education profession. Expectations of a professional, professional development, and overall mission of public health. Discussion of the theoretical basis for the community health education profession. Introduction to a community health education program planning and evaluation model.

### **HNSC 7171X Program Evaluation in Community Health**

45 hours plus conference; 3 credits  
Development and application of program evaluation methods applicable in a range of community health and public health settings. Critique of existing community health education and other health programs for promoting critical thinking and analytic skills.

Prerequisite: Health and Nutrition Sciences 7170X [758X] or Health and Nutrition Sciences 7110X.

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## **Thanatology courses**

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### **HNSC 7180X Bereavement**

45 hours; 3 credits  
Theoretical concepts of grief and bereavement. The impact of mourning on the bereavement process. Health implications of incomplete mourning and pathological bereavement. The role of the health care professional and related personnel in providing care. Research to improve care.

### **HNSC 7181X Children and Death**

45 hours; 3 credits  
The child's concept of death. Typical childhood coping patterns in response to death of self, family member, friend. Needs of the terminally ill child, the family, and the caregiver. Alternative care settings. Available resources and supports for the health professional.

### **HNSC 7182X Health Crisis Intervention**

45 hours; 3 credits  
Relationships among health, emotion, destructive behavior. Development of sensitivity to behavior patterns leading to destructive acts. Role of the health professional in understanding crisis situations. Agencies designed to assist in health crises.

Prerequisite: Health and Nutrition Sciences 7183X [762X] or a course in health counseling.

### **HNSC 7183X Health Counseling**

45 hours; 3 credits  
Application of principles and methods of counseling to health problems. Case studies, identification of problems, techniques of interviewing.

Prerequisite: A course in personal and community health.

### **HNSC 7184X Bioethics: Health and Medical Dilemmas**

45 hours; 3 credits  
Dilemmas resulting from the practice of the health sciences including clinical care, public health practice, human subjects research, and the delivery of health services and the development of health policies. Conflicting needs and values of the practitioners, clients, health care

system, and communities. Critical evaluation of proposed solutions offered by the professions, government, communities. Case study evaluations. Examination of historic and contemporary cases.

### **HNSC 7185X The Health Care Provider and Thanatological Counseling**

45 hours; 3 credits

Theory and practice of counseling the dying patient and the bereaved. Focus on personal skill development in anticipatory bereavement and postmortem bereavement counseling. Examination of group support, self-help, and individual intervention strategies. Research and evaluation of support programs and techniques.

### **HNSC 7186X Principles in the Care of the Terminally Ill**

45 hours; 3 credits

Needs of the dying patient and family. Clinical approaches to care of terminally ill patients and their families. Role of the hospice as an alternative-care setting. Techniques of pain management and palliative care. The role of the health care professional and related personnel in providing care.

### **HNSC 7187X Trauma and Traumatic Grief**

45 hours; 3 credits

A study of trauma and traumatic grief. Evaluation of assessment tools, treatment modalities, and programs of prevention. Identification of the factors influencing the quality of care provided to a traumatized griever. Critique of trauma research study designs and findings.

### **HNSC 7188X Adolescents, Death, and Bereavement**

45 hours; 3 credits

Encounters with death and bereavement during adolescence. Developmental tasks and transitions during adolescence as foundation for understanding adolescent encounters with death and bereavement. Interventions with terminally ill adolescents. Interventions with bereaved adolescents. Preventive interventions. Assessment of interventions.

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## **Health teacher courses**

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### **HNSC 7190X The Family and Personality Development**

45 hours; 3 credits

Influence of the family on the individual. Personality development and family interrelationships. Consideration of major problems of adjustment in each phase of the family life cycle. Fall term.

Prerequisite: a course in family relationships.

### **HNSC 7192X Problems of Drugs in Contemporary Society**

45 hours; 3 credits

Drug traffic. Community cooperation in preventing and treating drug abuse. Legal factors and crime relationships; physiological, psychological, sociological aspects of drug abuse. Guidelines for drug abuse prevention and programs. Resources to support such programs in schools and communities. Field trips.

### **HNSC 7194X Alcohol, Alcoholism, and Health**

45 hours; 3 credits

Examination of the effects of alcoholism on the United States health care system; the effects of alcohol on individual and community health.

An analysis of etiology, treatment, and rehabilitation models. Issues with regard to prevention strategies and the influence of laws on alcohol abuse.

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## **Nutrition courses**

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### **HNSC 7200X Seminar in Nutritional Practice**

30 hours plus conference; 3 credits

Concepts and methods essential to the work of a practicing nutritionist. Nutritional assessment, counseling, evaluation, management, instruction, organization, and health promotion techniques.

Prerequisite: completion of 12 graduate credits in courses in nutrition. Corequisite: Health and Nutrition Sciences 7202X [722.1X].

### **HNSC 7201X Seminar in Clinical Applications of Nutrition Research**

30 hours plus conference; 3 credits

The importance of the scientific literature in evaluating clinical techniques. Use and interpretation of this literature. Review of relevant research techniques. Examination of recent findings in topics of current clinical interest and their relation to clinical practice.

Prerequisite: completion of 12 graduate credits in courses in nutrition. Corequisite: Health and Nutrition Sciences 7203X [722.2X].

### **HNSC 7202X Fieldwork in Dietetic Practice I**

450 hours fieldwork; 4.5 credits

Supervised experience in medical nutritional therapy, food service management, and community nutrition. Activities and assignments developed by the college faculty. Application of nutritional concepts to individuals and groups. Design of diets, nutrition counseling, management of food services, provision of nutrition education in community service.

Completion of 12 graduate credits in courses in nutrition and acceptance into the Department's Dietetic Internship. Corequisite: Health and Nutrition Sciences 7200X [720X].

### **HNSC 7203X Fieldwork in Dietetic Practice II**

450 hours fieldwork; 4.5 credits

A continuation of supervised fieldwork experience, specified activities, and assignments of Health and Nutrition Sciences 7202X [722.1X].

Prerequisite: Health and Nutrition Sciences 7202X [722.1X]. Corequisite: Health and Nutrition Sciences 7201X [721X].

### **HNSC 7210X Nutritional Biochemistry**

45 hours; 3 credits

Emphasis on homeostatic mechanisms and hormonal controls of intermediary metabolism on a cellular level. Select topics related to the metabolic diseases and inborn errors of metabolism.

Prerequisite: a course in advanced nutrition and a course in nutritional chemistry or biochemistry or permission of the chairperson.

### **HNSC 7211X Micronutrients**

45 hours; 3 credits

Physiological regulation of metabolism of vitamins and minerals; effects of deficiencies and excesses.

Prerequisite: a course in nutrition and a course in biochemistry; or permission of the chairperson.

### **HNSC 7212X Recent Developments in Nutrition**

45 hours; 3 credits

Critical examination of current literature and scientific research in nutrition. Impact of current nutritional developments relating to individual, family, and community well-being.

Prerequisite: a graduate course in nutrition and a course in physiology and a course in statistics or permission of the chairperson.

### **HNSC 7213X Human Pathophysiology**

45 hours; 3 credits

Etiology, pathogenesis, and clinical manifestations of human diseases that are treated by nutritional therapies.

Prerequisite: a course in human physiology.

### **HNSC 7220X Nutrition and World Food Problems**

45 hours; 3 credits

National and international nutritional conditions. Government problems, issues, policies concerning nutritional status of individuals and population groups. Regulation of food production and distribution in developing countries.

Prerequisite: a course in nutrition or permission of the chairperson.

### **HNSC 7221X Cultural Aspects of Foods**

45 hours; 3 credits

Foodways, the study of relationships of food and culture. Ethnic, geographic, economic, social, religious influences on food habits and practices of individuals and families.

Prerequisite: a course in food science or nutrition or permission of the chairperson.

### **HNSC 7222X Advanced Experimental Foods**

15 hours lecture, 60 hours laboratory; 3 credits

Research techniques in food science and their application to the study of selected problems in food marketing, preparation, service, storage. Opportunity for students to conduct individual experimental projects.

Prerequisite: a minimum of 10 credits in courses in food science and nutrition and two laboratory courses in biology and/or chemistry or permission of the chairperson.

### **HNSC 7223X Recent Developments in Foods**

45 hours; 3 credits

Review and evaluation of recent trends, issues, research in product development, food processing, distribution. Modern food technology, application, use.

Prerequisite: 6 credits in courses in foods or permission of the chairperson.

### **HNSC 7224X Organizational Management of Food**

45 hours; 3 credits

Decision-making skills involved in the field of food service management. Application of management theories to control of food costs, work simplification techniques, and management accountability in the food service system.

Prerequisite: completion of the core requirements in the program in nutrition.

### **HNSC 7230X Community Nutrition**

45 hours; 3 credits

Community and public health nutrition with focus on factors affecting food consumption of a community and nutritional problems of select groups. Consumption patterns, assessment techniques, intervention programs, and evaluation of programs (federal, state, and local).

Prerequisite: a course in human nutrition and a course in life cycle, developmental or geriatric nutrition, or permission of the chairperson.

### **HNSC 7231X Developmental Nutrition**

45 hours; 3 credits

Effects of nutritional factors on development from prenatal growth to adolescence. Topics include: placental transport of nutrients, causes of congenital defects, breast feeding vs. bottle feeding, factors affecting rate of growth and age at puberty, effects of nutritional deficiencies and excesses, and the relationship of nutrients to morphogenetic or biochemical processes.

Prerequisite: a course in advanced nutrition and a course in physiology.

### **HNSC 7232X Geriatric Nutrition**

45 hours; 3 credits

Recent knowledge of nutrition and human aging. Special emphasis on interactions of physiological stages, age, lifestyle, health, disease, and nutrition. Examination of research findings focusing on the relationship of nutrition to the structural and functional changes associated with the aging process.

Prerequisite: a course in nutrition or permission of the chairperson.

### **HNSC 7233X Nutrition and Behavior**

45 hours; 3 credits

The relationship between nutrient deprivation during critical growth periods and interactional and learning deficits and maladaptive behavior patterns. Behavioral disorders and nutrient needs and idiosyncrasies. Psychodietetics: determinants of psychological reactions to foods and evolving food behavior patterns.

Prerequisite: one course in psychology and a course in human nutrition and a course in physiology.

### **HNSC 7234X Nutrition and Exercise**

45 hours; 3 credits

Exploration of human nutritional requirements of exercise; the significance of intermediary metabolic pathways and the effect of dietary manipulation on exercise performance. (This course is the same as PEES 7279X [779X].)

Prerequisite: a course in human or animal physiology and a course in exercise physiology or biochemistry.

### **HNSC 7240X Assessment Techniques and Nutritional Care**

45 hours; 3 credits

Study of the components of nutritional assessment as the initial step in nutrition care process. Emphasis on comparative analysis of dietary intake methods, interpretation of clinical laboratory values, evaluation of anthropometric and body composition methods, retrieval of medical history/physical examination data.

Prerequisite: a course in medical nutrition therapy and Health and Nutrition Sciences 7213X.

### **HNSC 7241X Nutritional Aspects of Disease**

45 hours; 3 credits

Changes in requirements and utilization of nutrients; nutritional status

of the individual during pathological states. Disease, malnutrition, and environmental pollution assaults on nutrient metabolism. Methodology and interpretation of recent clinical nutrition research.

Prerequisite: a course in medical nutrition therapy and Health and Nutrition Sciences 7213X or permission of the chairperson.

### **HNSC 7931X Principles of Nutrition Research**

45 hours; 3 credits

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

Prerequisites: advanced coursework in Nutrition and a course in Biostatistics

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### **Elective courses**

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#### **HNSC 7160X Health Issues of the Urban Society**

30 hours plus conference; 3 credits

The effect of poverty on the health behaviors of people living in urban and suburban areas. Analysis of current public health problems in the context of race, class, and gender. The effects of transnational migration on health.

Prerequisite: Health and Nutrition Sciences 7110X [761X]

#### **HNSC 7162X International Health**

45 hours; 3 credits

Comparative analysis of health problems in developing and developed nations. Exploration of social, cultural, political, and economic determinants of health in developing countries. Examination of the role of multilateral and bilateral assistance programs in influencing changes in health status in developing nations.

#### **HNSC 7172X Aging: A Study of Needs and Services**

45 hours; 3 credits

A study of the needs and services to the aged, emphasizing family relationships, food, nutrition, health, economic stability, and security.

#### **HNSC 7300X Maternal, Child, Reproductive, and Sexual Health: Social and Historical Perspectives**

45 hours; 3 credits

Introduction and critical overview of public health issues, approaches, and concerns in the area of maternal, child, reproductive, and sexual health. The focus will be on the United States, but global issues will be considered as well. Specific topics will include the medicalization of maternity care and infancy/childhood; the consequences of 'risk' as a dominant ideology for maternal and child health care; issues in reproductive justice, with particular attention to race and class; the historic and contemporary influence of eugenics in public health; the history of midwifery and global trends in midwifery care; and the role of public health interventions in infant care.

#### **HNSC 7310X Maternal, Child, Reproductive and Sexual Health: A Life Course Perspective**

45 hours; 3 credits

Theoretical framework as to how life course exposures affect vulnerability to disease, with an emphasis on the roles of maternal, child, reproductive and sexual health. This course also considers how

intra- and inter-generational influences may be relevant to disparities in health. Readings address empirical patterns, prevailing theories and controversies regarding life course influences, and address interventions or policies that may be applied to improve population health.

Prerequisite or Corequisite: HNSC 7120X, HNSC 7150X.

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### **Seminars, special topics, independent research**

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#### **HNSC 7901X Internship I**

90 hours; 3 credits

Supervised internship in a health or nutrition counseling setting similar to that in which the student expects to work. Interns are expected to participate in the complete range of position-defined responsibilities and to be supervised jointly by certified counseling personnel and a faculty adviser from the Department of Health and Nutrition Sciences.

Prerequisite: completion of 27 graduate credits in courses in health and nutrition sciences, including Health and Nutrition Sciences 7183X [762X] and one of the following: Health and Nutrition Sciences 7200X [720X], 7195X [765X] or 7185X [774.5X], and permission of the chairperson.

#### **HNSC 7902X Internship II**

90 hours; 3 credits

Continuation of Health and Nutrition Sciences 7901X [790.1X].

Prerequisite: Health and Nutrition Sciences 7901X [790.1X] and permission of the chairperson.

#### **HNSC 7910X Special Topics**

45 hours; 3 credits

Topical discussion of recent contributions in health science. Course content varies from term to term.

#### **HNSC 7915X Independent Reading**

Minimum of 135 hours of independent work and conference; 3 credits  
Reading, approved by a faculty adviser, in an area of health science. One or more written reports or a final examination.

Prerequisite: matriculation for the M.S. in Ed. in health science or for the M.A. in community health; and permission of the deputy chairperson.

#### **HNSC 7920X Internship in Public Health**

180 hours of fieldwork plus weekly seminars; 3 credits  
Supervised individual projects in public health practice.

Prerequisite: Must have completed at least 21 credits of graduate coursework in Health and Nutrition Sciences.

#### **HNSC 7921X Internship in Public Health II**

150 hours; 3 credits

Supervised internship in a public health setting. Continuation of Health and Nutrition Sciences 7920X [764.4X].

Prerequisite: Health and Nutrition Sciences 7920X [764.4X] and matriculation in the M.P.H. program and permission of the chairperson.

#### **HNSC 7925X Internship and Field Experience Seminar in Community Health**

90 hours of fieldwork plus weekly seminars; 3 credits

Supervised individual projects in community health education in a health agency.

Prerequisite: Health and Nutrition Sciences 7170X [758X] and 7171X [759X], or permission of the deputy chairperson.

### **HNSC 7935X Research Seminar II**

45 hours; 3 credits

Examination of quantitative and qualitative techniques appropriate for research in the health sciences. Class discussions of each student's efforts in developing a master's thesis. Not open to students who are enrolled in or have completed Health and Nutrition Sciences 7940X [791.3X] or 7950X [797.1X].

Prerequisite: Health and Nutrition Sciences 7930X [791.1X], and a GPA of 3.00 (B) or better in graduate courses completed to date.

### **HNSC 7940X Research Seminar III**

45 hours; 3 credits

Examination of quantitative and qualitative techniques appropriate for research in the health sciences. Class discussion of each student's effort in developing a master's paper. This course may be taken two times. (Not open to students who are enrolled in or have completed Health and Nutrition Sciences 7935X [791.2X].)

Prerequisite: Health and Nutrition Sciences 7930X [791.1X] and a GPA of 3.00 (B) or better in graduate courses completed to date.

### **HNSC 7950X Master's Paper: Selected Topics in Public Health**

30 hours plus conference; 3 credits

Critical analysis of the recent research on a public health topic chosen in consultation with instructor. Examination of theoretical models and empirical research on this topic. Instructor may limit paper topics to general overarching themes pertinent to public health (e.g., health behavior, health care financing, medical ethics, etc). Students will be required to complete a master's paper by the end of this course. Discussions of each student's master's paper in progress. Not open to students who have completed Health and Nutrition Sciences 7935X [791.2X].

Prerequisite: Health and Nutrition Sciences or 7930X [791.1X], and 7940X [791.3X] with a grade of B or higher, and a GPA of 3.00 (B) or better in graduate courses completed to date

### **HNSC 7995X Independent Study**

Minimum of 135 hours; 3 credits

Research project in a selected area of health science supervised by a faculty member.

Prerequisite: matriculation for the M.S. in Ed. in health science or for the M.A. in community health; and permission of the deputy chairperson.

### **HNSC 7999X Thesis Research**

Hours to be arranged; 3 credits

Research for master's thesis supervised by a faculty member. Credit is not earned until the thesis is accepted. Students register for this course only once.

Prerequisite: permission of the deputy chairperson.

### **The following inactive course(s) will only be offered if there is sufficient demand:**

HNSC 7195X Human Relations Training Workshop in Sex Education

HNSC 7196X Family Living and Sex Education

## History

Department office: 1127 Boylan Hall  
Phone: 718.951.5303

### Full-time Faculty

Professors: Burrows, Johnson, SenGupta, Troyansky  
Associate Professors: Banerjee, Carp, Ebert, Meyer, Rawson, Remy, Warren, Wills  
Assistant Professors: Fishman, Mancina, Napoli, O'Keeffe, Stern Gabbay

The Department of History, with award-winning faculty and students, offers rigorous study in a broad range of regions, methods, and issues across historical time. In course work and seminars, the instructors, who are published authors of books and scholarly articles, offer students a wealth of information about and insight into history in the United States, Europe, Asia, Africa, and Latin America as well as transnational and comparative history. The department is also notable for providing study in historiography and examining problems involved in the accurate recording of history. With a philosophy that includes the belief that no single methodology provides the "right" answer in historical investigation and encourages inquisitiveness, the department offers courses in political, social, and cultural history, including the history of ideas, religions, and gender. Also explored are such diverse issues as slavery, the meaning of "cultural renaissance," the conflicts of the Middle East, and the course and consequences of the Vietnam War. Many graduates go on to careers in teaching, law, archival management, and public service.

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### **M.A. degree program in history** **HEGIS code 2205; SED program code 02107**

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The M.A. in history program provides an intensive introduction to the study of history in a wide variety of subject areas and prepares students for careers in teaching, doctoral-level work in the field, and professions in which knowledge of the past and facility in historical research methods are essential components. Faculty specializations range from the ancient to modern periods in European, Latin American, African, Asian, Middle Eastern and American history. Approaches include social and cultural, political, diplomatic, environmental, and economic history.

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#### Matriculation requirements

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Applicants must have completed at least 12 credits in advanced undergraduate courses in history or, with permission of the chairperson or graduate deputy, 12 credits in advanced undergraduate courses in history, economics, and political science.

Students admitted as matriculants in history must complete History 7000X with a grade of A or B by the end of their first fall semester or they will lose matriculated status.

Students admitted as nonmatriculants must complete History 7000X with a grade of A or B in order to achieve matriculated status in the Department of History.

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

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#### General requirements for all students

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To fulfill degree requirements, M.A. students must complete either thirty or thirty-three (30-33) credits in History Department courses. As detailed in the options below, students selecting the Thesis Option must complete thirty (30) credits and students selecting the Non-Thesis Option must complete thirty-three (33) credits.

Among the 30-33 hours of coursework undertaken to fulfill the general degree requirements, all students must complete three credit hours in each of three geographic areas: U.S., Europe, and the non-western world. One of these courses must cover in whole or substantial part the pre-1800 period.

Students selecting both Thesis and Non-Thesis Options must also complete:

(1) History 7000X with a grade of A or B. All students must take History 7000X during their first fall semester in the program, and must receive a grade of A or B to satisfy graduation requirements; and (2) History 7050G.

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#### Thesis Option Requirements:

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Completion of general department requirements and six (6) courses numbered from History 7110X-7780X.



After completing both History 7000X and 12 hours of course work, students who select the thesis option must take at least one Independent Reading (History 7840G) or one Independent Research (History 7850G) course with their chosen thesis adviser. A second Independent Study or Independent Research course could, with permission, substitute for the sixth of the courses numbered from History 7110X-7780X. Following the Independent Reading course, the thesis adviser will evaluate the student's preparedness to write a thesis. A student approved to write a thesis will then be required to submit a proposal to the adviser.

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Non-Thesis Option Requirements:

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Completion of general department requirements and nine (9) courses numbered History 7110X to History 7780X. With the permission of the chairperson or the graduate deputy, students may replace a maximum of two (2) of these courses with History 7840G and/or History 7850G. Students who select the non-thesis option must provide a portfolio containing two substantial papers written for graduate-level history courses taken in the History Department at Brooklyn College, and must pass an oral defense before a departmental committee of full-time faculty. At least one of the two papers submitted must be a research paper based on an extensive use of primary sources.

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Department Recommendations

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Students should consult the graduate deputy early in their course of study and each semester thereafter.

Students who intend to study toward a doctoral degree should have completed at least two years of college-level foreign language study.

Students who intend to study toward a doctoral degree should ascertain the matriculation requirements of the graduate school they plan to attend.

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## CUNY Ph.D.

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The City University of New York offers a doctoral program in history. General information about CUNY Ph.D. programs is in the chapter "Support for Academic Success in Graduate School." Department courses may be credited toward the CUNY history doctoral degree with permission of the executive officer of the doctoral program. For information, students should consult the deputy chairperson of the History Department and the executive officer of the doctoral program.

## Courses

### **HIST 7000X Introduction to the Study of History**

30 hours plus conference; 3 credits

Analysis of historical sources and of approaches to writing history.

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### **Transnational and comparative history**

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### **HIST 7110X Main Currents in Contemporary World History**

30 hours plus conference; 3 credits

The history of the main world regions and their interrelationship since 1945. Breakdown of the wartime alliance; confrontation between the West and the Soviet Union; the atomic age; the eras of the cold war and peaceful coexistence; wars of national liberation and the new states of Africa and Asia. Historical contexts of modern revolutions and wars. Breakup of the Soviet Union; Persian Gulf War and the primacy of oil; the new nationalism and ethnic conflicts; the global economy and the silicon age.

### **HIST 7130X Global Environmental History**

30 hours plus conference; 3 credits

Interactions among human societies and the natural environment within the context of global history. Attention to pre-modern environmental relationships; the ecological expansion of Europe; the impact of industrialization, urbanization, and colonialism; and the rise of conservation and environmental movements.

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### **European history**

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### **HIST 7120X The Industrial Revolution of the Eighteenth and Nineteenth Centuries**

30 hours plus conference; 3 credits

The early modern economic and social system. Changes in agriculture, demography, technology, work, family, and class structure to 1850. New energy sources and industrial materials, relations between science and industry, business organization, and social movements from 1850 to 1914.

### **HIST 7210X Medieval Europe**

30 hours plus conference; 3 credits

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

### **HIST 7220X The Renaissance**

30 hours plus conference; 3 credits

Development of the Italian Renaissance. Its effects on and importance for European countries beyond the Alps. Source materials, including examples from literature and art, are used to illustrate the significance of the Renaissance.

### **HIST 7230X The Enlightenment**

30 hours plus conference; 3 credits  
Development of Western thought from Locke to Kant. Its intellectual, political, and social aspects.

### **HIST 7310X The Old Regime and the French Revolution**

30 hours plus conference; 3 credits  
Background and development of the French Revolution. The rise of Napoleon. Controversial problems of historical interpretation.

### **HIST 7320X France from 1815**

30 hours plus conference; 3 credits  
A survey of the economic, social, political, and intellectual history of France from the close of the Napoleonic regime to the Fifth Republic, with emphasis on popular customs and daily living on the farms and in the cities; the revolutionary tradition; the lives of workers; the traditions of the middle class; the struggles of left and right.

### **HIST 7340X History of Russia since 1856**

30 hours plus conference; 3 credits  
Russian and Soviet history from the aftermath of Russia's defeat in the Crimean War to the present. Emphasis on the Imperial Estate System and its erosion; The Great Reforms; imperial governance of a multi-ethnic population; the Russian intelligentsia; revolutionaries and revolution; Bolshevism, Leninism, and Stalinism; everyday Soviet life; art and ideology; cold war; de-Stalinization, stagnation, and collapse; Post-Sovietism.

### **HIST 7350X Stalinism**

30 hours plus conference, 3 credits  
Stalinism and historiographical debates on Stalinism. Critical analysis of ideology, citizenship, the economy, state violence, gender, ethnicity, war, everyday life, and selfhood in the Soviet Union under Stalin. Study of and debates over historical memory of Stalin and Stalinism in the late Soviet and post-Soviet eras.

### **HIST 7370X The Coming of the Two World Wars**

30 hours plus conference; 3 credits  
The origins of World Wars I and II; diplomatic background, domestic causes, interpretations, historiography. The imperialist rivalries, military alliances, and nationalist conflicts before 1914. Nazi aggression and appeasement before 1939.

### **HIST 7380X Europe Since 1945**

30 hours plus conference; 3 credits  
European politics and society from 1945 to the present. Emphasis on changes in European society brought about by the catastrophes of war and genocide: "deradicalization" of the right and left, the politics of memory, decolonization, the impact of the United States, the collapse of communism and the USSR, German reunification, European economic integration, and the Balkan wars.

### **HIST 7390X History of Marxism**

30 hours plus conference; 3 credits  
Sources of Marxian thought. Development of "orthodox" and "revisionist" strands in Marxism until World War I. Transmission to eastern Europe. Leninism and its appeal in Asia, Africa, and the Americas.

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## **United States history**

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### **HIST 741 IX The Colonial Period**

30 hours plus conference; 3 credits  
Civilization of the British American colonies. Colonial intellectual trends. Intercolonial aspects of social development. Foundations of American nationality to 1763.

### **HIST 741 2X The American Revolution and the Constitution**

30 hours plus conference; 3 credits  
Political, social, and economic forces that accompanied the American Revolution. Nature of the critical period. Drafting and ratification of the Constitution.

### **HIST 7420X Civil War and Reconstruction**

30 hours plus conference; 3 credits  
Scholarly interpretations of the U.S. Civil War; its memory; its influence on concepts of citizenship and states' rights. Slavery, race, and the "Peculiar South"; westward expansion; new forms of mass politics, and economic and cultural changes within northern society that shaped the antislavery movement. The impact of class, gender, and racial affiliations. Debates in Reconstruction historiography.

### **HIST 7425X The Gilded Age and the Progressive Era**

30 hours plus conference; 3 credits  
Political, economic, and social issues of the Gilded Age. Populist revolt. Spanish-American War; overseas expansion and commitments. Progressive reforms. World War I and its immediate consequences.

### **HIST 7430X Twentieth-Century America**

30 hours plus conference; 3 credits  
American history from the aftermath of the Progressive Era until the present. The course will focus on the effects of the Wilson presidency; the Depression and American life; the New Deal, World War II, and the onset of the Cold War; the changing nature of postwar liberalism; the United States in Vietnam; Richard Nixon and Watergate; environmentalism, feminism, and new social movements; and the revitalization of American conservatism.

### **HIST 7440X History of American Political Parties**

30 hours plus conference; 3 credits  
Development, role, and impact of political parties in American history.

### **HIST 744 IX American Economic History**

30 hours plus conference; 3 credits  
Historical analysis of such factors as the frontier, immigration, absence of a rigid class system, regionalism, sectionalism in development of American economic thought and institutions from colonization through the nineteenth century.

### **HIST 7442X Modern American Diplomatic History from 1898**

30 hours plus conference; 3 credits  
American international relations from the Spanish-American War to the present.

**HIST 7444X American Environmental History**

30 hours plus conference; 3 credits

Interactions among humans and the North American environment. Attention to influence of environment on human culture, impact of human culture on the environment, and ideas about nature. Native American approaches to the natural world; environmental impact of European colonization; rise of industrial cities; romanticism; conservation and preservation; environmentalism and environmental justice. (Not open to students who are enrolled in or have completed History 7600X [760X], Special Topics in History, with the topic American Environmental History.)

**HIST 7445X The Environmental History of Urban America**

30 hours plus conference, 3 credits

Interactions between urban societies and the natural environment in United States history. Attention to early urbanization and industrialization; the relationship between city and country; the development of pastoral parks and suburbs; pollution, public health, and environmental justice; and sprawl.

**HIST 7446X The History of the American Presidency**

30 hours plus conference; 3 credits

The history of the American presidency from the constitutional era until the present day. Topics include: the constitutional debates over the executive; the establishment and consolidation of the office; the records of important presidents, such as Washington, Lincoln, and the Progressive Era presidents; FDR and the expansion of the executive branch bureaucracy; the modern presidency and the Cold War, the law, foreign affairs, and public opinion.

**HIST 7448X American Constitutional History**

30 hours plus conference; 3 credits

This course will examine American constitutional history since 1750. Beginning with the Revolutionary Era and the Constitutional Convention, the course will cover the establishment of the Supreme Court, nineteenth-century debates over slavery and economics, and the changing role of the Court in twentieth-century America.

**HIST 7450X History of Black Americans**

30 hours plus conference; 3 credits

Role, status, aspirations of Blacks in American society from the colonial period to the present.

**HIST 7460X Immigrant Groups in American History**

30 hours plus conference; 3 credits

Historical problems of acculturation and identity of immigrant groups.

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**Latin American/Caribbean/Asian/African history**

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**HIST 7512X Modern Latin America**

30 hours plus conference; 3 credits

Transformation of the leading countries of Latin America from the age of reform and independence. Emergence of the changing political culture, society, and economic order of today.

**HIST 7515X The Caribbean from the Coming of the Europeans to the Present**

30 hours plus conference; 3 credits

The history and historiography of the Caribbean basin. The coming of the Europeans and destruction of indigenous populations and cultures. The first colonization and Spanish dominance. The development of the sugar and slave complex. The Haitian Revolution and the end of slavery in the colonial empires. Nineteenth-century neglect. The United States and the new colonialism. The gradualist approach to independence in the British West Indies. Haiti, the Dominican Republic, and Cuba since 1900. Present attempts at social and economic development.

**HIST 7517X Slavery in the New World**

30 hours plus conference; 3 credits

Slavery in the Americas from an Atlantic perspective (including developments in Africa and Europe) from the fifteenth century until abolition. Topics to be addressed include: the historiography of slavery, slavery in Europe from the Greeks and Romans to fifteenth-century Iberia, the changing nature of slavery in Africa, the slave trade, the economics of slavery, the plantation system, daily life among slaves and slaveowners, slavery and race, hegemony, resistance, slave revolts, the Haitian Revolution, abolition in the Americas, and post-emancipation challenges.

**HIST 7530X Modern Ottoman History, 1700-1923**

30 hours plus conference; 3 credits

Historiography and historical background; Ottomans and their wider world; statecraft and autocracy; trade and economic life; society and popular culture; women in the empire; peasants and townspeople; minority relations; encroaching Europe and reform; Egypt and Muhammad Ali; the Young Ottomans; centrality of the Balkans and consequences of their loss; debates over "decline"; debt crisis; Young Turks and centralization; pan-Islam; emergence of Arab nationalism; Ottomans and Zionists; war and collapse; imperial legacies.

**HIST 7540X Nationalism and Revolution in Modern East Asia**

30 hours plus conference; 3 credits

Rise and development of nationalist and revolutionary movements in China, Japan, Korea, selected countries of Southeast Asia in modern times. Leaders, ideologies, political parties.

**HIST 7550X Pre-Modern China**

30 hours plus conference; 3 credits

The history of China from its earliest origins to the Ming dynasty. Topics will vary, but may include the earliest Stone-Age civilizations, origins of the Chinese state and religion, the period of classical philosophy, the first conquest dynasties, the development of popular culture.

**HIST 7552X Modern China**

30 hours plus conference; 3 credits

China from the early nineteenth century to the present. Breakdown of the Manchu dynasty and transformation of the traditional civilization during the republican and Communist eras.

**HIST 7562X Modern South Asia**

30 hours plus conference; 3 credits

India under British rule, and India, Pakistan, and Bangladesh since independence. Evolution of nationalist movements and problems of modernization. Role of these independent nations in world affairs.

**HIST 7566X Imperialism and Nationalism in South and Southeast Asia**

30 hours plus conference; 3 credits

Patterns of British and French rule in South and Southeast Asia from the nineteenth century. The rise of nationalism in India and Vietnam from the late nineteenth century. Comparative analysis of these movements, especially the development of leadership, organization, and ideology, and the interplay of violent and nonviolent techniques of struggle. Impact of World War II and Japanese expansion for European rule and nationalist movements. Independence in the postwar period and the continuing role of great powers in the region. Some comparisons will be made to Indonesia, Malaya, Burma, and Cambodia.

**HIST 7568X Gender, Race, and Empire (19th-20th centuries)**

30 hours plus conference, 3 credits

Traces intersections of gender, race, and empire in regulation and maintenance of European, particularly British, colonies in different parts of Asia and Africa in the nineteenth and twentieth centuries. Investigates race and gender specific ideologies introduced by colonial regimes and their impact on native population in a comparative framework. Explores connections between women and imperialism and involvement and activism of European and American women with nationalist and women's questions in South Asia and beyond.

**HIST 7570X Asia and the United States**

30 hours plus conference; 3 credits

Lectures, critical readings, discussions, and research papers on the relations of China, Japan, India, Vietnam, and the United States from the late eighteenth century to the present. Some attention will be given to Asian immigrants in the United States from the mid-nineteenth century to the present

**HIST 7580X Social Change in Africa, 1750-1945**

30 hours plus conference; 3 credits

Introduction to social change in sub-Saharan Africa from the era of the slave trade to the end of World War II. Emphasis on internal transformations sparked by industrialization, imperial expansion and colonization, including both political innovations and changing market relations as well as transformations in kinship and gender relations. In depth coverage of slavery, women in the economy, the development of an African working class, religious transformations, the emergence of new elites, the growth of modern political activism, and resistance to colonization. This course is the same as Africana Studies 7050X.

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**Special topics**

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**HIST 7600X Special Topics in History**

30 hours plus conference; 3 credits

Offered at intervals. Topics vary. May be taken more than once, but a student may not repeat the same topic.

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**Colloquia**

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**HIST 7050G Research Seminar**

30 hours plus conference; 3 credits

Application of basic principles and techniques of historical research and writing. Offered by various department members. Seminar topics are chosen by the instructor.

Prerequisite: History 7000X [700X] with a grade of A or B and permission of the chairperson or the graduate deputy.

**HIST 7710X Colloquium in Medieval History**

30 hours plus conference; 3 credits

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

**HIST 7720X Colloquium in Early Modern European History**

30 hours plus conference; 3 credits

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

**HIST 7730X Colloquium in Modern and Recent European History**

30 hours plus conference; 3 credits

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

**HIST 7740X Colloquium in Early American History**

30 hours plus conference; 3 credits

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

**HIST 7750X Colloquium in Nineteenth-Century American History**

30 hours plus conference; 3 credits

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

**HIST 7760X Colloquium in Twentieth-Century American History**

30 hours plus conference; 3 credits

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

**HIST 7770X Colloquium in Asian History**

30 hours plus conference; 3 credits

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

**HIST 7780X Colloquium in Middle Eastern History**

30 hours plus conference; 3 credits

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

**HIST 7830G Master's Essay**

Hours to be arranged; 3 credits

Research for master's essay supervised by a faculty member. Credit is not earned until the essay is accepted. Students may register for this course only once.

Prerequisite: History 7000X [700X] and 7050G [705G] (or 7850G)

[785G]); and permission of the instructor, and of the chairperson or the graduate deputy.

**HIST 7840G Independent Reading**

Minimum of 135 hours of independent reading and conference; 3 credits

Independent study of readings from a selected area of history supervised by a faculty member. Findings are presented in written reports and/or a final examination. This course may be taken for credit twice.

Prerequisite: History 7000X [700X]; and permission of the instructor, and of the chairperson or the graduate deputy.

**HIST 7850G Independent Research**

Minimum of 135 hours of independent research and conference; 3 credits

Extensive research under faculty supervision. Findings presented in a substantial research paper.

Prerequisite: History 7000X [700X] with a grade of A or B; and permission of the instructor, and of the chairperson or the graduate deputy.

**The following inactive course(s) will only be offered if there is sufficient demand:**

HIST 7330X Modern Britain: 1780 to the Present

HIST 7384X Women in Modern Europe

## Judaic Studies

Department office: 3111 James Hall  
Phone: 718.951.5229

### Full-time Faculty

Professors: Reguer, Shapiro  
Associate Professor: Flatto  
Assistant Professor: Brodsky  
Instructor: Amanik

The Department of Judaic Studies is committed to rigorous, critical, and serious teaching and research about the Jewish civilization born in the ancient Middle East that has flourished in a variety of forms in many places for more than three thousand years. The department's course offerings and programs reflect the chronological scope and geographic diversity of the Jewish experience, with particular strength in the fields of intellectual, religious, and social history, founded on analytic study of primary sources.

Areas of study include the Bible; Talmud and Midrash; Jews of Central and Western Europe and America; the Holocaust; Israel and the Middle East; and modern Jewish thought.

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### M.A. degree program in Judaic studies HEGIS code 0309; SED program code 79419

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The M. A. in Judaic studies program offers advanced instruction and research in many areas of Judaic studies. Our graduates have found new employment or have enhanced their present careers in such diverse fields as education, non-profit organizations, and social work. Others have been accepted into doctoral programs. The 30-credit program requires a minimum of 21 credits to be completed in the department and 9 credits to be chosen in consultation with the department chairperson. In completing the degree the student may opt either to take a comprehensive examination or to write a thesis.

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#### Matriculation requirements

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Applicants must offer at least 18 credits in advanced undergraduate courses in Judaic studies or the equivalent. Applicants must offer minimal competency in the Hebrew language equivalent to two years of college-level Hebrew. An interview is required at the time of application. General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission."

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#### Degree requirements

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Thirty credits are required for the degree. Courses in Judaic studies are grouped in the following areas of study:

A.

1. Bible: Judaic Studies 7704X, 7706X, 7707X, 7708X, 7821X.
2. Talmud and Midrash: Judaic Studies 7711X, 7712X, 7714X, 7715X, 7822X.

B.

3. Jews of Central and Western Europe: Judaic Studies 7720X, 7722X, 7723X, 7724X, 7823X.
4. Jews of Eastern Europe: Judaic Studies 7730X, 7731X, 7732X, 7736X, 7824X.
5. Holocaust: Judaic Studies 7747X, 7748X, 7749X, 7750X, 7825X.

C.

6. Jews of America: Judaic Studies 7741X, 7742X, 7744X, 7749X, 7826X.
7. Israel and the Middle East: Judaic Studies 7755X, 7751X, 7752X, 7754X, 7827X.
8. Modern Jewish Thought: Judaic Studies 7720X, 7754X, 7760X, 7761X, 7828X.

Students must complete 21 credits in courses in the Judaic Studies Department. The following courses are required: four courses in one of the eight areas of study (selected from one of the categories A, B, or C); and at least one additional course selected from each of the two other categories (A, B, or C). Students who choose to write a thesis are required to take Judaic Studies 7783G. The remaining 9 credits required for the degree may be in courses in other departments, or outside the college, with the approval of the chairperson.

Before completing 18 credits, students must pass an advanced language examination, administered by the department, which tests their ability to read and comprehend Hebrew or another foreign language pertinent to their area of specialization and approved by the department. After completing all course work, except Judaic Studies 7783G, students must pass a comprehensive examination or submit a thesis acceptable to the department. Students who choose to submit a thesis may do so only with the approval of the department. Information about the thesis and comprehensive examination is in the section "Academic Regulations and Procedures" of the Graduate Bulletin.

## Courses

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### Judaic Studies

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#### **JUST 7720X Western European Jewry from the Seventeenth Century to 1815**

30 hours plus conference; 3 credits

A survey of the economic, social, and cultural changes that transformed Western European Jewry in the seventeenth and eighteenth centuries, and the process of adjustment and modernization in the wake of these changes.

#### **JUST 7723X Topics in the History of Western and Central European Jewry**

30 hours plus conference; 3 credits

A research seminar dealing with different aspects of Western and Central European Jewry offered by various department members. Topics vary from term to term. Readings and research in source materials; students organize and present their findings in written papers. Students may complete this course for credit up to three times with the permission of the chairperson, but may not repeat topics.

Prerequisite: permission of the instructor.

#### **JUST 7724X Modern German Jewry**

30 hours plus conference; 3 credits

A study of the German-speaking Jews of Central Europe. Focus on emancipation and acculturation, religious tradition and reform, patterns of occupation and residence, communal organization and political activities, and anti-Semitism.

#### **JUST 7730X East European Jewry Until 1917**

30 hours plus conference; 3 credits

A survey of Jewish life in Poland, Lithuania, and Russia from the Middle Ages until 1917, emphasizing its communal and political history.

#### **JUST 7731X Jews in Eastern Europe, 1917 to the present**

30 hours plus conference; 3 credits

Changing patterns of Jewish life in Soviet Russia, Lithuania, and Poland between two world wars; Soviet Jews during and after World War II, and the remnants of Polish Jewry in the post-Holocaust era.

#### **JUST 7736X Hasidic Dynasties: Leadership and Community**

30 hours plus conference; 3 credits

Major Hasidic dynasties. Works of Hasidic leaders. Impact of their thought and personality on their respective dynasties and communities.

#### **JUST 7741X The Jewish Experience in the United States**

30 hours plus conference; 3 credits

Review of American Jewish history, including migrations, the Americanization process as well as religious and political factors.

#### **JUST 7747X Perspective on the Holocaust**

30 hours plus conference; 3 credits

Analysis of the Holocaust in the context of Western civilization and the Jewish experience. Impacts of anti-Semitism and racism on international political and interreligious relations. The Jewish response to the

Holocaust and its aftermath; political, psychological, theological reorientation.

#### **JUST 7748X The Holocaust in Literature**

30 hours plus conference; 3 credits

A study of the Holocaust in world literature. The transformation of the Holocaust from an historical event into an artistic expression. Its major themes, patterns, symbols, traditions, and vocabulary in memoirs, diaries, fiction, drama, and poetry. All readings in English.

#### **JUST 7749X The British and American Response to the Holocaust**

30 hours plus conference; 3 credits

Focus on the response of the British and American people and their governments to the Holocaust. Particular emphasis on the response of the British and American Jewish communities and their organizational responses from 1933 to the present.

#### **JUST 7750X Holocaust Seminar**

30 hours plus conference; 3 credits

A research seminar dealing with different aspects of the Holocaust offered by various department members. Topics will vary from term to term. Readings and research in source materials; students organize and present their findings in written papers. Students may complete this course for credit up to three times with the permission of the chairperson but may not repeat topics.

Prerequisite: permission of the instructor.

#### **JUST 7751X Israel in the Modern World**

30 hours plus conference; 3 credits

Aspects of Israel's international position and its foreign policy; the national Jewish revival; Western and Oriental cultures in Israel; Arab-Israeli relations and African-Israeli relations.

#### **JUST 7761X Contemporary Jewish Thought**

30 hours plus conference; 3 credits

An in-depth consideration of one major contemporary Jewish thinker. Emphasis on the general theory of religion as well as the particular interpretation of Judaism given in each case. Among those to be studied are J.D. Soloveitchik, Martin Buber, and Mordecai Kaplan.

#### **JUST 7763X Suffering: The Book of Job and Its Literature**

30 hours plus conference; 3 credits

An in-depth study of The Book of Job and the literature dealing with it. Discussion of the way that religious writers, both ancient and modern, deal with the issue of suffering. Why "bad things happen to good people." This course is the same as Liberal Studies 7010X [743X].

#### **JUST 7783G Thesis Research**

Hours to be arranged; 3 credits

Research for the master's thesis supervised by a faculty member.

Prerequisite: permission of the chairperson.

#### **JUST 7785G Independent Study**

Hours to be arranged; 3 credits  
 Readings in a selected area of Judaic studies supervised by a faculty member. Research paper and/or final examination.

Prerequisite: permission of the chairperson.

**JUST 7821X Special Topics: Bible**

30 hours plus conference; 3 credits  
 Topics vary from term to term.

**JUST 7822X Special Topics: Talmud and Midrash**

30 hours plus conference; 3 credits  
 Topics vary from term to term.

Prerequisite: permission of the chairperson

**JUST 7823X Special Topics: Jews of Central and Western Europe**

30 hours plus conference; 3 credits  
 Topics vary term to term.

**JUST 7824X Special Topics: Jews of Eastern Europe**

30 hours plus conference; 3 credits  
 Topics vary from term to term.

**JUST 7825X Special Topics: Holocaust**

30 hours plus conference; 3 credits  
 Topics vary from term to term.

**JUST 7826X Special Topics: Jews of America**

30 hours plus conference; 3 credits  
 Topics vary from term to term.

**JUST 7827X Special Topics: Israel and the Middle East**

30 hours plus conference; 3 credits  
 Topics vary from term to term.

**JUST 7828X Special Topics: Modern Jewish Thought**

30 hours plus conference; 3 credits  
 Topics vary from term to term.

**The following inactive course(s) will only be offered if there is sufficient demand:**

- JUST 7707X Dead Sea Scrolls
- JUST 7754X Zionism
- JUST 7755X Jews in the Moslem World
- JUST 7760X Jewish Perspectives on Contemporary Ethical Issues



## Kinesiology

Department office: 428 West Quad  
Phone: 718.951.5514

### Full-time Faculty

Distinguished Lecturer: Johnson

Professors: Dunbar, Johnson

Associate Professors: Blitzer, Leung, Zeng

Assistant Professors: Burden, Chow, Smith

Lecturers: Cai, Geraghty, Grillo

The Department of Kinesiology provides students with the knowledge and experience required to achieve rewarding careers in which to meet health challenges of the twenty-first century. Professionals in physical education, sport management, and exercise science will have a unique opportunity to apply their skills at a time when physical activity and fitness are among the nation's chief public health objectives.

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### M.S. degree program in exercise and sport science HEGIS code 1299.30; SED program code 89178

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This Master of Science degree program is designed to teach students about human movement, exercise physiology, cardiopulmonary rehabilitation, sport psychology, and biomechanics. It is designed for students who want to work in these fields, advance their knowledge beyond their undergraduate education, perhaps to prepare for study at the doctoral level.

#### Tracks

- \* Exercise Science and Rehabilitation
- \* Sport Science

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#### Matriculation requirements

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Applicants must offer at least one undergraduate course in each of the following: human physiology, human anatomy, physiology of exercise, and biomechanics. A course in physics and a course in chemistry are recommended. Competitive applicants typically have undergraduate degrees in Exercise Science or Physical Education. Other degrees may also provide appropriate educational background (i.e. Physical Therapy, Athletic Training, etc). Students must also demonstrate proficiency in basic techniques of weightlifting and body conditioning. This may be done by completion of a course in the subject, appropriate certification by a nationally recognized organization (e.g., NSCA), or proof of at least one year of practical experience in the field.

Applicants who meet the general matriculation requirements of the college may be accepted for matriculation conditionally. A graduate student may meet such matriculation conditions by completing appropriate courses in the Brooklyn College undergraduate division.

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

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

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#### Degree requirements

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Thirty-six credits are required for the degree.

All students must complete the following foundational courses:

Kinesiology 7000X Research Methods and Design  
Kinesiology 7059X Advanced Physiology of Exercise  
Kinesiology 7154X Sport and Exercise Psychology  
Kinesiology 7263X Biomechanics

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

### Exercise Science and Rehabilitation

Students selecting the track in Exercise Science and Rehabilitation are required to complete the following plus 2 additional 7000-level courses in the Department provided they have met the appropriate prerequisites (other courses may be taken with the approval of the Graduate Deputy or Chairperson):

Kinesiology 7250X Fitness Assessment and Exercise Prescription  
 Kinesiology 7260X Exercise Prescription for Special Populations  
 Kinesiology 7262X Electrocardiography #  
 Kinesiology 7267X Cardiopulmonary Rehabilitation @  
 Kinesiology 7279X Nutrition and Exercise  
 Kinesiology 7290X Internship in Exercise Science and Rehabilitation

# Kinesiology 7262X should be taken in first semester of matriculation

@ Kinesiology 7267X should be taken in second semester of matriculation

Students who have successfully completed an undergraduate course in Exercise Testing and Prescription may take an additional elective in place of Kinesiology 7250X. Students matriculating in this track must have a current CPR certification prior to graduation at a level equivalent to American Safety and Health Institute CPR Pro for the Professional Rescuer.

### Sport Science

Students selecting the track in Sport Science must take the following courses:

Kinesiology 7100X Technology in Kinesiology  
 Kinesiology 7250X Fitness Assessment and Exercise Prescription  
 Kinesiology 7364X Biomechanics of Sport Performance  
 Kinesiology 7365X Biomechanics of Orthopedic Injury  
 Kinesiology 7370X Research Seminar in Sport Science

Students in either track may select additional credits from any 7000 level course offered by the Department of Kinesiology to fulfill the 36-credit requirement provided they have met the appropriate prerequisites. Other elective courses may be selected with the approval of the Graduate Deputy or Department Chair.

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## **M.S. degree program in sport management**

### **HEGIS code 0835; SED program code 83153**

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The Master of Science degree in Sport Management produces graduates with skills and knowledge for professional careers in the multi-billion dollar sports business industry. Students will receive advanced preparation in numerous areas such as management, marketing, financial, media, promotions, public relations, communications, sports information, retail and manufacturing, coaching, school/university-based programs and legal/risk management. Students may find employment following completion of the program in areas such as sports media, sports facilities and arenas, sports retail business, sport product manufacturing, sport club management, entrepreneurial enterprising, amateur and community sports enterprises, professional sports, sports travel and tourism, international sport management, college sports, and athlete representation and management.

#### Matriculation requirements

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This program is designed for students with an undergraduate degree in sport management and experiences in the sport business industry. Students lacking such academic preparation and experiences will be required to take prerequisite courses. For students in this category, completion of any prerequisites required by the graduate deputy must be accomplished prior to beginning the third semester of enrollment in the program. These may include undergraduate business management, marketing and budgeting/finance/accounting/economic courses. Other courses may also be included as necessary.

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

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

#### Degree requirements

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Thirty-six credits are required for the degree. All newly admitted graduate students in any program should ensure that Kinesiology 7000X Research Methods and Design is taken in their first semester of enrollment.

Students must complete the following courses:

Kinesiology 7000X Research Methods and Design

Kinesiology 7044X Risk Management and Legal Issues in Sport  
Kinesiology 7342X Business Management of Community/Club Sports and Recreation  
Kinesiology 7455X Administration of Interscholastic and Intercollegiate Sport  
Kinesiology 7460X Budgeting and Finance in Sports and Recreation  
Kinesiology 7470X Sport Marketing  
Kinesiology 7480X Global Sport: Olympic/Paralympic Movements and Sport Governance  
BUSN 7208X Marketing Management  
ECON 7010X Macroeconomics OR ACCT 7101X Financial and Managerial Accounting

Students may select 9 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.

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### **M.S. degree program in education: physical education teacher (all grades)** **HEGIS code 0835; SED program code 26745**

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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

Applicants must hold an undergraduate degree in physical education prior to enrollment in this program.

Applicants 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.

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.

#### Degree requirements

Thirty-six credits are required for the 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 7154X Sport and Exercise Psychology  
KINS 7156T Supervision in Physical Education  
KINS 7157X Physical Education Curriculum in Secondary School  
KINS 7158X Developing School-Based Leadership Skills  
KINS 7999X Research Seminar in Physical Education

Students may select 6 credits from any 7000 level course offered by the Department of Physical Education and Exercise Science. Other elective courses may be selected with the approval of the Graduate Deputy or Department Chair.

### **Courses**

To register for courses numbered 7000 and higher, students who offer fewer than 12 undergraduate credits in physical education must have permission of the deputy chairperson before registration.

Unless a prerequisite is specific, students may apply graduate or undergraduate courses toward fulfillment of that prerequisite.

#### **KINS 7000X Research Methods and Design in Kinesiology**

45 hours; 3 credits

This should be the first course in which the newly admitted graduate student in the Department of Kinesiology should enroll. Common research methodologies and designs are explored. Quantitative and qualitative research methodologies/designs and statistical applications are covered in order to ensure that the student can effectively

comprehend and interpret research in the field and with further preparation conduct their own research. Cannot be taken by students who successfully completed PEES 7092X

#### **KINS 7043X Applications of Exercise and Fitness Theory**

45 hours; 3 credits

Examination of exercise theory, psychological aspects of physical

activity, and current fitness trends. Application of theory to the development and implementation of fitness programs in industrial, commercial, and educational settings.

### **KINS 7044X Risk Management and Legal Issues in Sport**

45 hours; 3 credits

Risk management and legal concepts and their application to sports are covered. Common issues of risk management in sport programs are explored to protect the business, the employees and the participants. Consideration of constitutional requirements, tort, contract and commercial laws as they relate to the sports professional and participant are presented. Special topics highlighting such developing law as product liability, worker's compensation, and Titles VII and IX are included. (Not open to students who are enrolled in or have completed Physical Education 766X.)

### **KINS 7059X Advanced Physiology of Exercise**

15 hours lecture, 30 hours laboratory; 3 credits

Effects of exercise on humans. Selected topics in circulation, respiration, muscle physiology, thermoregulation, energy metabolism.

### **KINS 7080X Thesis Research**

Hours to be arranged; 3 credits

Research for master's thesis supervised by a faculty member. Credit is not earned until the thesis is accepted. Students register for this course only once.

Prerequisite: permission of the chairperson.

### **KINS 7100X Technology in Kinesiology**

45 hours; 3 credits

Students will receive in-depth training in various digital technologies commonly used in kinesiology. Training and extensive use of assorted software, digital video, digital photography and other such digital instrumentation will be provided.

### **KINS 7110X Group Dynamics in Sport and Physical Education**

45 hours; 3 credits

This course will acquaint students with theory and practice related to group behavior in sport, educational and community settings. Students in this course will be provided with a theoretical understanding of group processes and will understand group development stages, decision-making processes, and leadership, relevant to sport, physical education and community organizations.

### **KINS 7149X Advanced Instructional Strategies for Physical Education**

45 hours; 3 credits

Development of advanced skills in physical education pedagogy. Strategic class management and motivation skills based on current pedagogical research.

Prerequisite: an introductory theory course in instructional strategies in physical education (K-12) or permission of the chairperson.

### **KINS 7150X Physical Education and Athletics in Education and Society**

45 hours; 3 credits

Historical and philosophical study of physical education and athletics in education and society.

### **KINS 7151X Motor Development and Analysis**

45 hours; 3 credits

Theoretical perspectives in motor development; principles of motion and stability; physical growth and aging; development of motor skills across the life span; perceptual-motor development; functional constraints to motor development; interaction of exercise and structural constraints; effects of practice regimens and feedback, and the theoretical perspectives relevant to motor development research. Students in this course will learn, examine and analyze the theories and principles that relate to skillful movement, physical activity, and fitness in one's life.

Prerequisite: none

### **KINS 7153X Sociology of Sport**

45 hours; 3 credits

Sport in American society. Sport in relation to education, leisure, social stratification, social mobility, race, sex. Socioeconomic dimensions of sport. Literature on the sociology of sport.

The influence of sport in American society and culture is discussed. Sport is explored in relation to education, leisure, social stratification, social mobility, race, and gender. Socioeconomic dimensions of sport are investigated.

### **KINS 7154X Sport and Exercise Psychology**

45 hours; 3 credits

The influence of psychological factors on an athlete's sport performance or a person's exercise performance are presented. Factors influencing the relationship of sport to personality; personality theories; the coach-player relationship; minority groups in sport; aggression; personality characteristics of athletes competing in various sports etc. are explored.

### **KINS 7156T Supervision in Physical Education**

45 hours; 3 credits

Techniques of supervision in junior and senior high school settings are covered. Attention to in-service training of personnel; relations with principals, administrators, and the community is explored.

Prerequisite: a graduate course in physical education/kinesiology and a minimum of a year of teaching experience.

### **KINS 7157X Physical Education Curriculum in Secondary School**

45 hours; 3 credits

Fundamental principles for curriculum development are explored. Sources and criteria for content selection and organization in required classes, atypical classes, intramural sports, and interscholastic athletics for urban and suburban schools are discussed.

### **KINS 7158X Motor Learning and Human Performance**

45 hours; 3 credits

Behavioristic and cognitive theories related to the acquisition of gross motor skills are presented. Application of research findings to the teaching of motor skills is included.

### **KINS 7159X Developing School-Based Leadership Skills**

45 credits; 3 hours

Students will be given opportunities to enhance their leadership skills through a variety of means including reading, lectures, presentations

and interviews. Leadership skill acquisition will assist the student in functioning professionally in the school environment with school leadership, department leadership, their colleagues, students and parents.

### **KINS 7250X Fitness Assessment and Exercise Prescription**

45 hours; 3 credits

Students study advanced processes and procedures of physical fitness evaluation and prescription. Emphasis is placed on the design of individual and group exercise programs.

Prerequisite: PEES/KINS 7059X

### **KINS 7260X Exercise Prescription for Special Populations**

45 hours; 3 credits

Theory of individualized exercise programs for specific populations: cardiovascular, neuromuscularly impaired, diabetic, pediatric, geriatric, dialysis patients.

### **KINS 7261X Advances in Cardiology**

45 hours; 3 credits

Invasive and noninvasive tests which assess cardiovascular function. Topics include cardiac catheterization, radionuclide studies, wall motion studies, echocardiography.

### **KINS 7262X Electrocardiography**

45 hours; 3 credits

Fundamentals of the physiological basis of the electrical activity of the heart. Cardiac rate, rhythm, hypertrophy, axis, infarct, electrolyte abnormalities, and conduction. Evaluation of exercise electrocardiograms of healthy and of diseased hearts.

### **KINS 7263X Biomechanics**

45 hours; 3 credits

The study of human motion and its underlying physical principles. Examination of forces that act on the human body and their effects on muscles, bones, and joints. Applications to physical therapy, rehabilitative medicine, and sports techniques. (Not open to students who are enrolled in or have completed Physics 7030X [690X].)

Prerequisite: a course in kinesiology.

### **KINS 7267X Cardiopulmonary Rehabilitation**

45 hours; 3 credits

Physiological, medical, administrative, and practical guidelines for conducting a comprehensive rehabilitation program for individuals with various cardiopulmonary diseases.

Prerequisite: Physical Education/Kinesiology 7262X [762X].

### **KINS 7279X Nutrition and Exercise**

45 hours; 3 credits

Exploration of human nutritional requirements of exercise; the significance of intermediary metabolic pathways and the effect of dietary manipulation on exercise performance. (This course is the same as Health and Nutrition Sciences 7234X [779X].)

Prerequisite: a college level course in human or animal physiology.

### **KINS 7290X Internship in Exercise Science and Rehabilitation**

15 hours seminar; 90 hours fieldwork; 3 credits

Development of skills in exercise science and rehabilitation in one or more approved settings (hospital, rehabilitation program, college research laboratory) under the direction and supervision of agency personnel and/or a member of the college faculty. Students in the Sport Science track may not enroll in this course. Not open to students who passed PEES/KINS 7265X.

Prerequisite: Completion of PEES/KINS 7250X, PEES/KINS 7260X, and PEES/KINS 7262X.

### **KINS 7342X Business Management of Community/Club Sports and Recreation**

45 hours; 3 credits

Business administration practices as they relate to community/club sports and recreation are covered. Overview of the field of community/club sports and recreation management are presented. Emphasis is on the practical and contemporary aspects of successful management. (This course must be taken before the completion of 12 credits in the program.) (Not open to students who are enrolled in or have completed Physical Education 766X.)

### **KINS 7345X Sports Management Internship**

15 hours seminar; 90 hours fieldwork; 3 credits

Supervised sports management internship experience. Development of competencies in sport management in an approved agency and under the direction and supervision of agency personnel and a member of the college faculty.

Prerequisite: Physical Education/Kinesiology 7342X [742X].

### **KINS 7364X Advanced Biomechanics of Sports Performance**

45 hours; 3 credits

Examination of biomechanical principles associated with sports performance. Investigation of common sport activities and the kinematic and kinetic factors associated with performance. Prerequisite: a course in biomechanics equivalent to PEES 7263X.

### **KINS 7365X Advanced Biomechanics of Orthopedic Injury**

45 hours; 3 credits

Examination of biomechanical principles associated with causative factors in orthopedic injuries. Investigation of common human activities and the kinematic and kinetic factors associated with injury potential to the musculoskeletal system including activities of daily living, work tasks, sport and exercise.

Prerequisite: a course in biomechanics equivalent to PEES/KINS 7364X.

### **KINS 7370X 370X Research Seminar in Sport Science**

45 hours; 3 credits

Students will review current research in the sport sciences through on-line and library-based sources. Class discussions and presentations will evolve from these activities.

Prerequisite: completion of all required KINS courses - should be taken in the student's final semester of matriculation.

### **KINS 7455X Administration of Interscholastic and Intercollegiate Sport**

45 hours; 3 credits

Coordination of procedures for success in school-based sport programs at the secondary and collegiate level is presented. Programs, budgets, risk management, legal aspects, coaching, training, medical supervision, rehabilitation, recruitment and hiring practices are

explored.

### **KINS 7460X Budgeting and Finance in Sports and Recreation**

45 hours; 3 credits

This course focuses on fiscal and budgetary control of public and private sport organizations, recreation departments, leagues, and facilities. A number of case studies will be presented. Prior knowledge of accounting is beneficial to success in this course.

### **KINS 7470X Sport Marketing**

45 hours; 3 credits

Students will learn about effective marketing strategies employed in successful sport programs including school-based, community-based, national and international organizations/events and professional sport.

### **KINS 7480X Global Sport: Olympic/Paralympic Movements and Sport Governance**

45 hours; 3 credits

An overview course that explores the structure, operation, and role of global sport organizations such as the International Olympic Committee, the International Paralympic Committee, National Olympic/Paralympic Committees and an assortment of international sport governing bodies.

### **KINS 7990X Directed Readings and Research**

15 to 45 hours; 1 to 3 credits

The student works under the advisement of a faculty member in conducting independent research on topics related to their area of study. The student will typically produce an extensive research paper or any other such acceptable product as agreed upon with the faculty adviser to demonstrate their activities over the semester in exploring the agreed upon subject matter.

### **KINS 7999X Research Seminar in Physical Education**

45 hours; 3 credits

Seminar style class with a focus on research practices in exercise/sport science, sports management and physical education in which formal course work is not offered. Independent reading, reports, and/or fieldwork are utilized. Discussion and examinations are conducted in coordination with course instructor. This course is intended to be the culminating experience for the student and should be taken in the student's last semester of enrollment in the program. Cannot be taken by students who passed PEES 7299X.

## Mathematics

Department office: 1156 Ingersoll Hall  
Phone: 718.951.5246

### Full-time Faculty

Professors: Finston, Halpern, Hu, Marathe, Mate, Sibner, Stone, Velling  
Associate Professors: Benes, Chamanara, Cooley, Hadjiliadis, Hochberg, Kingan, Suzuki  
Assistant Professors: Clement, Cui, Pinheiro  
Lecturer: Gindes

The Mathematics Department offers a distinctive master of arts program in pure and applied mathematics. Students gain experience with current mathematical software and technology, and may study computational mathematics in conjunction with the Computer and Information Science Department. Students who do not wish to pursue university-level teaching and research careers may elect to develop expertise in financial mathematics to obtain the marketable credentials for work in the financial industry. Mathematics Department faculty members develop and conduct high quality research and participate in the mathematics and urban education doctoral programs of The Graduate Center of The City University of New York.

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### M.A. degree program in mathematics HEGIS code 1701; SED program code 02063

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The Mathematics Department offers a distinctive master of arts program in pure and applied mathematics. Students gain experience with current mathematical software and technology, and may study computational mathematics in conjunction with the Computer and Information Science Department. Students who do not wish to pursue university-level teaching and research careers may elect to develop expertise in financial mathematics to obtain the marketable credentials for work in the financial industry. Mathematics Department faculty develop and conduct high quality research and participate in the mathematics and urban education doctoral programs of The Graduate Center of The City University of New York.

The M.A. program in mathematics is not accepting applications for Fall 2014, Spring 2015 and Fall 2015 admission.

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Matriculation requirements  
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Applicants must offer at least 18 credits in mathematics courses beyond elementary calculus.

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

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Degree requirements  
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Thirty credits are required for the degree.

Students must complete 21 credits in courses in the Mathematics Department. The following courses are required: Mathematics 7514X, 7615X, 7521X or 7620X, and 7622X.

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

Students must pass a comprehensive examination or submit a thesis acceptable to the department. Students may submit a thesis only with the approval of the department. Students who receive such approval are required to register for Mathematics 7999X (no credit). Information about requirements for the comprehensive examination and the thesis is in the section "Academic Regulations and Procedures" of the Graduate Bulletin.

Courses in the Mathematics Department offered toward the degree must be 7000-level courses.

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

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Recommendations  
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Students should submit the program of study for approval early, before initial registration if possible. The department gives guidance in planning a well-balanced program. Students should acquire a reading knowledge of mathematical French, German, and/or Russian, although no foreign language examination is required.

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**M.A. degree program in education: mathematics teacher (7-12)**  
**HEGIS code 1701.01; SED program code 26734**

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The Mathematics Department, in conjunction with the Department of Secondary Education, offers a master of arts degree in education for mathematics teachers (grades 7-12). The New York State Education Department licenses graduates of registered teacher education programs who meet the state requirements for teachers. Applicants must consult matriculation requirements for adolescence education and special subjects in the Department of Secondary Education section of the Bulletin, and should see the chairperson of the Department of Secondary Education for counseling.

The department also participates in a master of science degree program for middle childhood education specialists in math (grades 5-9), with extensions for gifted education at initial and professional certification levels.

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

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

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Matriculation requirements

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

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

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

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

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

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Degree requirements

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

Option A: 30 credits

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

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Matriculation requirements

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

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Degree requirements

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Thirty credits are required for the degree.

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

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



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

Option B: 30-45 credits

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

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

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

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

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

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

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

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

Option C: 30-39 credits

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

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

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

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

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

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

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## CUNY Ph.D.

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The City University of New York offers a doctoral program in mathematics. General information about CUNY Ph.D. programs is in the chapter "Support for Academic Success in Graduate School." Mathematics Department courses may be credited toward the CUNY doctoral degree with permission of the executive officer of the doctoral program. For information, students should consult the deputy chairperson of the Mathematics Department and the executive officer of the doctoral program.

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## Honor Society

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Sigma Xi, the Scientific Research Society, encourages original investigation in the natural sciences, pure and applied. The fields of activity of the society include the physical sciences, the life sciences, the earth sciences, and mathematics. The Brooklyn College Chapter elects students to associate membership in the society on the basis of academic excellence and marked aptitude for research in one of the fields listed above.

## Courses

Unless a prerequisite is specific, a student may apply graduate or undergraduate courses toward fulfillment of that prerequisite.

At present, the program is small and many courses are offered as tutorials. Each semester students are consulted in the process of selecting the courses to be offered in the next semester.

Courses offered toward a master of arts degree in mathematics must be 7000-level courses.

### **MATH 6140T Middle School Mathematics from an Advanced Standpoint**

45 hours; 3 credits

Traditional material in arithmetic, algebra, geometry, and other fields treated from a modern viewpoint. This course may not be counted toward the 12 credits required in mathematics in the program for Middle School Teachers.

Prerequisite: permission of the deputy chairperson.

### **MATH 6652X Topics in Probability Theory and Statistics**

45 hours; 3 credits

Set theory, counting arguments, functions, review of infinite series, sample spaces and probability spaces, conditional probability and independence, discrete and continuous random variables and their distribution functions, joint distributions, expected values and moments, Chebyshev's inequalities, the law of large numbers, central limit theorem, applications to sampling theory and testing of hypotheses, confidence intervals, introduction to correlation, and regression analysis.

Prerequisite: Mathematics 7280X [607X] or a year of calculus or permission of the chairperson.

### **MATH 7141T Number Systems and Algebra for Childhood Teachers**

45 hours; 3 credits

The real number system and some of its subsystems. Introduction to group and field structures, solutions to equations. Number theory. Sequences and patterns, and problem solving. Technology as a tool for investigating algebra. Connections to curriculum and pedagogy. This course may not be offered toward master of arts degrees in secondary education or in middle childhood education.

Prerequisite: A course in mathematics for elementary school teachers, or a mathematics course approved by the deputy chairperson.

### **MATH 7142T Geometry for Childhood Teachers**

45 hours; 3 credits

Investigation of two- and three-dimensional objects and their properties. Congruence and similarity. Coordinate geometry. Transformations in the plane, and their geometric and algebraic properties and similarity. Measurement of length, area, volume, surface area. Inductive and deductive proof in geometry. Connections or geometry to the arts and everyday applications. Technology as a tool for investigating geometry. Connections to curriculum and pedagogy. This course may not be offered toward a master of arts degree in secondary education or in middle childhood education.

A course in mathematics for elementary school teachers, or a mathematics course approved by the deputy chairperson.

### **MATH 7143T Probability and Statistics for Childhood Teachers**

45 hours; 3 credits

Set and graphical representations, counting principle, sample spaces and probability. Measures of central tendency and variability, binomial and

normal distributions. Applications to sampling theory and testing of hypotheses; introduction to correlation and regression; applications to research in education. Use of graphing calculator and databases on the Internet for exploring probability and statistics. Connections to curriculum and pedagogy. This course may not be offered toward master of arts degrees in secondary education or in middle childhood education.

Prerequisite: A course in mathematics for elementary school teachers, or a mathematics course approved by the deputy chairperson.

### **MATH 7144T History of Mathematics for Childhood Teachers**

45 hours; 3 credits

A study of historical and cultural perspectives of mathematics. Mathematical problem solving. Origins of number systems and number theory, algebra and topics in geometry, probability, and calculus. Famous men and women in mathematics. Video and Internet resources for exploring the history of mathematics. Connections to curriculum and pedagogy. This course may not be offered toward master of arts degrees in secondary education or in middle school education.

Prerequisite: Mathematics 7141T [604.1T] or 7142T [604.2T] or their equivalents.

### **MATH 7145T Discrete Mathematics for Childhood Teachers**

45 hours; 3 credits

Selected mathematical topics and modeling in the social sciences. Networks, Euler paths; sets, classification, and the counting principle; matrices; linear programming. Mathematics of voting. Technology as a tool for investigating discrete mathematics. Connections to curriculum and pedagogy. This course may not be taken after Mathematics 7273T [606.1], nor may it be offered toward master of arts degrees in secondary education or in middle school education.

### **MATH 7146T Introduction to Functions and Applications for Childhood Teachers**

45 hours; 3 credits

Analysis of the function concept and its unifying role in mathematics. Elementary algebraic and transcendental functions. Functions as mathematical models in the physical and social sciences. Use of technology to investigate functions, their properties, and applications. Connections to curriculum and pedagogy. This course may not be offered toward master of arts degrees in secondary education or in middle school education.

Prerequisite: Mathematics 7141T [604.1] or its equivalent, and permission of the deputy chairperson.

### **MATH 7271T Problem Seminar in Middle School Mathematics**

45 hours each term; 3 credits each term

Problem solving, discussion and reports on topics in middle school mathematics. Term paper or final examination. May not be taken after Mathematics 7315X [705X]

**MATH 7272T Problem Seminar in Secondary School Mathematics**

45 hours each term; 3 credits each term

Problem solving, discussion, and reports on topics in secondary school mathematics. Term paper or final examination.

**MATH 7273T Concepts of Middle School Mathematics I: Discrete Mathematics**

45 hours; 3 credits

Topics include graph theory, voting theory, combinatorial mathematics, logic and set theory. Emphasis on aspects found in the New York State mandated middle school mathematics sequence. May not be taken after Mathematics 7000-level courses.

Prerequisite: permission of the deputy chairperson.

**MATH 7274T Concepts of Middle School Mathematics II: Geometry**

45 hours; 3 credits

Foundations and basic ideas of geometry and their relation to the middle school curriculum. May not be taken after Mathematics 7531X [731.1X].

Prerequisite: Permission of the deputy chairperson

**MATH 7275T Concepts of Middle School Mathematics III: Modern Algebra**

45 hours; 3 credits

The Euclidean Algorithm, prime numbers, the Fundamental Theorem of Arithmetic, and a selection of topics such as: rational, irrational, real and complex numbers, numeration in bases other than ten, algebraic properties of systems such as the integers modulo  $n$ , infinite sets. May not be taken after Mathematics 7520X [720.2X], Mathematics 7620X [720.4X], or Mathematics 7517X [717X].

Prerequisite: Permission of the deputy chairperson.

**MATH 7276T Concepts of Middle School Mathematics IV: Probability Theory and Statistics**

45 hours; 3 credits

Set theory, counting arguments, functions, sample spaces and probability spaces, conditional probability and independence, discrete random variables and their distribution functions, joint distributions, expected values and moments. The law of large numbers, central limit theorem, applications to sampling theory and testing of hypotheses, confidence intervals, introduction to correlation, and regression analysis. Not open to students who have completed Mathematics 6652X [652X].

Prerequisite: Permission of the deputy chairperson.

**MATH 7277T History of Mathematics for Middle School Teachers**

45 hours; 3 credits

This course examines topics in middle school mathematics from a historical and cultural perspective. Topics include the development of different systems of numeration and computation; number theory; the development of problem-solving methods and algebra; geometry; probability; contributions of non-European cultures; and other topics as time permits. (May not be taken after Mathematics 7541X [741X].)

Prerequisite: Mathematics 7274T [606.2T] or Mathematics 7275T [606.3T] or permission of the deputy chairperson.

**MATH 7278T Applied Number Theory for Middle School Mathematics**

45 hours; 3 credits

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

Prerequisite: Permission of graduate deputy or chair.

**MATH 7283T Calculus I**

45 hours; 3 credits

Limits and continuity; techniques and applications of differentiation, including the calculus of trigonometric functions. The definite integral and antiderivatives. This course may not be counted toward the 12 credits required in mathematics in the program for Middle School Teachers.

Prerequisite: Mathematics 7146T [604.6T] or permission of the deputy chairperson.

**MATH 7286T Calculus II**

45 hours; 3 credits

Calculus of exponential and logarithmic functions. Techniques of integration. Applications of integration. Infinite sequences and series. Parametric curves. This course may not be counted toward the 12 credits required in mathematics in the program for Middle School Teachers.

Prerequisite: Mathematics 7283T [608.1T] or permission of the deputy chairperson.

**MATH 7302X Foundations of Secondary School Mathematics Curricula II**

30 hours plus independent work and conference; 3 credits

Logic; groups; fields; axiomatic affine geometry; the real number system; statistics.

Prerequisite: Mathematics 7301X [701.1X].

**MATH 7305T High School Mathematics from an Advanced Standpoint**

4 hours; 4 credits

Examination of the foundations of high school algebra, geometry and number theory. Justification of algorithms and procedures. Analysis of common, fundamental errors and misconceptions. Strategies and tactics for instruction and remediation. This course may not count towards a master of arts degree in mathematics.

Prerequisite: Acceptance into the Master's Degree in 7-12 Mathematics Education or permission of the Chair of the Mathematics Department.

**MATH 7307T Geometry for High School Mathematics Teachers**

4 hours; 4 credits

The course is organized around two main themes: Some Theorems and Applications in "Modern" Euclidean Geometry and Geometric Transformations and their applications. There will be an emphasis on the role of (1) conjecture and proof and (2) proofs using synthetic methods, trigonometric methods, area methods, coordinate methods, and transformational methods. Finally, in addition to Euclidean geometry, students study the basic ideas of spherical geometry. Geometer's Sketchpad or some other dynamic geometry software will be used extensively to explore geometric relationships. This course may not be taken towards a master of arts degree in mathematics.

Prerequisite: Acceptance into the Master's Degree in 7-12 Mathematics

Education or permission of the Chair of the Mathematics Department.

### **MATH 7309T Theory of Functions for High School Mathematics Teachers**

4 hours; 4 credits

This course is centered around topics in theory of functions that are related to topics taught in high school mathematics, but at an advanced, conceptual level. Students will examine functions using formal, rigorous approaches, as well as a geometric, transformational examinations. Technology, such as a graphing calculator, will be used extensively. This course may not count towards a master of arts degree in mathematics.

Prerequisites: Math 4201 [11.1] or its equivalent. Acceptance into the MA program in Adolescent Mathematics Education or permission of the Chair.

### **MATH 7311T Teaching of Advanced Placement Calculus AB & BC**

4 hours; 4 credits

This course is designed to prepare AP calculus teachers to help develop their students' understanding of calculus concepts, methods and applications. This course will involve both the study of calculus and the teaching methods of calculus, using a multi-representational approach. Participants are expected to have completed Calculus III with success and therefore, this course will focus on deeper understandings and will assume that participants are familiar with the basic introductory calculus ideas. Participants are also expected to have command of a graphing calculator. We will examine calculus concepts graphically, numerically, analytically and verbally. Both the AB and BC AP calculus exams will be investigated and problems will be solved using multiple approaches. This course may not count towards a master of arts degree in mathematics.

Prerequisite: Math 4201 [11.1] or its equivalent

### **MATH 7315X Mathematical Problem-Solving in a Computer-Assisted Environment**

30 hours; 2 credits

Mathematical problem-solving, particularly related to applications requiring intensive calculation or visualization using sophisticated "computer algebra" systems and graphing calculators. Students will work in small teams on problems drawn from calculus and more advanced undergraduate mathematics courses.

Prerequisite: Matriculation in the M.A., mathematics teacher (7-12), program.

### **MATH 7318X Introduction to the Theory of Sets**

45 hours plus independent work and conference; 4 credits

Algebra of sets. Order. Cardinal and ordinal numbers and their arithmetics. Informal axiomatic mathematics. Informal axiomatic set theory.

### **MATH 7514X Theory of Functions I**

45 hours plus independent work and conference; 4 credits

Unified treatment of functions over the real and complex domains, including limits, continuity, derivatives, integrals. (Not open to students who have completed Mathematics 7514X [714.1G].)

### **MATH 7517X Theory of Numbers**

45 hours plus independent work and conference; 4 credits

Theory of rational integers, including Diophantine equations, primitive roots, quadratic residues. Theory of algebraic integers of particular quadratic domains. Theory of general algebraic number fields and their integral domains.

### **MATH 7520X Modern Algebra I**

45 hours plus independent work and conference; 4 credits

Topics from group theory, number theory, linear algebra, field theory.

### **MATH 7526X Vector Spaces and Matrices**

45 hours plus independent work and conference; 4 credits

Introduction to the theory of linear vector spaces of finite dimensions with applications to algebra and geometry. Linear dependence, linear subspaces, dimensions, linear transformations, systems of linear equations, matrices, bilinear and quadratic forms, inner products, orthogonality, Euclidean spaces, orthogonal and unitary equivalences.

### **MATH 7531X Geometrical Transformations**

45 hours plus independent work and conference; 4 credits

Determination and classification of transformations. Invariants. Groups of transformations in Euclidean, affine, inversive, and projective planes and spaces.

### **MATH 7541X History of Mathematical Ideas**

45 hours plus independent work and conference; 4 credits

Development of important mathematical concepts in historical and cultural contexts.

### **MATH 7552X Introduction to Probability and Statistics**

45 hours plus independent work and conference; 4 credits

Boolean algebra. Bayes's theorem. Law of large numbers. Discrete and continuous distributions. Regression and correlation. Sampling theory and the testing of statistical hypotheses.

### **MATH 7580X Social Software and Social Algorithms**

37½ hours plus conference and independent work; 3 credits

A comprehensive introduction to the mathematical and logical techniques relevant to understanding the structure of social algorithms (social software). The study of social institutions, including electoral systems, using techniques from mathematics and computer science, including probability, game theory, and logic. (This course is the same as Computer and Information Science 7422X [712X].)

Prerequisite: Mathematics 7273T [606.1T] or its equivalent

### **MATH 7615X Theory of Functions II**

45 hours plus independent work and conference; 4 credits

Cauchy's integral formulas; Taylor and Laurent series; properties of analytic functions; singularities and residues; conformal mapping; analytic continuation; entire functions. (Not open to students who have completed Mathematics 7615X [715.1G].)

Prerequisite: Mathematics [714.1G] or 7514X [714.1X] or the equivalent.

### **MATH 7620X Modern Algebra II**

45 hours plus independent work and conference; 4 credits

A continuation of Mathematics 7520X [720.2X].

Prerequisite: Mathematics 7520X [720.2X] or permission of the chairperson.

**MATH 7622X Point Set Topology**

45 hours plus independent work and conference; 4 credits  
Theory of sets and of the standard properties of metric and topological spaces. (Not open to students who have completed Mathematics 7622X [722G].)

**MATH 7910X Independent Study**

Hours to be arranged; 1 credit each term  
Independent study of selected reading approved by a faculty adviser.  
Term paper or final examination.

**MATH 7920X Independent Study**

Hours to be arranged; 1 credit each term  
Independent study of selected reading approved by a faculty adviser.  
Term paper or final examination.

**MATH 7930X Independent Study**

Hours to be arranged; 1 credit each term  
Independent study of selected reading approved by a faculty adviser.  
Term paper or final examination.

**MATH 7999X Thesis Research**

Hours to be arranged; no credit  
Research for master's thesis supervised by a faculty member. Students register for this course only once.

Prerequisite: 20 credits in approved courses and permission of the instructor.

**The following inactive course(s) will only be offered if there is sufficient demand:**

MATH 7301X Foundations of Secondary School Mathematics Curricula I

MATH 7303X Foundations of Secondary School Mathematics Curricula III

MATH 7521X Introduction to Field Theory

MATH 7560X Introduction to Mathematical Logic

## Modern Languages and Literatures

Department office: 4239 Boylan Hall  
Phone: 718.951.5451

### Full-time Faculty

Professors: Barran, Bonaffini, Fernandez Olmos, Filer, Girelli-Carasi, Huffman, Llanos, Mbom, Renner  
Associate Professor: Childers  
Assistant Professors: Alonso, Chang, Huang

The Department of Modern Languages and Literatures is known for its commitment to the highest standards of academic excellence and a distinguished staff of experts in many languages. The department offers students the opportunity to experience the intellectual and personal enrichment that comes with deeper knowledge of the foreign language selected and the diverse cultures with which that language is associated. The department has a Computer Language Instruction Center (CLIC), a state-of-the-art facility with a computer laboratory with specialized software multimedia room and teaching laboratory. CLIC also offers an extensive library of French and Spanish videotapes and audiocassettes. With the department's assets and international students in attendance, you enjoy a truly sophisticated and cosmopolitan atmosphere in which to learn.

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### M.A. degree program in French HEGIS code 1102; SED program code 02026

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Students in the M.A. in French program acquire a solid foundation in the literature and culture of the Francophone world. They become adept at various modes of textual analysis, and learn to approach literary works in ways that show their continued vitality and relevance. Coursework also includes advanced grammar and stylistics and research methods. This combination prepares students either for employment in middle and high school language departments or for further study at the doctoral level.

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Matriculation requirements

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Applicants must offer at least 18 credits in advanced courses in French.  
General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission."

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Degree requirements

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Thirty to 42 credits are required for the degree.

Students must pass a written and oral comprehensive examination or complete both (a) and (b):

- (a) complete 12 credits of course work in addition to the credits otherwise required;
- (b) and write a substantial research paper, in French, acceptable to the department.

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

Courses in the Modern Languages and Literatures Department offered toward the degree must be 7000-level courses.

The program of study must be approved by the department.

Students must complete a minimum of 30 credits in courses in French. The following courses are required: French 7170X and 7010X.

The program of study must be approved by the department.

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### M.A. degree program in Spanish HEGIS code 1105; SED program code 02035

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Students in the M.A. in Spanish program acquire a solid foundation in the literature and culture of the Spanish-speaking world. They become adept at various modes of textual analysis, and learn to approach literary works in ways that show their continued vitality and relevance. Coursework also includes advanced grammar and stylistics and research methods. This combination prepares students either for employment in middle and high school language departments or for further study at the doctoral level.

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Matriculation requirements

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Applicants must offer at least 18 credits in advanced courses.

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

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Degree requirements

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Thirty credits are required for the degree.

Students must pass a written and oral comprehensive examination and complete a substantial research paper, in Spanish, acceptable to the department. They may take the comprehensive examination beginning in the semester in which they will have earned 18 credits. The writing of the thesis may take place during a one-credit tutorial, Spanish 7790G, to be taken as the final course of the student's program. Spanish 7990X, however, is not required for the degree.

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

Courses in the Modern Languages and Literatures Department offered toward the degree must be 7000-level courses.

The program of study must be approved by the department. The following courses are required: Spanish 7170X, 7010X, a course in Peninsular Spanish literature, a course in Latin American Literature, and either Spanish 7610X or Spanish 7620X.

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**M.A. degree program in education: French teacher (7-12)**  
**HEGIS code 1102.01; SED program code 26797**

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The Department of Modern Languages and Literature in conjunction with the Department of Secondary Education, offers a master of arts degree in education for French teachers (grades 7-12). The New York State Education Department licenses graduates of registered teacher education programs who meet the state requirements for teachers.

This master of arts program provides students with an introduction to the French/Francophone literature. At the same time, the focus on language and culture fully prepares students for employment as foreign language teachers at the middle and high school levels.

Coursework is divided between the Department of Modern Languages and Literatures (six courses) and the Department of Secondary Education (generally four courses). The courses required by the Department of Secondary Education vary depending on the entry qualifications of students. All students should consult with the Department of Secondary Education for the current requirements.

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 School of Education for the current requirements.

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Matriculation requirements

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Applicants must offer at least 18 credits in advanced courses in French.

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

(a) New York State Initial Certification in Adolescence Education for grades 7-12.

(b) courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching French in grades 7-12; 100 hours of fieldwork; 40 days or 300 hours of student teaching of French in grades 7-12; or one year of full-time teaching.

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

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of at least 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 who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the head of adolescence education and special subjects in the School of Education and the chairperson of the Department of Modern Languages and Literatures.

Applicants must consult matriculation requirements for adolescence education and special subjects in the School of Education section of the Bulletin, and should see the head of adolescence education and special subjects for counseling.

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

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 Degree requirements
 

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A minimum of 30 credits is required for the degree.

Students must complete 12 credits in courses in the School of Education.

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

Students who possess Initial Certification in teaching French must complete 9 credits in Group II and 3 credits in Group III, below.

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

Students pursuing Initial Certification in teaching French must take Secondary Education 7503X, Teaching Writing Across the Curriculum, in Group III.

Students who already have a master's degree but wish Initial Certification in teaching Spanish or French must take appropriate courses in Group I and Group III, below, as determined at the time of matriculation by the head of adolescence education and special subjects in the School of Education.

- Group I  
Secondary Education 7500X, 7501X, 7534T, 7542T, 7516T, 7543T.

- Group II  
Secondary Education 7502T, 7510T, 7523T.

- Group III  
Secondary Education 7005X, 7504T, 7671X, 7527T, 7684T, 7545X, 7503X, Secondary Education 7548X/English 7507X, Secondary Education 7549X/Theater 7141X, Secondary Education 7038X.

Students must also complete requirements in French as follows:

The following courses are required: French 7010X; 7510X or 7520X;

Students must pass a written and oral comprehensive examination or complete both (a) and (b):

(a) complete 12 credits of course work in addition to the credits otherwise required;

(b) and write a substantial research paper, in French, acceptable to the Department of Modern Languages and Literatures.

Information about the comprehensive examination is in the section "Academic Regulations and Procedures."

Courses in the Modern Languages and Literatures Department and the School of Education offered toward the degree must be 7000-level courses.

The program of study must be approved early in the first semester by the chairperson or deputy chairperson of the Modern Languages and Literatures Department and the head of adolescence education and special subjects in the School of Education.

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**M.A. degree program in education: Spanish teacher (7-12)**  
**HEGIS code 1105.01; SED program code 26800**


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The Department of Modern Languages and Literature in conjunction with the Department of Secondary Education, offers a master of arts degree in education for Spanish teachers (grades 7-12). The New York State Education Department licenses graduates of registered teacher education programs who meet the state requirements for teachers.

This master of arts program provides students with an introduction to the Peninsular/Latin American literature. At the same time, the focus on language and culture fully prepares students for employment as foreign language teachers at the middle and high school levels.

Coursework is divided between the Department of Modern Languages and Literatures (six courses) and the Department of Secondary Education (generally four courses). The courses required by the Department of Secondary Education vary depending on the entry qualifications of students. All students should consult with the Department of Secondary Education for the current requirements.

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 School of Education for the current requirements.

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 Matriculation requirements
 

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Applicants must offer at least 18 credits in advanced courses in Spanish.

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

(a) New York State Initial Certification in Adolescence Education for grades 7-12.

(b) courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching Spanish in grades 7-12; 100 hours of fieldwork; 40 days or 300 hours of student teaching of Spanish in grades 7-12; or one year of full-time teaching.

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

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) with a score of at least 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 who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the head of adolescence education and special subjects in the School of Education and the chairperson of the Department of Modern Languages and Literatures.

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

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Degree requirements  
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A minimum of 30 credits is required for the degree.

Students must complete 12 credits in courses of the School of Education.

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

Students who possess Initial Certification in teaching Spanish must complete 9 credits in Group II and 3 credits in Group III, below.

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

Students pursuing Initial Certification in teaching Spanish must take ED 7503X, Teaching Writing Across the Curriculum, in Group III.

Students who already have a master's degree but wish Initial Certification in teaching Spanish must take appropriate courses in Group I and Group III, below, as determined at the time of matriculation by the head of adolescence education and special subjects in the School of Education.

- Group I

Education 7500X, 7501X, 7534T, 7542T, 7516T, 7543T.

- Group II

Education 7502T, 7510T, 7523T.

- Group III

Education 7005X, 7504T, 7671X, 7527T, 7684T, 7545X, 7503X, Education 7548X/English 7507X, Education 7549X/Theater 7141X, Education 7038X.

Students must also complete requirements in Spanish as follows:

The following courses are required: Spanish 7010X; 7510X or 7520X; a course in American literature; and a course in Peninsular Spanish literature.

Students must pass a written and oral comprehensive examination and complete a substantial final project, which may take the form of a thesis in Spanish, or may consist of a "teaching unit" completed under the co-direction of the Department of Modern Language and Literatures and the School of Education. Students may take the comprehensive examination beginning in the semester in which they will have earned 18 credits. The writing of the thesis or completion of the teaching unit will take place during a one credit tutorial, Spanish 7790X, to be taken as the final course of the student's program. Spanish 7790X, however, is not a required course for the degree.

Information about the comprehensive examination is in the section "Academic Regulations and Procedures."

Courses in the Modern Languages and Literatures Department and the School of Education offered toward the degree must be 7000-level courses.

The program of study must be approved early in the first semester by the chairperson or deputy chairperson of the Modern Languages and Literatures Department and the head of adolescence education and special subjects in the School of Education.

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## CUNY Ph.D.

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The City University of New York offers a doctoral program in French and Spanish. General information about CUNY Ph.D. programs is in the chapter "Support for Academic Success in Graduate School." Modern Languages and Literatures Department courses may be credited toward the CUNY doctoral degree with permission of the executive officer of the doctoral program. For information, students should consult the deputy chairperson of the Modern Languages and Literatures Department and the executive officer of the doctoral program.

## Courses

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### French

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#### **FREN 7010X Grammar and Syntax**

30 hours plus conference; 3 credits

Study of linguistic and syntactic patterns with some attention to the historical development of the language. Intensive practice in the written and spoken language.

#### **FREN 7110X Writing and Stylistics**

45 hours; 3 credits

Continued practice in French grammar, written expression, stylistics and textual analysis; compositions modeled on selected literary texts.

#### **FREN 7160X Explicating French Literary Works**

45 hours; 3 credits

An analysis of major works that are often taught in secondary school curricula, with special attention to developing literary critical perspectives.

#### **FREN 7170X Introduction to Literary Research**

30 hours plus conference; 3 credits

Introduction to bibliographic sources, research materials, and the mechanics of documentation. Principles of literary theory and criticism. Presentation of a written paper.

#### **FREN 7210X Translation**

30 hours plus conference; 3 credits

French-English and English-French translation of short texts from a variety of fields and styles. Analysis of structures and idioms in both languages.

#### **FREN 7310X History of the French Language**

30 hours plus conference; 3 credits

Evolution of French from Latin. Phonology, morphology, syntax, semantics. This course is conducted in English.

Prerequisite: one year of college Latin or the equivalent.

#### **FREN 7510X Culture of France**

30 hours plus conference; 3 credits

Aspects of contemporary French civilization and culture and their

relations to historical and geographical influences. Perceptions and values as expressed in the arts as well as in the political and social institutions.

#### **FREN 7520X Francophone Cultures**

30 hours plus conference; 3 credits

Francophone cultures of Africa, the Caribbean, and Canada. Emphasis on the interplay of French and indigenous values in the areas of language, education, economy, religion, psychology, and literature. The creation of new cultural identities.

#### **FREN 7610X French Literary Movements and Trends**

45 hours; 3 credits

A survey of French literary history. A review of all the major periods in French literature. A study of the appearance and development of literary movements, genres, and trends throughout those periods. Short texts and excerpts will be read as illustrations of the different periods and genres studied.

#### **FREN 7611X French Literature from the Middle Ages**

45 hours; 3 credits

Selected masterpieces of French literature from the medieval period, studied within historical and social perspectives

#### **FREN 7612X Studies in Renaissance Literature**

30 hours plus conference; 3 credits

Rabelais, Montaigne, Marot and the Lyonese school, La Pleiade.

#### **FREN 7613X Studies in Seventeenth-Century Literature**

30 hours plus conference; 3 credits

Theater, poetry, prose.

#### **FREN 7614X Studies in Eighteenth-Century Literature**

30 hours plus conference; 3 credits

Prerevolutionary political and social ideas in eighteenth-century literature.

#### **FREN 7615X Studies in Nineteenth-Century Literature**

30 hours plus conference; 3 credits

Stendhal, Balzac, Flaubert, Zola, others.

**FREN 7617X Studies in Twentieth-Century Literature**

30 hours plus conference; 3 credits  
French literature from 1890 to 1930.

**FREN 7618X Studies in Contemporary French Literature**

30 hours plus conference; 3 credits  
Readings from novels, theater, and criticism from 1930 to the present. Emphasis on post-World War II developments. Existentialism and the nouveau roman.

**FREN 7620X Francophone Literary Movements and Trends**

45 hours; 3 credits  
A survey of Francophone literary history. A review of all the major periods in Francophone literature. A study of the appearance and development of literary movements, genres and trends throughout those periods. Short texts and excerpts will be read as illustrations of the different periods and genres studied.

**FREN 7632X Evolution of Poetic Forms to Baudelaire**

30 hours plus conference; 3 credits  
French poetry from the Middle Ages through Romanticism.

**FREN 7633X Studies in French Poetry from Baudelaire to the Present**

30 hours plus conference; 3 credits  
Important movements in modern French poetry: Parnasse, Symbolism, Surrealism, postwar.

**FREN 7635X Francophone Poetry**

45 hours; 3 credits  
Major writers and trends in Francophone Poetry.

**FREN 7645X Francophone Novel**

45 hours; 3 credits  
Selected readings in the Francophone novel.

**FREN 7652X Studies in Modern French Theater**

30 hours plus conference; 3 credits  
Plays, playwrights, movements from the turn of the century to the present.

**FREN 7655X Francophone Theater**

45 hours; 3 credits  
A survey of major playwrights and trends in Francophone theater.

**FREN 7690X Writings of a Major French Author**

45 hours; 3 credits  
An in-depth monographic study concentrating either on the works of a major French writer or on one of the masterpieces of French literature.

**FREN 7695X Writings of a Major Francophone Author**

45 hours; 3 credits

An in-depth monographic study concentrating either on the works of a major Francophone writer or on one of the masterpieces of Francophone literature.

**FREN 7710X Seminar in Literature**

30 hours plus conference; 3 credits  
Detailed study of representative authors. Content of the course varies. This course may be repeated for credit.

Prerequisite: two graduate courses in French.

**FREN 7750X Special Topics in Francophone Literature**

45 hours; 3 credits  
Special topics in Francophone authors or topics from Caribbean, African European, North American, Asian or Pacific cultures.

**FREN 7900X Thesis Research**

15 hours; 1 credit  
Research for master's thesis, using primary as well as secondary sources, supervised by a faculty member. Student should consult with the instructor to get approval for a topic immediately upon registration. All work is to be in French. Degree is not earned until thesis is accepted. Students register for this course only once.

Prerequisite: permission of the chairperson.

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**Italian**

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**ITAL 7690X Dante's Divina Commedia**

45 hours; 3 credits  
A reading of selected Cantos of the Divina Commedia, examined at its multiple levels of meaning, literal and allegorical, theological, political, psychological, and artistic.

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**Spanish**

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**SPAN 7010X Grammatical and Syntactical Analysis**

30 hours plus conference; 3 credits  
Advanced analysis of grammatical and syntactical problems. Special attention will be paid to providing the knowledge of grammar and syntax needed to teach the Spanish language.

**SPAN 7020X Problems in Advanced Spanish Grammar**

30 hours plus conference; 3 credits  
Detailed study of specific problems related to the study and teaching of Spanish syntax, orthography, and phonetics, with an emphasis on oral and written communication in the language. Content varies. Course may be repeated provided the topics and materials are different. This course is only offered at the Brooklyn College Summer Institute for Teachers in Madrid, Spain.

**SPAN 7110X Writing and Stylistics**

30 hours plus conference; 3 credits  
Continued practice in written expression and in textual analysis for heritage and nonheritage speakers; compositions modeled on selected literary texts.

Prerequisite: Spanish 7010X [717X] or permission of the chairperson.

**SPAN 7120X Seminar in Writing and Stylistics**

30 hours plus conference; 3 credits

Development of individual and creative written expression in Spanish through a detailed examination of carefully selected critical and literary texts, reinforced by theoretical and pedagogical considerations designed to further the incorporation of a variety of writing skills and techniques into the classroom. Content varies. Course may be repeated provided the topics and materials are different. This course is only offered at the Brooklyn College Summer Institute for Teachers in Madrid, Spain.

**SPAN 7160X Explicating Hispanic Literary Works**

30 hours plus conference; 3 credits

An analysis of major works that are often taught in secondary school curricula, with special attention to developing literary critical perspectives.

**SPAN 7170X Introduction to Literary Research**

30 hours plus conference; 3 credits

Introduction to bibliographic sources, research materials, and the mechanics of documentation. Principles of literary theory and criticism. Presentation of a written paper.

**SPAN 7310X History of the Spanish Language**

30 hours plus conference; 3 credits

Evolution of Spanish from Latin. Phonology, morphology, syntax, semantics. This course is conducted in English.

Prerequisite: one year of college Latin or the equivalent.

**SPAN 7320X Spanish Dialectology: The Language of Spain and the Americas**

30 hours plus conference; 3 credits

A historical and linguistic study of the Spanish language in Spain and its present-day variants in Latin America, the Caribbean, and the United States.

**SPAN 7340X Studies in Contemporary Spanish Language**

30 hours plus conference; 3 credits

Detailed analysis of specific aspects of current oral and written usage in Spanish as manifested in a wide variety of vehicles of communication ranging from the personal to the public, with an emphasis on practical and pedagogical applications of a diversity of linguistic registers and modes. Content varies. Course may be repeated provided the topics and materials are different. This course is only offered at the Brooklyn College Summer Institute for Teachers in Madrid, Spain.

**SPAN 7380X Language and Technology**

45 hours; 30 hours multimedia laboratory; 3 credits

A systematic approach to multimedia resources for students and teachers of Languages Other Than English. Audiovisual materials (audio documents, films, and videos), software programs, electronic dictionaries. Audio, video, CD-ROM format and the Web information materials, news and other original texts in foreign languages in formats other than printed media. Use of e-mail as a teaching tool. Use of the Web as an environment for learning and teaching foreign languages. Development of classroom activities using multimedia technologies. To be taught in English.

**SPAN 7510X Peninsular Hispanic Culture**

30 hours plus conference; 3 credits

Aspects of contemporary peninsular Spanish culture and civilization and their relation to historical influences. Emphasis on the intellectual and artistic achievements of the Spanish people as well as their political and social institutions.

**SPAN 7520X Latin American Culture**

30 hours plus conference; 3 credits

Perceptions and values as expressed in the arts as well as in political and social institutions. Emphasis on manifestations of Hispanic, indigenous, and African values in the area as a whole as well as in its separate regions.

**SPAN 7550X Seminar in Hispanic Cultures**

30 hours plus fieldwork; 3 credits

Detailed exploration of a specific aspect of Spanish culture within the context of Latin American cultures of the Western Hemisphere, with an emphasis on the commonality as well as the diversity of the Hispanic heritage and the potential incorporation of such themes into the Spanish classroom. Content varies. Course may be repeated provided the topics and materials are different. This course is only offered at the Brooklyn College Summer Institute for Teachers in Madrid, Spain.

**SPAN 7590X Studies in Contemporary Spanish Culture**

30 hours plus fieldwork; 3 credits

Detailed analysis of particular aspects of specific cultural manifestations and trends in present-day Spain as independent phenomena as well as within a larger global context, as manifested in the media, the arts, narrative fiction, and the essay, with attention to the potential incorporation of such subjects into the Spanish classroom. Content varies. Course may be repeated provided the topics and materials are different. This course is only offered at the Brooklyn College Summer Institute for Teachers in Madrid, Spain.

**SPAN 7600X Hispanic Literary Movements and Trends**

45 hours; 3 credits

A survey of Hispanic literary history. This course reviews all the major periods in Hispanic literature in both continents and also studies the appearance and development of literary movements, genres, and trends throughout those periods. Short texts and excerpts will be read as illustrations of the different periods and genres studied.

**SPAN 7610X Hispanic Literary Movements and Trends**

30 hours plus conference; 3 credits

A survey of Spanish literary history. A review of all major periods in Spanish peninsular literature and a study of the appearance and development of literary movements, genres, and trends throughout those periods. Short texts and excerpts will be read as illustrations of the different periods and genres studied.

**SPAN 7612X Spanish Prose and Poetry of the Golden Age**

30 hours plus conference; 3 credits

Sixteenth- and seventeenth-century prose and poetry from *La Celestina* to *La vida es sueño*.

**SPAN 7620X Hispanic Literary Movements and Trends**

30 hours plus conference; 3 credits

A survey of Latin American literary history. A review of all major periods in Latin American literature and a study of the appearance and development of literary movements, genres, and trends throughout those periods. Short texts and excerpts will be read as illustrations of the different periods and genres studied.

**SPAN 7622X Studies in Latin American Colonial Literature**

30 hours plus conference; 3 credits

Developments through the eighteenth century.

**SPAN 7638X Contemporary Hispanic Poetry**

30 hours plus conference; 3 credits

Major writers and trends in Latin American and Peninsular poetry from Modernismo to the present. (Not open to students who have completed Spanish 750X or 764X.)

**SPAN 7643X Spanish Novel of the Nineteenth Century**

30 hours plus conference; 3 credits

Development of the Spanish novel from Romanticism through Realism to Naturalism.

**SPAN 7644X Contemporary Spanish Novel**

30 hours plus conference; 3 credits

Major novelists from the Generation of 1898 to the present.

**SPAN 7647X Latin American Novel of the Nineteenth Century**

30 hours plus conference; 3 credits

Romantic and Realist movements.

**SPAN 7648X Contemporary Latin American Novel**

30 hours plus conference; 3 credits

Aspects of the novel from the Modernist period to the present.

**SPAN 7650X The Spanish Comedia**

30 hours plus conference; 3 credits

Early developments. The plays of Lope, Tirso, and Calderon.

**SPAN 7658X Contemporary Hispanic Theater**

30 hours plus conference; 3 credits

Major playwrights and trends in Latin American theater from the 1930s to the present. (Not open to students who have completed Spanish 752X.)

**SPAN 7660X Hispanic Short Narrative**

30 hours plus conference; 3 credits

A study of short narrative written in the Spanish language, including the essay.

**SPAN 7690X Cervantes**

30 hours plus conference; 3 credits

Narrative prose of Cervantes. The Quijote.

**SPAN 7710X Seminar in Literature**

30 hours plus conference; 3 credits

Detailed study of representative authors. Content of the course varies. This course may be repeated for credit.

Prerequisite: two graduate courses in Spanish.

**SPAN 7790G Thesis Research**

Hours to be arranged; 1 credit

Research for the master's thesis supervised by a faculty member.

Degree is not earned until thesis is accepted. Students register for this course only once.

Prerequisite: permission of the chairperson

**SPAN 7910X Aspects of Spanish Culture and the Arts**

30 hours plus fieldwork; 3 credits

Detailed, interdisciplinary study of specific aspects of the Spanish cultural heritage in relation to one or more of the performing and visual arts such as music, theater, film, television, painting, sculpture, and architecture, with attention to the potential incorporation of the arts into the Spanish classroom. Excursions, museums visits, live performances, films. Content varies. Course may be repeated provided the topics and materials are different. This course is only offered at the Brooklyn College Summer Institute for Teachers in Madrid, Spain.



## Music, Conservatory of

Department office: 422 Whitehead Hall  
Phone: 718.951.5286

### Full-time Faculty

Distinguished Professors: Atlas, Leon  
Distinguished External Professor: Oppens  
Professors: Allen, Atlas, Barrett, Kawasaki, Leon, MacIntyre, Oppens, Taylor  
Associate Professors: Eckardt, Geers, Grubbs, Palmquist, Rothman  
Assistant Professors: Davis, Gythfeldt, Jensen-Moulton, O'Farrill  
Lecturers: Cohen, Lewis

The Conservatory of Music, a New York City leader in the training of musicians, offers students rigorous training and individual instruction in both instrumental and vocal music. Students learn from a distinguished faculty of prominent performers, composers, musicologists, music educators, and theorists as well as a prestigious roster of guest artists.

The department teaches composition, musicology, conducting, music education, and music technology as well as guitar, brass, percussion, harp, voice, piano and organ, and strings and woodwinds. More than 150 student performances in various genres and formats are sponsored by the department yearly.

The department maintains an extensive schedule of guest artists, drawing not only from the huge pool of artists in New York City but also from around the globe. State-of-the-art facilities include performance venues of varying sizes, classrooms and practice rooms, and recording spaces. The Walter W. Gerboth Music Library offers music study, research, and listening and has a tremendous music collection as well as an excellent selection of periodicals, yearbooks and online reference works. By 2016 the facilities will be augmented by an additional concert hall and new rehearsal spaces in the Leonard and Claire Tow Center for Performing Arts.

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### Advanced diploma in music performance

#### **HEGIS code 1004; SED program code 36846 (15 credit); 36847 (30 credit)**

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Matriculation requirements: Applicants for the program must have completed a Master's degree in music performance at a U.S. institution or professional equivalent, or a non-U.S. equivalent institutional degree. Applicants for the program must pass an audition at the time of application. A request for an audition appointment may be made by telephone to the Conservatory office.

International applicants for whom English is a second language are required to take the Test of English as a Foreign Language (TOEFL) and must have a minimum score of 500 on the paper examination (or TOEFL Computer 173; TOEFL iBT 60).

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

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Degree requirements  
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Fifteen (or thirty) credits over one year (or two years) are required for the artist diploma in music performance. The duration of study depends on a student's technical level and performance career goals. The program of study must be approved by the conservatory.

Students must complete requirements for the program as follows. Any remaining credits required for the degree must be in music courses chosen in consultation with the deputy chairperson. Any course substitutions must be approved in writing prior to registration. Required ensembles are assigned by the conservatory, based on the entrance audition.

#### First Year (15 credits):

Music 7795 and 7796 (Distinguished Performance I & II); 7813 (Repertory Study for Major Instrument or Voice, taken both semesters); two courses from Music 7700 (Opera Workshop), 7760 (Orchestra), or 7770 (Wind Ensemble); two courses chosen from Music 7740 or Music 7741 (Chamber Music or Contemporary Music Ensemble); and 3 department-approved elective credits in 7000-level Music courses.

#### Second Year (15 credits):

Music 7797 and 7798 (Distinguished Performance III & IV); 7813 (Repertory Study for Major Instrument or Voice, taken both semesters); two courses from Music 7700 (Opera Workshop), 7760 (Orchestra), or 7770 (Wind Ensemble); two courses chosen from Music 7740 or Music 7741 (Chamber Music or Contemporary Music Ensemble); and 3 department-approved elective credits in 7000-level Music courses.

Students must perform a graded jury examination at the end of their first and third terms of study (i.e. for Music 7795 and 7797). A faculty-approved, graded recital must be presented at the conclusion of the second and fourth terms of study in this program (i.e. for Music 7796

and 7798).

The list of the music performance faculty is available online at <http://www.brooklyn.cuny.edu/web/academics/schools/mediaarts/departments/music/faculty.php>

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**M.A. degree program in musicology**  
**HEGIS code 1005; SED program code 02020**

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The master of arts degree in musicology is for the student who wishes to concentrate on music scholarship. With a breadth of graduate seminars that engage topics ranging from art music to jazz and popular music to ethnomusicology, graduate students in musicology can fully explore their interests before beginning thesis research. 30 credits in graduate level music courses and a thesis are required.

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 Matriculation requirements

Applicants must offer at least 36 credits in music courses including courses in analysis, counterpoint, harmony, and history.

Consideration is given to applicants who do not meet course requirements but have unusual talent or experience equivalent to course work. Such applicants should consult the assistant director.

A placement examination is given to all applicants for admission. The test includes writing skills (harmonic and contrapuntal techniques), analysis, history, and literature. Further information about the examination may be obtained from the assistant director.

Applicants in musicology must submit with the application two papers on either historical or analytic subjects. General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission."

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 Degree requirements (30-36 credits)

Thirty credits and a thesis or 36 credits and no thesis are required for the degree in musicology. Before completing 12 credits, students must pass a test given by the conservatory in French, German, or another language approved by the assistant director. Students who completed their bachelor's degree using a modern language other than English may be exempted from this language examination by the assistant director. Students must pass a comprehensive examination. Information about requirements for the comprehensive examination and thesis is in the section "Academic Regulations and Procedures." Courses in the conservatory offered toward the degree must be 7000-level courses. The program of study must be approved by the conservatory.

Music U7000G; Music U7400G; four courses chosen from Music U7601G through U7651X, U7840X, U7850X, and 7860X, to include two seminars in history and one in theory; and one course chosen from Music 7700X through 7781X. Students may submit a thesis acceptable to the conservatory or complete specified required courses in lieu of a thesis. Students who choose to write a thesis must complete Music U7930X. Students who do not choose to write a thesis must complete three courses chosen from Music U7601G through U7651X, U7840X, 7850X, and 7860X.

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**Master of music degree program in composition**  
**HEGIS code 1004.10; SED program code 88183**

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The 30-credit master of music degree in composition is the degree for a composer who seeks advanced study in composition. A key feature is weekly private composition lessons (for four semesters) with a member of our internationally acclaimed faculty. Residencies are available within the Conservatory's numerous ensembles and the orchestra, and a broad range of compositional styles is encouraged. At least two concerts per semester exclusively feature the work of Conservatory students. Students also complete a minimum of three seminars in style criticism, music history, and music theory.

Separate programs are offered in composition and in performance, each of which leads to the master of music degree.

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 Matriculation requirements

Applicants for either program must offer at least 36 credits in music courses including courses in analysis, counterpoint, harmony, and history.

Consideration is given to applicants who do not meet course requirements but have unusual talent or experience equivalent to course work. Such applicants should consult the assistant director.

A placement examination is given to all applicants for admission. The test includes writing skills (harmonic and contrapuntal techniques), analysis, history, and literature. Further information about the examination may be obtained from the assistant director.

Applicants for the program in composition must submit a completed composition or compositions, which should be sent to the assistant director at the time of application. Applicants for the program in performance must pass an audition at the time of application. A request for an audition appointment may be made by telephone to the conservatory office.

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



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Degree requirements

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Thirty credits are required for the master of music degree in composition.

Before completing 12 credits, students must pass a test given by the conservatory in French, German, or another language approved by the assistant director. Students who completed their bachelor's degree using a modern language other than English may be exempted from this language examination by the assistant director.

Students must pass a comprehensive examination. Information about requirements for the comprehensive examination is in the section "Academic Regulations and Procedures." Courses in the conservatory offered toward the degree must be 7000-level courses. The program of study must be approved by the conservatory.

Students must also complete requirements for the program in composition or in performance as follows. Any remaining credits required for the degree must be in courses chosen in consultation with the assistant director.

Composition (22 credits): Music U7321X, U7322X, U7323X, U7400G; one course chosen from Music U7601G-U7606G, U7631G, U7650X, 7651X, U7840X, 7850X, 7860X; one course chosen from Music U7632G, U7641X, U7642X, U7643X; one course chosen from Music 7700X through 7781X; and Music U7940G. Students must submit a master's composition project.

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Recommendation

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Composition majors interested in electronic music who take Music U7321X-U7323X should also consider taking Music U7371G and U7372G.

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**Master of music degree program in performance**  
**HEGIS code 1004; SED program code 88184**

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The 30-credit master of music degree in performance is a program aimed at the student who wishes to pursue a career as a professional instrumentalist or singer. A key component of this program is weekly private studio lessons for four semesters with our internationally acclaimed performance faculty. These lessons are augmented by performance opportunities within the Conservatory's ensembles and student concerts, which include two staged operas each year and numerous orchestra and contemporary ensemble performances. Students also complete a minimum of three seminars in style criticism, music history, and music theory. Gifted performers who do not yet meet all matriculation requirements for this program should consider applying for the advanced certificate in music performance.

Separate programs are offered in composition and in performance, each of which leads to the master of music degree.

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Matriculation requirements

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Applicants for either program must offer at least 36 credits in music courses including courses in analysis, counterpoint, harmony, and history.

Consideration is given to applicants who do not meet course requirements but have unusual talent or experience equivalent to course work. Such applicants should consult the assistant director.

A placement examination is given to all applicants for admission. The test includes writing skills (harmonic and contrapuntal techniques), analysis, history, and literature. Further information about the examination may be obtained from the assistant director.

Applicants for the program in composition must submit a completed composition or compositions, which should be sent to the assistant director at the time of application.

Applicants for the program in performance must pass an audition at the time of application. A request for an audition appointment may be made by telephone to the conservatory office.

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

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Degree requirements

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Thirty credits are required for the master of music degree either in composition or performance.

Before completing 12 credits, students must pass a test given by the conservatory in French, German, or another language approved by the assistant director. Students who completed their bachelor's degree using a modern language other than English may be exempted from this language examination by the assistant director.

Students must pass a comprehensive examination. Information about requirements for the comprehensive examination is in the section "Academic Regulations and Procedures." Courses in the conservatory offered toward the degree must be 7000-level courses. The program of study must be approved by the conservatory.

Students must also complete requirements for the program in composition or in performance as follows. Any remaining credits required for the degree must be in courses chosen in consultation with the assistant director.

Composition (22 credits): Music U7321X, U7322X, U7323X, U7400G; one course chosen from Music U7601G-U7606G, U7631G, U7650X, 7651X, U7840X, 7850X, 7860X; one course chosen from Music U7632G, U7641X, U7642X, U7643X; one course chosen from Music 7700X through 7781X; and Music U7940G. Students must submit a master's composition project.

Performance (25 credits): Music U7400G; one course chosen from Music U7601G-U7606G, U7631G, U7650X, 7651X, U7840X, 7850X, 7860X; one course chosen from Music U7632G, U7641X, U7642X; four courses chosen from Music 7700X through 7781X; and Music 7791X, 7792X, 7793X, U7950G. Students must perform a master's recital.

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#### Recommendation

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Composition majors interested in electronic music who take Music U7321X-U7323X should also consider taking Music U7371G and U7372G.

Music majors aiming toward professional careers as performers are strongly urged to take additional ensembles each semester, including at least two terms of Music 7741X, 7742X, 7743X, 7780X or 7781X (i.e., Contemporary Music Ensemble, Brass Ensemble, Woodwind Chamber Music, Jazz Ensemble, or Small Jazz Ensemble).

The list of the music performance faculty is available online at <http://www.brooklyn.cuny.edu/web/academics/schools/mediaarts/departments/music/faculty.php>

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### **Advanced certificate program in music education** **HEGIS code 0832; SED program code 26817**

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The Conservatory of Music in conjunction with the Department of Secondary Education, offers an advanced certificate program in music education. The New York State Education Department licenses graduates of registered teacher education programs who meet the state requirements for teachers.

The advanced certificate in music education is for the student with an undergraduate music degree who wishes to teach music in the New York State public school system. This course of study meets the curricular requirements for initial certification in New York State. 21 credits, 100 field hours, and forty days of student teaching are required for the certificate. The courses required by the School of Education may vary depending on the entry qualifications of students.

All students should consult with the School of Education for the current requirements.

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#### Matriculation requirements

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Applicants must offer a B.Mus., or a B.A. or B.S. in music, or the equivalent from an accredited college or university completed with a grade point average of 3.00 or higher. Also eligible to apply are (a) students holding other music bachelor's degrees with sufficient course work in education and music education to be permitted to take student teaching, or (b) students holding a bachelor's degree with at least 36 credits in music courses, including an array of analysis, counterpoint, harmony, history, conducting, performance, education, and music education courses sufficient for admission to student teaching in music. Requirements for student teaching are available from the coordinator of music education. Applicants must also offer course work including the liberal arts and sciences, one course in human development (child and adolescent development), and one course in philosophy of education. Matriculation is contingent upon admission to Brooklyn College and admission to the Conservatory of Music, including music performance audition, music education interview, theory/aural skills test, and transcript review, and TOEFL score of at least 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, if required.

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#### Certificate requirements

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Twenty-one credits are required for this certificate. The following courses are required.

Music 6510T (2 semesters); Music 6581T; Music 6582T; Music 6583T; three courses chosen from Music 6601X-6661X; Music 7201X; SEED 6505T and SEED 6506T.

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### **M.A. degree program in education: music teacher (all grades)** **HEGIS code 0832; SED program code 26816**

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The Conservatory of Music in conjunction with the Department of Secondary Education, offers a master of arts degree in education for Music teachers (all grades). The New York State Education Department licenses graduates of registered teacher education programs who meet the state requirements for teachers.

The master of arts, music teacher degree is for certified music educators who are working towards their permanent certification. Students in the M.A., music teacher program have the opportunity to explore musical topics beyond the realm of music education by participating in graduate seminars in music history, music theory, performance practice, and conservatory ensembles, while taking advanced courses in the history and theory of music education. 30 credits in graduate level music courses are required. (Graduate level School of Education courses may be used as electives.)

Students can either complete a thesis or education project, or complete 33 credits without a project. All students should consult with the School of Education for the current requirements.

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Matriculation requirements

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In addition to meeting the general matriculation and admission requirements of the Division of Graduate Studies, applicants must hold either a B.A. in music teaching or a B.Mus. in music education. Also eligible to apply are (a) students holding other music bachelor's degrees with sufficient course work in education and music education to be permitted to take student teaching, or (b) students holding a bachelor's degree with at least 36 credits in music courses, including an array of analysis, counterpoint, harmony, history, conducting, performance, education, and music education courses sufficient for admission to student teaching in music. Requirements for student teaching are available from the coordinator of music education.

Applicants must submit a copy of their New York State teaching certificate. Applicants must have a minimum undergraduate grade point average of 3.00. International applicants for whom English is a second language must have attained a TOEFL score of at least 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, to be considered for admission.

Applicants must pass a performance audition and music education interview and submit a portfolio including such items as résumé, writing sample, and evidence of teaching experience.

A placement examination covering music history, theory, and analysis is given to all applicants for admission. Further information about the examination is available from the assistant director of the Conservatory of Music.

The student's program must be planned and approved by the coordinator of music education and approved by the assistant director. Courses in the conservatory offered toward the degree must be 7000-level courses.

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

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Degree requirements

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Thirty to 33 credits are required for the degree.

The following courses are required:

1. Music U7400G.
2. One course chosen from Music U7601G-U7606G, 7631G, U7650X, 7651X, 7850X or 7860X.
3. One course chosen from Music 7632G, 7641X, 7642X.
4. Two courses chosen from Music 7700X through 7781X.
5. One course chosen from Education [724.12T], Music 7000G, or Music 7010T.
6. Music 7201X and 7170T.
7. One course chosen from Music 7101X, 7121X, 7122X, 7150T, 7633X.
8. Four credits in music, music performance (studio lessons and/or ensembles), music education, or education electives.
9. Thesis (Music U7930X) or Music Education Master's Project (Music 7920T) or an additional 6 credits in music, music performance (studio lessons and/or ensembles), music education, or education electives.

Students must pass a comprehensive examination. Information about requirements for the comprehensive examination is in the section "Academic Regulations and Procedures" of the Graduate Bulletin.

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**Advanced certificate in music performance**  
**HEGIS code 1004; SED program code 36848 (15 credit); 36849 (30 credit)**

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Matriculation requirements: Applicants for the program must a) have completed a bachelor's degree in music or music performance at a U.S. institution or professional equivalent, or a non-U.S. equivalent institutional degree and b) pass a live audition before Conservatory faculty at an advanced level that demonstrates clear promise as a performer. A request for an audition appointment may be made by telephone to the Conservatory office.

International applicants for whom English is a second language are required to take the Test of English as a Foreign Language (TOEFL) and must have a minimum score of 500 on the paper examination (or TOEFL Computer 173; TOEFL iBT 60).

Students who hold an accredited bachelor's degree with at least 36 credits in music courses, including courses in analysis, counterpoint, harmony, and history, may also apply. Consideration is also given to applicants who do not meet course requirements but have unusual talent or experience equivalent to course work. Such applicants should consult the deputy chairperson.

A diagnostic placement examination is given to all admitted students. The test includes writing skills (harmonic and contrapuntal techniques),

analysis, history, and literature. Further information about the examination may be obtained from the deputy chairperson.

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

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#### Degree requirements

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Fifteen (or thirty) credits over one year (or two years) are required for the advanced certificate in music performance. The duration of study depends on a student's level of ability and performance career goals. The program of study must be approved by the conservatory.

Students must complete requirements for the program as follows. Any remaining credits required for the degree must be in music courses chosen in consultation with the deputy chairperson. Any course substitutions must be approved in writing prior to registration. Required ensembles are assigned by the conservatory, based on the entrance audition.

#### First Year (15 credits):

Music 6791 and 6792 (Adv. Performance I & II); 6813 (Repertory Study for Major Instrument or Voice, taken both semesters); two courses from Music 7700 (Opera Workshop), 7760 (Orchestra), or 7770 (Wind Ensemble); two courses chosen from Music 7740 or Music 7741 (Chamber Music or Contemporary Music Ensemble); and 3 department-approved elective credits in 7000-level Music courses.

#### Second Year (15 credits):

Music 6793 and 6794 (Adv. Performance III & IV); 6813 (Repertory Study for Major Instrument or Voice, taken both semesters); two courses from Music 7700 (Opera Workshop), 7760 (Orchestra), or 7770 (Wind Ensemble); two courses chosen from Music 7740 or Music 7741 (Chamber Music or Contemporary Music Ensemble); and 3 department-approved elective credits in 7000-level Music courses.

Students must perform a graded jury examination at the end of their first and third terms of study (i.e. for Music 6791 and 6793). A faculty-approved, graded recital must be presented at the conclusion of the second and fourth terms of study in this program (i.e. for Music 6792 and 6794).

The list of the music performance faculty is available online at <http://www.brooklyn.cuny.edu/web/academics/schools/mediaarts/departments/music/faculty.php>

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## CUNY Ph.D.

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The City University of New York offers a doctoral program in musicology, ethnomusicology, theory, composition, and performance. General information about CUNY Ph.D. and D.M.A. programs is in the chapter "Support for Academic Success in Graduate School." Conservatory of Music courses may be credited toward the CUNY doctoral degree with permission of the executive officer of the doctoral program. For information, students should consult the assistant director of The Conservatory of Music and the executive officer of the doctoral program.

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## Walter W. Gerboth Music Library

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Named in honor of its principal founder and first librarian, respected teacher and scholar Walter W. Gerboth, the library offers facilities for music study, research, and listening. The music library is located on the second floor of the Brooklyn College Library. Established more than fifty years ago and augmented by substantial bequests, the collection comprises scores, collected works, phonograph recordings, tapes, compact discs, music and dance video cassettes, CD-ROMs, playback equipment for on-site listening, and general and specialized books about music and dance as well as a fine selection of periodicals, yearbooks, and online music reference works. Subject strengths lie in American music and performance scores. The collection is complemented by that of the Hitchcock Institute for Studies in American Music, 415 Whitehead Hall.

## Courses

Unless a prerequisite is specific, students may apply graduate or undergraduate courses toward fulfillment of that prerequisite.

Not all courses are offered each term.

Courses Music 7700 through 7781 may be taken for credit each term the student is enrolled.

The following Music seminars may be repeated for credit with a different topic, as indicated in the Schedule of Classes and approved by the director:

Music U7603G-U7606G - Seminar(s) in music history;

Music U7631G, U7632G, U7633X, U7634X, U7641X, U7642X, U7650X, U7651X, U7840X, 7850X.

### MUSC 6040T Music for the Classroom Teacher

45 hours; 3 credits

Development of the musical background of the elementary school teacher. Exploration, presentation, and discussion of approaches to teaching music in elementary school. Demonstration of the techniques of Orff, Kodaly, and others. Listening and performing activities.

### MUSC 6510T Music Education Colloquium

15 hours, 20 hours fieldwork; 0 credits

A colloquium for music education majors. Guest speakers, student and faculty presentations, discussions on current topics in music education.

Required of music education majors each semester. Field experience in the public schools. Assigned grades of P or F.

**MUSC 6581T Music in the Elementary School**

45 hours, 30 hours supervised field experience; 3 credits  
Techniques, methods, and materials used in teaching music in the elementary schools including instruction for pre-kindergarten children. Development and application of music, teaching, and observation skills; assessment and organization in the context of the overall elementary school music program; child development; diversity. Includes observation and supervised teaching in public schools.

Prerequisite: permission of the director.  
Corequisite: Music 6510T [651T].

**MUSC 6582T Music in the Secondary School**

45 hours, 15 hours field experience; 3 credits  
Study of techniques, methods, and materials used in teaching music in diverse, multicultural secondary schools, including choral and instrumental ensembles and general music courses. Recruitment, curriculum, materials analysis, assessment, adolescent development, technology, special learners, and current issues. Includes supervised field experience in public schools.

Prerequisite: permission of the director. Corequisite: Music 6510T [651T].

**MUSC 6583T Music in Special Education**

45 hours, 15 hours field experience; 3 credits  
Techniques, methods, and materials used in teaching music to special learners of different ages and developmental levels, especially in an inclusive classroom setting. Current issues. Field experience.

Corequisite: Music 6510T [651T].

**MUSC 6601X Voice Production**

30 hours; 1 credit  
Technique of singing. Proper breathing, tone placement, legato scale, agility exercises. Attention to individual needs. Phrasing, diction, interpretation.

Prerequisite: an introductory course in sightsinging and dictation or permission of the director.

**MUSC 6611X String Class: Violin and Viola**

45 hours; 1 credit  
Tuning, bowing, and positions for violin and viola. Practice in reading simple compositions. For beginners. Primarily for use in public school teaching. No previous knowledge of a stringed instrument required.

Prerequisite: Ability to read music and permission of the director.  
Corequisite: Music 6510T [651T].

**MUSC 6621X String Class: Violoncello and Bass Viol**

45 hours; 1 credit  
Tuning, bowing, and positions for bass viol and violoncello. Practice in reading simple compositions. For beginners. Primarily for use in public school teaching. No previous knowledge of a stringed instrument required.

Prerequisite: ability to read music and permission of the director.  
Corequisite: Music 6510T [651T].

**MUSC 6630X Woodwind Class**

45 hours; 1 credit  
Mechanism, embouchure, and tone production of the flute, oboe, clarinet, bassoon. Practice in reading simple compositions. For beginners. No previous knowledge of a woodwind instrument is required. Primarily for use in public school teaching.

Prerequisite: ability to read music and permission of the director.  
Corequisite: Music 6510T [651T].

**MUSC 6640X Brass Class**

45 hours; 1 credit  
Fingering, embouchure, and tone production of the trumpet, French horn, trombone, tuba. Practice in reading simple compositions. For beginners. No previous knowledge of a brass instrument is required. Primarily for use in public school teaching.

Prerequisite: ability to read music and permission of the director.  
Corequisite: Music 6510T [651T].

**MUSC 6650X Percussion Class**

45 hours; 1 credit  
Principles of percussion technique. Practice in reading simple compositions. For beginners. No previous knowledge of a percussion instrument is required. Primarily for use in public school teaching.

Prerequisite: ability to read music and permission of the director.  
Corequisite: Music 6510T [651T].

**MUSC 6661X Fretted Instrument Class**

45 hours; 1 credit  
Tuning, sound production, and positions for fretted instruments (guitars and lutes). Practice in reading simple compositions. Primarily for use in public school teaching. No previous knowledge of a fretted instrument is required.

Prerequisite: ability to read music and permission of the director.  
Corequisite: Music 6510T [651T].

**MUSC 6791X Advanced Performance I**

30 hours lecture; 15 hours recitation, at least 120 hours independent work; 3 credits.  
Advanced level of private performance study of the student's major instrument or voice. Conservatory-approved performance jury required as final examination.

Prerequisite: Conservatory-approved audition and acceptance into the Advanced Certificate program in Music Performance.

**MUSC 6792X Advanced Performance II**

30 hours lecture; 15 hours recitation, at least 120 hours independent work; 3 credits.  
Continuation of MUSC 6791X. Students must continue in voice or instrument studied in MUSC 6791. Conservatory-approved recital required as final examination.

Prerequisite: MUSC 6791X.

**MUSC 6793X Advanced Performance III**

30 hours lecture; 15 hours recitation, at least 120 hours independent work; 3 credits.  
Continuation of MUSC 6792X. Students must continue in voice or instrument studied in MUSC.6792. Conservatory-approved performance jury required as final examination.

Prerequisite: MUSC 6792X.

**MUSC 6794X Advanced Performance IV**

30 hours lecture; 15 hours recitation, at least 120 hours independent work; 3 credits.

Continuation of MUSC 6793X. Students must continue in voice or instrument studied in MUSC.6793. Conservatory-approved recital required as final examination.

Prerequisite: MUSC 6793X.

**MUSC 6813X Repertory for Major Instrument or Voice**

30 hours lecture; 1 credit

Study of orchestral, chamber, and solo repertoire for one's major instrument or voice. Students will be expected to speak and write about the works they perform. May be taken each semester the student is enrolled.

Prerequisite: Conservatory-approved audition and acceptance into the Advanced Certificate program in Music Performance.

**MUSC U7000G Bibliography and Research Techniques**

45 hours; 3 credits

Study and evaluation of sources and bibliographical methods.

**MUSC U7010T Music Education Research Methods**

45 hours; 3 credits

Introduction to music research. Reading, evaluating, applying music education and related research findings. Research techniques in music education. Includes data collection, codification, interpretation.

Prerequisite: permission of the director.

**MUSC 7101X Choral Workshop**

45 hours; 3 credits

Literature and technique pertaining to the development of school choral groups, including preparation and presentation of choral works for school choral ensembles.

Prerequisite: an undergraduate course in conducting or permission of the director.

**MUSC 7121X Instrumental Workshop: Strings**

45 hours; 3 credits

Techniques of playing the violin, viola, violoncello, string bass. Materials and repertoire for school string ensembles. (Not open to students who have completed Music 712X.)

Prerequisite: an undergraduate course in conducting or permission of the director.

**MUSC 7122X Instrumental Workshop: Woodwinds and Brass**

45 hours; 3 credits

Techniques of playing woodwind and brass instruments. Materials and repertoire for school wind ensembles.

Prerequisite: an undergraduate course in conducting or permission of the director.

**MUSC 7150T General Music in Elementary and Secondary Schools**

45 hours; 3 credits

Schools of thought related to teaching general music in elementary and secondary schools. Survey of appropriate classroom materials.

Prerequisite: permission of the director.

**MUSC 7170T Foundations and Methods of Music Education**

45 hours; 3 credits

Philosophical and historical foundations of music education. Methods, techniques, independent projects.

Prerequisite: permission of the director.

**MUSC 7201X Conducting and Rehearsal Techniques**

45 hours; 3 credits

Intensive practical instruction in conducting, rehearsal techniques, and materials applicable to vocal and instrumental performance ensembles in the public schools. Emphasis on conducting; score study; rehearsal planning, organization, and pacing; error detection and correction; student motivation; repertoire and concert programming; music performance curriculum; large and small choral and instrumental ensembles. Techniques for teaching heterogeneous choral and instrumental courses. Field observations and fieldwork in the public schools.

Prerequisite: permission of the director

**MUSC 7202X Advanced Conducting Seminar**

45 hours; 3 credits

Conducting and rehearsing choral and instrumental literature in a laboratory setting.

**MUSC 7310X Compositional Techniques**

45 hours; 3 credits

Writing in various styles and media for the noncomposition major. (Not open to composition majors).

Prerequisite: permission of the director.

**MUSC U7321X Seminar in Composition I**

45 hours each term; 3 credits each term

Original writing in various media, instrumental and vocal.

Prerequisite: permission of the director.

**MUSC U7322X Seminar in Composition II**

45 hours each term; 3 credits each term

Original writing in various media, instrumental and vocal.

Prerequisite: Music U7321X [732.1X] and permission of the director.

**MUSC U7323X Seminar in Composition III**

45 hours each term; 3 credits each term

Original writing in various media, instrumental and vocal.

Prerequisite: Music U7322X [732.2X] and permission of the director.

**MUSC 7350T Vocal and Instrumental Arranging**

45 hours; 3 credits

Practical work in scoring for various ensembles. Independent projects.

Prerequisite: permission of the director.

**MUSC 7370X Introduction to Music Technology**

45 hours; 3 credits

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.

Prerequisite: Matriculation in a graduate visual, media, or performing arts program; or permission of instructor.

**MUSC U7371G Computer Music I**

45 hours; 3 credits

Fundamentals of computer use in music composition. Techniques of additive synthesis. Chowning frequency modulation, waveshaping. Completion of a short work is required. Computer facilities are available for student use. (Not open to students who have completed Music 737G.)

**MUSC U7372G Computer Music II**

45 hours; 3 credits

Application of digital signal processing techniques to music composition. Computer analysis of sound and speech, digital filtering techniques, computer speech synthesis. Completion of a short work is required. Computer facilities are available for student use.

**MUSC 7373X Building Electronic Music Instruments**

45 hours; 3 credits

In this course students learn how to design, program, and build their own electronic music instruments and installations, including both hardware and software. Topics include essentials of electronic circuits, interfacing them with computers, and instrument programming. Although the focus is on music, many aspects of the course topics are also applicable to interactive electronic art and theater.

Prerequisite: MUSC 7372 or PIMA 7741, or permission of instructor.

**MUSC 7380X Jazz Arranging**

45 hours; 3 credits

Practical work in scoring for various jazz ensembles.

Prerequisite: permission of the director.

**MUSC U7400G Seminar in Style Criticism**

45 hours; 3 credits

The nature of musical style. Study of selected works, composers, schools of composition, historical eras.

**MUSC U7540X Seminar in Advanced Musicianship: Jazz**

45 hours; 3 credits

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

Prerequisite: permission of the director.

**MUSC U7603G Seminar in Music History: Baroque Era (1600-1750)**

45 hours each term; 3 credits each term

Investigation of general principles and specific phenomena pertaining to the period. Independent research. Topic to be announced. May be repeated for credit with a different topic, as indicated in the class schedule and approved by the director.

Prerequisite: Music U7400G [740G] or the equivalent.

**MUSC U7604G Seminar in Music History: Classic Era (1750-1820)**

45 hours each term; 3 credits each term

Investigation of general principles and specific phenomena pertaining to the period. Independent research. Topic to be announced. May be repeated for credit with a different topic, as indicated in the class schedule and approved by the director.

Prerequisite: Music U7400G [740G] or the equivalent.

**MUSC U7605G Seminar in Music History: Romantic Era (1820-1900)**

45 hours each term; 3 credits each term

Investigation of general principles and specific phenomena pertaining to the period. Independent research. Topic to be announced. May be repeated for credit with a different topic, as indicated in the class schedule and approved by the director.

Prerequisite: Music U7400G [740G] or the equivalent.

**MUSC U7606G Seminar in Music History: Twentieth Century**

45 hours each term; 3 credits each term

Investigation of general principles and specific phenomena pertaining to the period. Independent research. Topic to be announced. May be repeated for credit with a different topic, as indicated in the class schedule and approved by the director.

Prerequisite: Music U7400G [740G] or the equivalent.

**MUSC U7631G Special Topics Seminar: History**

45 hours; 3 credits

Intensive historical studies. Examination and evaluation of original sources. Topic to be announced. May be repeated for credit with a different topic, as indicated in the class schedule and approved by the director.

Prerequisite: Music U7400G [740G] or permission of the director.

**MUSC U7632G Special Topics Seminar: Theory**

45 hours; 3 credits

Intensive theoretical studies. Examination and evaluation of original sources. Topic to be announced. May be repeated for credit with a different topic, as indicated in the class schedule and approved by the director.

Prerequisite: Music U7400G [740G] or permission of the director.

**MUSC U7633X Special Topics Seminar: Music Education**

45 hours; 3 credits

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

**MUSC U7634X Special Topics Seminar: Performance**

45 hours; 3 credits

Intensive studies in music performance. Topic to be announced. May be repeated for credit with a different topic. Prerequisite: permission of the director. May be repeated for credit with a different topic, as indicated in the class schedule and approved by the director.

Prerequisite or corequisite: Music U7400G [740G]. Corequisite: Music 7791X [U779.1X], 7792X [U779.2X], 7793X [U779.3X], or 7950G

[U795G].

**MUSC U7641X Seminar in Music Theory: Analysis of Tonal Music**

45 hours; 3 credits

Intensive analysis of tonal music. Developing adequate theoretical concepts and analytic techniques. May be repeated for credit with a different topic, as indicated in the class schedule and approved by the director.

**MUSC U7642X Seminar in Music Theory: Analysis of Twentieth-Century Music**

45 hours; 3 credits

Intensive analysis of twentieth-century music. Developing adequate theoretical concepts and analytic techniques. May be repeated for credit with a different topic, as indicated in the class schedule and approved by the director.

**MUSC U7643X Seminar in Music: Philosophy of Music**

45 hours; 3 credits

Critical examination of philosophical issues pertaining to music. Consideration of such issues as: the definition or concept of music, the ontology of music, musical meaning and understanding, musical expressiveness and arousal, musical representation, musical performance and authenticity of performance, the power and value of music, and the aesthetics of jazz, rock, and popular music. Classical and contemporary philosophers. This course is the same as Philosophy 7512X [722.3X].

Prerequisite: one course in philosophy or one course in music or permission of the chairperson of Philosophy or Music.

**MUSC U7650X Seminar in American Music**

45 hours; 3 credits

American music from the colonial period to the present. Topic to be announced. May be repeated for credit with a different topic, as indicated in the class schedule and approved by the director.

Prerequisite: Music U7400G [740G] or the equivalent.

**MUSC 7651X Seminar in Jazz History**

45 hours; 3 credits

Selected topics in the history of jazz, from its origins to the present. Research and analysis of recordings, transcriptions, and arrangements. Emphasis on social and cultural context. Students may take this course for credit twice, but may not repeat topics. May be repeated for credit with a different topic, as indicated in the class schedule and approved by the director.

Prerequisite: Music U7400G [740G] or the equivalent

**MUSC 7700X Opera Workshop**

45 hours; 1 credit

Study and performance of scenes from operas and operettas. Fundamentals of operatic technique. Coordination of singing and stage movement. May be taken for credit each term the student is enrolled.

Prerequisite: audition.

**MUSC 7710X Choral Union**

45 hours; 1 credit

Study and performance of choral literature from a multiplicity of genres and style periods, with particular emphasis given to the development of fundamental musicianship skills, music literacy, and vocal technique. This

ensemble welcomes all students without audition. May be taken for credit each term the student is enrolled.

**MUSC 7711X Conservatory Singers**

45 hours; 1 credit

Brooklyn College's premiere choral ensemble performs literature from a multiplicity of genres and style periods, including major works with orchestra. Open by audition. May be taken for credit each term the student is enrolled.

Prerequisite: audition.

**MUSC 7720X Percussion Ensemble**

45 hours; 1 credit

Study and performance of music for percussion ensemble. May be taken for credit each term the student is enrolled.

Prerequisite: audition.

**MUSC 7740X Chamber Music**

45 hours; 1 credit

Study and performance of the standard repertoire. May be taken for credit each term the student is enrolled.

Prerequisite: At least two terms (in any combination) of Music 7741X [774.1X], 7742X [774.2X], 7743X [774.3X], 774.5X, or 7780X [778X]; and permission of the director.

**MUSC 7741X Contemporary Music Ensemble**

45 hours; 1 credit

Study and performance of contemporary music. May be taken for credit each term the student is enrolled.

Prerequisite: audition.

**MUSC 7742X Brass Ensemble**

45 hours; 1 credit

Experience for both small and large chamber groups in the study and performance of traditional and contemporary music for brass instruments. Emphasis on developing basic musicianship through systematic work on intonation, phrasing, balance, and interpretation. Study of brass instrument history, technique, repertoire, and pedagogy. May be taken for credit each term the student is enrolled.

Prerequisite: audition.

**MUSC 7743X Woodwind Chamber Music**

3 hours; 1 credit

Study and performance of music for woodwind chamber ensembles. May be taken for credit each term the student is enrolled.

Prerequisite: audition.

**MUSC 7744X Electroacoustic Music Ensemble**

45 hours; 1 credit

In this course students will develop skills of ensemble music performance with electronic music instruments, combining diverse timbres and approaches to sound production and control. Instruments will include completely electronic ones as well as hybrids that combine acoustic instruments with digital signal processing. The group will explore instrument creation, networked interaction, incorporation of improvisation, and arrangement of amplified sound sources. Students will perform existing repertoire and have the opportunity to compose new works. The goal of each semester will be two or more public



performances. May be taken for credit each term the student is enrolled.

Prerequisite: MUSC 7372, or PIMA 7741; or permission of instructor.

**MUSC 7760X Orchestra**

75 hours; 1 credit

Study and performance of new and old literature. May be taken for credit each term the student is enrolled.

Prerequisite: audition.

**MUSC 7761X String Orchestra**

45 hours; 1 credit

Study and performance of literature for string orchestra. May be taken for credit each term the student is enrolled.

Prerequisite: audition.

**MUSC 7770X Wind Ensemble**

45 hours; 1 credit

Study and performance of new and old literature. May be taken for credit each term the student is enrolled.

Prerequisite: audition.

**MUSC 7780X Jazz Big Band**

45 hours; 1 credit

Study and performance of new and old jazz literature. May be taken for credit each term the student is enrolled.

Prerequisite: audition.

**MUSC 7781X Small Ensemble Jazz**

45 hours; 1 credit

Study and performance of music for small jazz combo, including practical experience with jazz improvisation techniques and styles. May be taken for credit each term the student is enrolled.

Prerequisite: audition.

**MUSC 7791X Performance I**

45 hours each term; 3 credits each term

Advanced performance in voice or an instrument. One hour a week of individual instruction. Weekly performance seminar.

Prerequisite: audition and permission of the director.

Corequisite: an ensemble performance course (Music 7700X [770X]–7781X [778.1X]) as assigned through audition and permission of the director.

**MUSC 7792X Performance II**

45 hours each term; 3 credits each term

Advanced performance in voice or an instrument. One hour a week of individual instruction. Weekly performance seminar.

Prerequisite: Music 7791X [779.1X] and audition and permission of the director.

Corequisite: an ensemble performance course (Music 7700X [770X]–7781X [778.1X]) as assigned through audition and permission of the director.

**MUSC 7793X Performance III**

45 hours each term; 3 credits each term

Advanced performance in voice or an instrument. One hour a week of

individual instruction. Weekly performance seminar.

Prerequisite: Music 7792X [779.2X] and audition and permission of the director.

Corequisite: an ensemble performance course (Music 7700X [770X]–7781X [778.1X]) as assigned through audition and permission of the director.

**MUSC 7795X Distinguished Performance I**

30 hours lecture; 15 hours recitation, at least 120 hours independent work; 3 credits.

Private performance study of the student's major instrument or voice at an exceptionally advanced level. Conservatory-approved performance jury required as final examination.

Prerequisite: Completed master's degree in music, a Conservatory-approved audition and acceptance into the Advanced Diploma program in Music Performance.

**MUSC 7796X Distinguished Performance II**

30 hours lecture; 15 hours recitation, at least 120 hours independent work; 3 credits.

Continuation of MUSC 7795X. Students must continue in voice or instrument studied in MUSC 7795X. Conservatory-approved recital required as final examination.

Prerequisite: MUSC 7795X.

**MUSC 7797X Distinguished Performance III**

30 hours lecture; 15 hours recitation, at least 120 hours independent work; 3 credits.

Continuation of MUSC 7796X. Students must continue in voice or instrument studied in MUSC 7796X. Conservatory-approved performance jury required as final examination.

Prerequisite: MUSC 7796X.

**MUSC 7798X Distinguished Performance IV**

30 hours lecture; 15 hours recitation, at least 120 hours independent work; 3 credits.

Continuation of MUSC 7797X. Students must continue in voice or instrument studied in MUSC 7797X. Conservatory-approved recital required as final examination.

Prerequisite: MUSC 7797X.

**MUSC U781 IX Piano Repertory Class**

30 hours; 0 credit

Study of solo piano repertoire from the 1600s to the present through critique of student performance. Piano history, literature, performance practice, and performance. Practical application in solo performance settings as assigned. May be taken more than once.

Prerequisite: permission to take Music 7791X [779.1X]-7793X [779.3X], 7950G [U795G], or permission of the director. Corequisite: Music 7791X [779.1X]-7793X [779.3X], or 7950G [U795G], as applicable.

**MUSC 7812X String Repertory Class**

30 hours; 0 credit

Performance by string majors of solo and chamber music repertory in a master-class setting. Guided discussion of important issues and areas of technique and interpretation to enhance optimal performance, increase self-confidence, and eliminate performance anxiety. Constructive observations and suggestions from class members, string faculty, and invited guests. Required of all string majors.

Prerequisite: permission of the director. Corequisite: a course in the Music 779X sequence or Music 7950G [795X].

### **MUSC 7813X Repertory for Major Instrument or Voice**

30 hours lecture; 1 credit

Study of orchestral, chamber, and solo repertoire for one's major instrument or voice. Students will be expected to speak and write about the works they perform. May be taken each semester the student is enrolled.

Prerequisite: Conservatory-approved audition and acceptance into the Advanced Diploma program in Music Performance.

### **MUSC 7821X Accompanying at the Keyboard I**

30 hours recitation, minimum 30 hours practicum; 3 credits

Skills for instrumental and vocal accompanying at the keyboard. Repertory includes instrumental sonatas, vocal songs, and orchestra reductions of string, wind, operatic, and choral literature. Transposition and score reading at sight. Practical application in performing situations, as assigned.

Prerequisite: Music 7791X [779.1X] (in piano, organ, or harpsichord) and permission of the director.

### **MUSC U7840X Seminar in Performance Practices**

45 hours; 3 credits

Study of documents and instruments concerning the authentic performance practice of music from the seventeenth century through the twentieth century. Topic to be announced. May be repeated for credit with a different topic, as indicated in the class schedule and approved by the director.

Prerequisite: Music U7400G [740G] or the equivalent.

### **MUSC 7850X Ethnomusicology**

45 hours; 3 credits

Instruction in ethnomusicological research techniques through study of a special culture or group. May be repeated for credit with a different topic, as indicated in the class schedule and approved by the director.

Prerequisite: Music U7400G [740G] or the equivalent.

### **MUSC 7860X History of Jazz**

45 hours; 3 credits

Survey of styles, genres, and forms of jazz from its origin to the present. Analysis of selected works.

Prerequisite: Music U7400G [740G] or the equivalent.

### **MUSC 7881X Music Internship**

45 hours fieldwork; 1 credit

Supervised on- or off-campus work at least three hours per week in an office or classroom of a business, educational facility, or other agency providing professional experience in music, music performance, music education, or music research. Submission of a critical report on the experience. This course may be taken for credit twice, but students may not offer more than six credits from Music 7881X [788.1X], 7882X [788.2X], and 7883X [788.3X] toward a degree.

Prerequisite: permission of the director of the Conservatory of Music. Permission requires advance approval from the internship site.

### **MUSC 7882X Music Internship**

90 hours fieldwork; 2 credits

Supervised on- or off-campus work at least six hours per week in an office or classroom of a business, educational facility, or other agency providing professional experience in music, music performance, music education, or music research. Submission of a critical report on the experience. This course may be taken for credit twice, but students may not offer more than six credits from Music 7881X [788.1X], 7882X [788.2X], and 7883X [788.3X] toward a degree.

Prerequisite: permission of the director of the Conservatory of Music. Permission requires advance approval from the internship site.

### **MUSC 7883X Music Internship**

135 hours fieldwork; 3 credits

Supervised on- or off-campus work at least nine hours per week in an office or classroom of a business, educational facility, or other agency providing professional experience in music, music performance, music education, or music research. Submission of a critical report on the experience. This course may be taken for credit twice, but students may not offer more than six credits from Music 7881X [788.1X], 7882X [788.2X], and 7883X [788.3X] toward a degree.

Prerequisite: permission of the director of the Conservatory of Music. Permission requires advance approval from the internship site.

### **MUSC U7911X Independent Study**

Hours to be arranged; 1 credit

Reading and research supervised by a faculty member.

Prerequisite: permission of the director.

### **MUSC U7912X Independent Study**

Hours to be arranged; 2 credits

Reading and research supervised by a faculty member.

Prerequisite: permission of the director.

### **MUSC U7913X Independent Study**

Hours to be arranged; 3 credits

Reading and research supervised by a faculty member.

Prerequisite: permission of the director.

### **MUSC U7920T Master's Music Education Project**

Hours to be arranged; 3 credits

Substantial project in music education supervised by a faculty member. Students register for this course only once. Credit is not earned until the completed project is accepted.

Prerequisite: approval of plan of work by music education coordinator or permission of the director

### **MUSC U7930X Thesis Research**

Hours to be arranged; 3 credits

Research for master's thesis supervised by faculty member. Students register for this course only once. Credit is not earned until the thesis is accepted.

Prerequisite: permission of the director.

### **MUSC U7940G Master's Composition Project**

Hours to be arranged; 3 credits

Completion of a substantial composition project supervised by a faculty member.

Prerequisite: approval of plan of work by student's graduate

committee.

**MUSC U7950G Master's Recital**

Hours to be arranged; 3 credits

Preparation of a master's recital supervised by a faculty member.

Prerequisite: approval of program and level of work by the student's graduate committee.

Corequisite: an ensemble course (Music 7700X [770X]-7781X [778.1X]) as assigned through audition and permission of the director.

**The following inactive course(s) will only be offered if there is sufficient demand:**

MUSC 6201T Musicianship for the Elementary School Specialist I

MUSC 6202T Musicianship for the Elementary School Specialist II

MUSC 7750X Collegium musicum

MUSC 7762 Theater Orchestra

MUSC 7822X Accompanying at the Keyboard II

## Performance and Interactive Media Arts

Department office: 505s Whitehead Hall  
Phone: x1188

The graduate programs in Performance and Interactive Media Arts (PIMA) provide students with theoretical and practical experience in the conceptualization and production of collaborative, multi-disciplinary artworks presented in performance. Students learn to use technology as a means of extending their personal artistic practice and facilitating cross-disciplinary artistic collaborations. Students with diverse academic, artistic, professional, and cultural backgrounds enter the program and work in collaborative groups with close mentoring by faculty members. Most students come to the program with an established career or career goal in an arts field, and generally continue in that field after completing a PIMA degree, utilizing the degree for advancement, skills development, or as an entree into academia. PIMA is a collaborative effort of the Brooklyn College Departments of Art, Computer and Information Science, Television and Radio, and Theater, and the Conservatory of Music. The faculty is drawn from all four departments and the Conservatory.

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### **M.F.A. degree program in performance and interactive media arts** **HEGIS code 1099; SED program code 31062**

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PIMA is a four-semester full-time graduate degree program providing students with training in theoretical, technical and practical experience in the conceptualization and production of collaborative, multi-disciplinary artworks presented in a performance setting. Students learn to use technology as a means of extending their personal artistic practice and facilitating cross-disciplinary artistic collaborations. Students with diverse academic, artistic, professional, and cultural backgrounds enter the program and work in collaborative groups throughout the course of study, with close mentoring by faculty members. Most students come to the program with an established career or career goal in an arts field, and generally continue in that field after completing the PIMA degree, utilizing the degree for advancement, skills development, or as an entrée into academia. In the second year a major collaborative thesis production is created and presented in a professional venue. The program is a cooperative effort of the Brooklyn College Departments of Art, Computer and Information Science, Television and Radio, and Theater, and the Conservatory of Music. The faculty is drawn from all four departments and the conservatory.

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#### Matriculation requirements

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Applicants must offer a graduate or undergraduate degree from an accredited college or university completed with a grade point average of 3.00 or higher.

Applicants must also offer a portfolio of creative work (which may consist of work in any medium including computer software), letters of recommendation, and TOEFL score of at least 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, if required. An interview with a member of the selection committee is strongly recommended.

Applicants must obtain and file an application form with the program director in addition to the regular college admission application; both are available online.

Selection of applicants will be based on a faculty committee review of the following: the applicant's creative portfolio, evidence of the applicant's interest in collaborative creative production, letters of reference indicating significant artistic promise, artistic background and experience, and the applicant's interview (if conducted).

A committee chaired by the Program Director will review all applications and make admission decisions based on the criteria stated above.

Students should note additional requirements found in the sections "Admission" and "Academic Regulations and Procedures."

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#### Degree requirements

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Students pursuing the M.F.A. will complete a total of 46 credits and a significant thesis production which is a collaboration with at least one other matriculated student.

The following courses are required:

PIMA 7010G, PIMA 7020G, PIMA 7030G, PIMA 7210G, PIMA 7220G, PIMA 7230G, PIMA 7240G, PIMA 7321G, PIMA 7322G.

Three additional credits of independent projects are required, taken under course numbers: PIMA 7110G, PIMA 7120G, PIMA 7130G.

Fifteen additional credits shall be chosen from selected PIMA elective courses offered by: the PIMA program; the departments of Art, Computer and Information Science, Television and Radio, Theater; and the Conservatory of Music. Permission of the PIMA director is required.

To receive the Master of Fine Arts in Performance and Interactive Media Arts, students will be required to complete the program with a grade point average of 3.00 or better.

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**Advanced certificate program in performance and interactive media arts**  
**HEGIS code 1004; SED program code 27812**


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PIMA is a three-semester, part-time, non-degree advanced certificate program providing students with training in theoretical, technical, and practical experience in the conceptualization and production of collaborative, multi-disciplinary artworks presented in performance settings. Specifically, students learn to use technology as a means of extending their personal artistic practice and facilitating cross-disciplinary artistic collaborations. Students with diverse academic, artistic, professional, and cultural backgrounds enter the program and work in collaborative groups throughout the course of study, with close mentoring by faculty members. Most students come to the program with an established career or career goal in an arts field, and generally seek to continue in that field after completing the certificate, utilizing the program for advancement and skills development. The advanced certificate is primarily intended for students already holding the highest degree available in an art-related field who wish to supplement their studies, or students who wish to continue their studies without making the time commitment required by a full-time program, such as the PIMA M.F.A. All applicants holding a graduate or undergraduate degree, however, are welcome. The program is a cooperative effort of the Brooklyn College Departments of Art, Computer and Information Science, Television and Radio, and Theater, and the Conservatory of Music. The faculty is drawn from all four departments and the conservatory.

The advanced certificate program in performance and interactive media arts is not accepting applications for fall 2014 and spring 2015.

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**Matriculation Requirements**


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Applicants must offer a graduate or undergraduate degree from an accredited college or university completed with a grade point average of 3.00 or higher. Applicants must also offer a portfolio of creative work (which may consist of work in any medium, including computer software), letters of recommendation, and TOEFL score of at least 550 on the paper-based test or 213 on the computer-based test or 79 on the internet-based test, if required. An interview with a member of the selection committee is strongly recommended. Matriculation is contingent upon admission to Brooklyn College.

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

Selection of applicants is based on a faculty committee review of the following: the applicant's creative portfolio, evidence of the applicant's interest in collaborative creative production, letters of reference indicating significant artistic promise, artistic background and experience, and the applicant's interview (if conducted).

Students should note additional requirements found in the sections "Admission" and "Academic Regulations and Procedures."

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**Certificate Requirements**


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Eighteen credits are required for this certificate. The following courses are required: PIMA 7010G, PIMA 7020G, PIMA 7030G.

Nine additional credits shall be chosen from selected PIMA elective courses offered by the PIMA program; the Departments of Art, Computer and Information Science, Television and Radio, and Theater; and the Conservatory of Music. Permission of the PIMA director is required.

To receive the Advanced Certificate in Performance and Interactive Media Arts, students will be required to complete the program with a grade point average of 3.00 or better and have completed no more than three credits (one course) with a grade less than B.

**Courses**
**PIMA 7010G Sound, Image, Space, and Performance; Interactive Media Programming I**

30 hours lecture, 45 hours lab; 3 credits  
 Combines performance/electronic media production, collaboration theory, and lab in interactive media programming. Projects include collaborative performing arts production, and interactive programming projects. Open only to PIMA students.

**PIMA 7020G Artistic Process and Contemporary Community: Interactive Media Programming II**

30 hours lecture, 45 hours lab; 3 credits  
 Combines community-based arts theory, collaborative performing arts production in a community venue, and a lab in interactive media programming. Projects include collaborative community production and interactive programming projects. Open only to PIMA students.

Prerequisite: PIMA 7010G [701G] or permission of the director.

**PIMA 7030G Collaborative Interactive Media Performance**

45 hours lecture; 3 credits  
 Development, realization, and documentation of culminating collaborative PIMA project.

Prerequisite: PIMA 7020G [702G] or permission of the director.

**PIMA 7040G Independent Investigations in Interactive Media**

45 hours lecture; 3 credits  
 Directed study in advanced electronic media research or production. Permission of the director of PIMA (and the chair of the instructor's department if the instructor is not PIMA faculty) required. This course may be repeated for credit.

Prerequisite: PIMA 7010G [701G] or permission of the director.

**PIMA 7110G Independent Projects**

5 hours, meetings plus independent work; 1 credit

Directed study in advanced electronic media research or production. Permission of the director of PIMA (and the chair of the instructor's department if the instructor is not PIMA faculty) required. This course may be repeated for credit.

Prerequisite: permission of the director.

### **PIMA 7120G Independent Projects**

10 hours, meetings plus independent work; 2 credits  
Directed study in advanced electronic media research or production. Permission of the director of PIMA (and the chair of the instructor's department if the instructor is not PIMA faculty) required. This course may be repeated for credit.

Prerequisite: permission of the director.

### **PIMA 7130G Independent Projects**

15 hours, meetings plus independent work; 3 credits  
Directed study in advanced electronic media research or production. Permission of the director of PIMA (and the chair of the instructor's department if the instructor is not PIMA faculty) required. This course may be repeated for credit.

Prerequisite: permission of the director.

### **PIMA 7210G History, Theory, and Criticism**

45 hours; 3 credits  
Overview of the history, theory, and criticism of contemporary collaborative performance media, including music, theater, dance, radio, performance art, and other forms. Emphasis on investigation of collaborative process, community involvement, and use of technology. Both the creation and presentation of the works will be studied. Extensive research, interviews, and field work.

Prerequisite or corequisite: PIMA 7010G [701G] or permission of the director.

### **PIMA 7220G Teaching Practicum**

30 hours lecture, 45 hours practical training; 3 credits  
Immersive practical university-level teaching course designed for students in terminal degree programs. Syllabus and course schedule design, development of assignments, research, preparation for lectures, and preparation of class materials. Evaluation and outcomes assessment, development of teaching style and classroom personality.

Prerequisite or corequisite: PIMA 7010G [701G] or permission of the director.

### **PIMA 7230G Thesis Seminar I**

45 hours lecture; 3 credits  
Pre-production of collaborative M.F.A. thesis project, including collaborative group formation, script and/or score development, research, design, technical development documentation planning, and venue research. Community outreach, web presence, grant writing, and publicity.

Prerequisite or corequisite: PIMA 7020G [702G] or permission of the director.

### **PIMA 7240G Thesis Seminar II**

45 hours lecture and independent work; 6 credits  
Production of collaborative M.F.A. thesis project, including production planning and scheduling, rehearsals, design realization, technical realization, documentation, publicity, venue relationship development, community outreach, and personnel management.

Prerequisite or corequisite: PIMA 7230G [723G].

### **PIMA 7311G Experimental Performance Ensemble**

30 hours rehearsal; 1 credit  
Participation in an ensemble consisting of artists from all performance media dedicated to creating, rehearsing, and performing works by its members, and developing a repertoire of experimental multimedia works. At least one public performance per semester. Permission of the director of PIMA required. This course may be repeated for credit.

Prerequisite or corequisite: permission of the director.

### **PIMA 7312G Experimental Performance Ensemble**

30 hours rehearsal; 1 credit  
Participation in an ensemble consisting of artists from all performance media dedicated to creating, rehearsing, and performing works by its members, and developing a repertoire of experimental multimedia works. At least one public performance per semester. Permission of the director of PIMA required. This course may be repeated for credit.

Prerequisite or corequisite: permission of the director.

### **PIMA 7321G Experimental Performance Ensemble and Composition**

30 hours rehearsal plus independent work; 2 credits  
Participation in and contribution of new works to an ensemble consisting of artists from all performance media dedicated to creating, rehearsing, and performing works by its members, and developing a repertoire of experimental multimedia works. At least one public performance per semester. Permission of the director of PIMA required. This course may be repeated for credit.

Prerequisite or corequisite: PIMA 7010G [701G] or permission of the director.

### **PIMA 7322G Experimental Performance Ensemble and Composition**

30 hours rehearsal plus independent work; 2 credits  
Participation in and contribution of new works to an ensemble consisting of artists from all performance media dedicated to creating, rehearsing, and performing works by its members, and developing a repertoire of experimental multimedia works. At least one public performance per semester. Permission of the director of PIMA required. This course may be repeated for credit.

Prerequisite or corequisite: PIMA 7010G [701G] or permission of the director.

### **PIMA 7331G Experimental Performance Ensemble Direction**

30 hours rehearsal, plus ensemble direction; 3 credits  
Direction of, participation in, and contribution of new works to an ensemble consisting of artists from all performance media dedicated to creating, rehearsing, and performing works by its members, and developing a repertoire of experimental multimedia works. At least one public performance per semester. Permission of the director of PIMA required. This course may be repeated for credit.

Prerequisite or corequisite: permission of the director.

### **PIMA 7332G Experimental Performance Ensemble Direction**

30 hours rehearsal, plus ensemble direction; 3 credits  
Direction of, participation in, and contribution of new works to an ensemble consisting of artists from all performance media dedicated to creating, rehearsing, and performing works by its members, and developing a repertoire of experimental multimedia works. At least

one public performance per semester. Permission of the director of PIMA required. This course may be repeated for credit.

Prerequisite or corequisite: permission of the director.

**PIMA 7741G Dynamic and Interactive Media Performance I**

30 Lecture Hours and 30 Lab Hours; 3 credits

In-depth study of tools and techniques for designing dynamic and interactive multimedia systems for use in live performance situations. Emphasis will be on student creation of custom computer software to realize interactive projects. Video, audio, three-dimensional computer images, and alternative computer-human interfaces will be addressed. Extensive instruction in graphical computer programming; no experience required.

Prerequisite: PIMA 7010G [701] or permission of the director.

**PIMA 7742G Dynamic and Interactive Media in Performance II**

30 Lecture Hours and 30 Lab Hours; 3 Credits

Continuation of PIMA 774.1. In-depth study of tools and techniques for designing dynamic and interactive multimedia systems for use in live performance situations. Emphasis will be on student creation of custom computer software to realize interactive projects. Video, audio, three-dimensional computer images, and alternative computer-human interfaces will be addressed. Extensive instruction in graphical computer programming.

Prerequisite or co-requisite: PIMA 7741G [774.1] or permission of the director.

**PIMA 7990G Special Topics in Performance and Interactive Media**

45 hours lecture; 3 credits

Special topics in performance and interactive media research or production. Course descriptions vary by semester. This course can be repeated for credit. Permission of the director of PIMA required.

Prerequisite: permission of the director.

## Philosophy

Department office: 3308 Boylan Hall  
Phone: 718.951.5311

### Full-time Faculty

Professors: Chopra, Lurz, Moore, Nuzzo

Visiting Professor: Krinsky

Associate Professors: Arlig, Campos, Khader, Sinclair, Trivedi, Vitrano

Assistant Professors: Gotlib, Menser, Steinberg

Lecturers: Repetti, Shottenkirk

The Department of Philosophy acquaints students with the variety of viewpoints in historical and current philosophical literature on fundamental, perennial questions concerning morality, ethics, knowledge, and aesthetics as well as the concepts, theories, methodologies, and moral issues of the natural sciences, social sciences, arts, and professional areas, and the areas of logic, epistemology, and metaphysics.

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### CUNY Ph.D.

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The City University of New York offers a master of arts degree program in philosophy and a doctoral program in philosophy. General information about CUNY Ph.D. programs is in the chapter "Support for Academic Success in Graduate School." Philosophy Department courses may be credited toward the CUNY doctoral degree with permission of the executive officer of the doctoral program. For information, students should consult the deputy chairperson of the Philosophy Department and the executive officer of the doctoral program. The following courses are offered as electives for students in other fields.

### Courses

Students may apply graduate or undergraduate courses toward fulfillment of prerequisites.

#### PHIL 7316X Bioethics

45 hours; 3 credits

Critical examination of ethical issues that confront health care providers, patients, and research biologists. Moral foundations of decision making. Case studies and source readings. Classical and contemporary philosophers.

#### PHIL 7325X Values in the Modern World

45 hours; 3 credits

Philosophical examination of values in general and of different kinds of values (intellectual, aesthetic, religious, moral, social) as they are found in the modern world, with emphasis on contemporary American life. (Not open to students who have completed a course in theory of value.)

Prerequisite: a course in philosophy or permission of the chairperson.

#### PHIL 7512X Philosophy of Music

45 hours; 3 credits

Critical examination of philosophical issues pertaining to music. Consideration of such issues as: the definition or concept of music, the ontology of music, musical meaning and understanding, musical expressiveness and arousal, musical representation, musical performance and authenticity of performance, the power and value of music, and the aesthetics of jazz, rock, and popular music. Classical and contemporary philosophers. This course is the same as Music U7643X [764.3X].

Prerequisite: one course in philosophy or one course in music or permission of the chairperson of Philosophy or Music.

#### PHIL 7805G Special Studies in Ethics, Aesthetics, or Philosophy of Law, History, the State or Religion

30 hours plus conference; 3 credits

Topics vary from term to term.

Prerequisite: a course in philosophy.

#### PHIL 7820G Seminar in Ethics, Aesthetics, or Philosophy of Law, History, the State or Religion

30 hours plus conference; 3 credits

Topics vary from term to term.

Prerequisite: a course in the subject of the seminar.





## Physics

Department office: 3438 Ingersoll Hall  
Phone: 718.951.5418

### Full-time Faculty

Professors: Bond, Franco, Sahni, Schwartz, Shum, Tomkiewicz, Tung  
Associate Professors: Boutis, Miyano, Nakami, Shum  
Assistant Professors: Giovambattista, Nakami, Sandeman, Suarez

The Department of Physics prepares students to enter into the mainstream of contemporary physics by providing them with an opportunity to pursue original research. Students in the program receive a sound background in the fundamentals of physics through intensive course work in core subjects as well as an opportunity to develop individual interests through a selection of modern electives.

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### M.A. degree program in physics HEGIS code 1902; SED program code 02068

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The study of physics provides a foundation in fundamental science and develops skill sets that are highly valued in virtually every profession. The M.A. in physics program prepares students for admission to doctoral programs in physics or closely related fields such as astronomy, biophysics, medical physics, materials science, and engineering. For students who do not intend to pursue a doctorate in physics, the program provides a strong background in problem-solving through the application of physics, mathematics, and quantitative reasoning that can be extremely useful in a variety of professions, including business, finance, law, and medicine, as well as applied physics. For all students, the program also affords an opportunity to gain research experience.

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Standard physics sequence  
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This sequence is the traditional course of study intended for students who are likely to continue on to the Ph.D. degree in physics.

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Matriculation requirements  
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Applicants must offer at least 12 credits in physics beyond general physics and at least 9 credits in mathematics beyond elementary integral calculus.

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

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Degree requirements  
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Thirty credits are required for the degree.

Students must complete 22 credits in courses in the Physics Department. The following courses are required: Physics 7210X, 7310X, 7350X, 7410X, and 7710X. In exceptional cases, the graduate physics committee may waive required courses or prerequisites.

With permission of the committee, the remaining credits required for the degree may be in courses in any department.

If they have been completed with a grade of B or higher and have not been counted toward the undergraduate degree, physics courses numbered 4100-4900 in the -Brooklyn College Undergraduate Bulletin corresponding to U600 courses in the City University Graduate Bulletin, or their equivalent, may be offered toward the master's degree.

Students must pass a comprehensive examination or submit a thesis, the choice to be made in consultation with the deputy chairperson. The first doctoral examination of the CUNY Ph.D. program may be substituted for the comprehensive examination. Students who choose to write a thesis must take a course or courses in the series Physics 7110G-7120G. No more than 4 credits in this series may be offered toward the degree. Information about requirements for the comprehensive examination and thesis is in the section "Academic Regulations and Procedures."

Graduate courses in the Physics Department offered toward the degree must be 7000-level courses.

The program of study must be approved by the graduate physics committee.

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### M.A. degree program in education: physics teacher (7-12) HEGIS code 1902.01; SED program code 26762

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The M.A., physics teacher program prepares students for a career in teaching at the high school level. It includes courses in education, as well as physics, which are designed to help graduate students become more effective high school physics teachers. The courses required by the

Department of Secondary Education vary depending on the entry qualifications of students.

The profession of teacher education is licensed by the New York State Education Department. Therefore, program requirements are subject to change. All students should consult with the Head of the program in adolescence science education for the current requirements.

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Matriculation requirements

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Applicants must offer at least 12 credits in physics beyond general physics.

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

(a) New York State Initial Certification in physics for grades 7-12;

(b) courses in education that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching physics in grades 7-12; 100 hours of fieldwork; 40 days or 300 hours of student teaching of physics in grades 7-12, or one year of full-time teaching of physics in grades 7-12;

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

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) before being considered for admission. For more updated and complete information on minimum passing scores see the section on additional admission requirements for students with international credentials in the Graduate Bulletin or the program web page. At the discretion of the program, additional English courses may be required as a condition 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 Head of the program in adolescence science education in the School of Education and the chairperson of the Physics Department.

Applicants must consult matriculation requirements for adolescence education and special subjects in the School of Education section of the Bulletin, and should see the Head of the program in adolescence science education for counseling.

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

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Degree requirements

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A minimum of thirty credits is required for the degree.

Students must complete 12 credits in courses in the Physics Department including 6 credits in courses on the 7000 level.

Students must complete 12 credits in courses in the Department of Secondary Education (SEED) as described below. The remaining credits required for the degree may be in courses taken in any department.

Students take different education courses and sequences of courses depending on their previous course work, teaching experience, and the certificates they hold. Students who possess Initial Certification in teaching physics must complete 9 credits in Group II and 3 credits in Group III, below.

Students who do not possess Initial Certification in teaching physics or equivalent course work and teaching experience or who are teaching but do not possess Initial Certification in teaching physics must have the appropriate course work and credits in the subject area and must complete courses in Group I, Group II, and SEED 7503X in Group III below. The student teaching methods course (SEED 7380T) must precede the student teaching seminars (SEED 7381T and SEED 7383T) and field experience (SEED 7542T and SEED 7543T).

Students who already have a master's degree but wish Initial Certification in teaching physics must take appropriate courses in Group I and Group III, below as determined at the time of matriculation by the Head of the program in adolescence science education.

Group I:

SEED 7500X, 7501X or 7314X, 7542T, 7380T, 7381T, 7383T, 7671X, 7543T.

Group II:

SEED 7502T, 7327T or 7326X, 7340T.

Group III:

SEED 7547T, 7527T, 7545X, 7503X, 7548X/ENGL 7507X, SEED 7315X, 7038X.

Students must pass a comprehensive examination or submit a thesis acceptable to the Department of Physics, the choice to be made in

consultation with the deputy chairperson of the Physics Department. Information about requirements for the comprehensive examination and the thesis is in the section "Academic Regulations and Procedures."

The program of study must be approved early in the first semester by the chairperson or deputy chairperson of the Physics Department and the Head of the program in adolescence science education in the School of Education.

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## CUNY Ph.D. in physics

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The City University of New York offers a doctoral program in physics. General information about CUNY Ph.D. programs is in the chapter "Support for Academic Success in Graduate School."

The Physics Department at Brooklyn College is a full participant in the Ph.D. program. It offers a complete Physics sequence of courses that are creditable toward the CUNY doctoral degree, and a wide range of research opportunities in fulfillment of the doctoral dissertation requirements for that degree. For information about the courses, students should consult the graduate deputy chairperson of the Physics Department and the executive officer of the Ph.D. program in physics.

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## Honor Society

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Sigma Xi, the Scientific Research Society, encourages original investigation in the natural sciences, pure and applied. The fields of activity of the society include the physical sciences, the life sciences, the earth sciences, and mathematics. The Brooklyn College Chapter elects students to associate membership in the society on the basis of academic excellence and marked aptitude for research in one of the fields listed above.

## Courses

Unless a prerequisite is specific, students may apply graduate or undergraduate courses toward fulfillment of that prerequisite.

### PHYS 7110G Thesis Research

30 hours; 2 credits

Research for master's thesis supervised by a faculty member. No more than 4 credits may be counted toward the degree. Credit is not earned until the thesis is accepted.

### PHYS 7120G Thesis Research

30 hours; 2 credits

Research for master's thesis supervised by a faculty member. No more than 4 credits may be counted toward the degree. Credit is not earned until the thesis is accepted.

### PHYS U7210X Mathematical Methods in Physics I

45 hours plus conference; 4 credits

Topics in complex variables. Perturbation and variational methods for solution of differential equations. Green's functions. Eigenfunction expansions. Integral transforms. Integral equations. Difference equations. Linear algebra. Hilbert space. Tensor analysis. Group theory. Higher algebra. Numerical methods for solving equations.

Prerequisite: a course in analytical mechanics.

### PHYS U7220X Mathematical Methods in Physics II

45 hours plus conference; 4 credits

Continuation of Physics U7210X [701X].

Prerequisite: Physics U7210X [701X].

### PHYS U7310X Analytical Dynamics

45 hours plus conference; 4 credits

Linear vector spaces. Small oscillations. Rigid bodies, including Euler's angles. Hamiltonian theory, including Hamilton's principle, Hamilton's equations, contact transformations. The Hamilton-Jacobi method; infinitesimal contact transformations; further development of transformation theory; special applications. Continuous media and fields. Introduction to special relativity theory.

### PHYS U7350X Electromagnetic Theory I

45 hours plus conference; 4 credits

Electrostatics, magnetostatics, boundary value problems. Maxwell's equations. Multipole radiation. Radiation from accelerated charges. Scattering theory. Special theory of relativity.

Prerequisite: Physics U7210X [701X] and U7310X [U711X]; or an introductory course in electromagnetic theory.

### PHYS U7360X Electromagnetic Theory II

45 hours plus conference; 4 credits

Continuation of Physics U7350X [715X].

Prerequisite: Physics U7350X [715X].

### PHYS U7410X Quantum Mechanics I

45 hours plus conference; 4 credits

Historical foundations. The Schrodinger formulation. Wave packets and uncertainty principle. Harmonic oscillator and potential barrier problems. WKB approximation. Operators and eigenfunctions. Central forces and orbital angular momentum. Scattering: Born approximation, partial waves. Linear vector spaces. The Heisenberg formulation. Spin and total angular momentum. Perturbation theory: bound state, time dependent. Systems of identical particles. Introduction to relativistic quantum mechanics.

Prerequisite: a course in mathematical methods in physics.

### PHYS U7420X Quantum Mechanics II

45 hours plus conference; 4 credits

Continuation of Physics U7410X [725X].

Prerequisite: Physics U7410X [725X].

### PHYS 7450X Statistical Mechanics

60 hours; 4 credits

Topics include Laws of Thermodynamics; Relationship between Statistics and Thermodynamics; Ensemble Theory; Microcanonical,

Canonical, and Grand Canonical Ensembles; Quantum Statistics; Boltzmann Statistics, Fermi-Dirac Statistics, and Bose-Einstein Statistics; the ideal gas in the "classical" limit; Ising model; and Critical Phenomena.

### **PHYS U7510X Atomic Physics**

45 hours plus conference; 4 credits

Spin systems, angular momentum, spectra. Atomic beam resonance, nuclear magnetic resonance (NMR), electron paramagnetic resonance (EPR), optical pumping, scattering, lasers.

Prerequisite: Physics U7360X [716X] and U7410X [U725X].

### **PHYS U7520X Nuclear Physics**

45 hours plus conference; 4 credits

Properties of stable nuclei. Isotopes. Mass formula. Interactions with matter. Methods of detection. Nuclear moments. Alpha decay. Gamma emission. Level structure. Nuclear models. Low-energy nucleon-nucleon scattering. The deuteron. Photodisintegration. Tensor and exchange forces. Isotopic spin.

Prerequisite: Physics U7410X [725X].

### **PHYS U7530X Particle Physics**

45 hours plus conference; 4 credits

$\pi$  mesons, pion-nucleon scattering, resonances. Hadron level systematics and decays. Effective Hamiltonians; electromagnetic interactions and form factors. Higher symmetries. Scattering at very high energies. Weak interactions, beta decay, discrete symmetries, TCP. Weak interactions of pions and kaons. Coherent regeneration. Conserved vector current. Leptonic decays of baryons and nonleptonic decays.

Prerequisite: Physics U7520X [735X].

### **PHYS U7560X Solid-state Physics**

45 hours plus conference; 4 credits

Principles of crystallography: crystal structure, lattice vibrations, band theory, defects. Ionic crystals; dielectrics; magnetism; free electron theory of metals and semiconductors.

Prerequisite: Physics U7410X [725X].

### **PHYS U7580X Astrophysics**

45 hours plus conference; 4 credits

Interstellar medium. Gaseous nebulae and dust clouds. Stellar atmosphere and stellar interiors. Stellar spectra, energy transfer, opacity. Nuclear reactions and matter under extreme conditions. Stellar evolution; synthesis of chemical elements; neutrino processes; radio astronomy.

Prerequisite: an introductory course in modern physics.

### **PHYS 7650X Physics and Society**

45 hours; 3 credits

Technical quantitative study of topics related to society such as Gini Coefficients, tipping points, climate sensitivity, demographic distribution, frequency of extreme events; nuclear energy, prospects in fission and fusion; environmental problems; renewable energy sources, such as solar and wind power, energy storage.

Prerequisites: Good standing in the Physics Master's program or permission of the chairperson.

### **PHYS U7710X Graduate Physics Laboratory**

45 hours; 2 credits

Advanced experimental work in one or more fields of physics. Planning experiments. Design and construction of apparatus. Evaluation of experimental results in the fields of optics and X rays, electronics, atomic and nuclear physics. Students may take this course twice but may not repeat topics. (Not open to students who have completed the same topic in Physics U772X.)

### **PHYS 7750X Introductory Laboratory Research**

30 hours; 2 credits

Intended for students who want to explore the feasibility of different research problems before choosing a thesis topic.

Prerequisite: permission of the deputy chairperson.

### **PHYS 7755X Introductory Laboratory Research**

30 hours; 2 credits

Intended for students who want to explore the feasibility of different research problems before choosing a thesis topic.

Prerequisite: permission of the deputy chairperson.

### **PHYS 7810X Advanced Study**

30 hours; 2 credits

Tutorial study with a faculty member in an area in which formal course work is not offered.

Prerequisite: permission of the deputy chairperson.

### **PHYS 7820X Advanced Study**

30 hours; 2 credits

Tutorial study with a faculty member in an area in which formal course work is not offered.

Prerequisite: permission of the deputy chairperson.

**The following inactive course(s) will only be offered if there is sufficient demand:**

- PHYS 7011T Physics for Junior High School I
- PHYS 7012T Physics for Junior High School II
- PHYS 7013T Physics for Junior High School III
- PHYS 7020T Concepts and Theories of Modern Physics
- PHYS 7025T Modern Topics in Physical Science
- PHYS 7030X Biomechanics
- PHYS 7035X Electronics
- PHYS 7040X Advanced Optics

## Political Science

Department office: 3413 James Hall  
Phone: 718.951.5306

### Full-time Faculty

Professors: Currah, Ness, Okome, Robin, Theoharis, Ungar, Wilson

Visiting Professor: Featherstone

Associate Professors: Alonso, Johnson, Law, London, Su

Assistant Professors: Arnold, Estey, Go, Ha, Path

The Department of Political Science explores the political, economic, and social issues that comprise and affect both the domestic and foreign arenas at many levels, from individual people and single countries to groups of countries that are joined for various purposes or geographically related. Study integrates academic rigor with real-world experience to learn the structure and operation of politics and power. Students learn to appraise, analyze, and research information within the context of both contemporary and historic periods. A political science degree provides a basis for many career options in government, international affairs, public education, and the private sector.

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### M.A. degree program in political science HEGIS code 2207; SED program code 02108

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The political science master's program offers students a choice of three concentrations: political science, international affairs, or urban policy and administration.

The political science concentration combines the theories and methodologies of political science with the opportunity to specialize in one of four fields: American politics, comparative politics, political theory, or international relations.

The international affairs concentration is designed to prepare students for professional and academic careers in international affairs through programs of study tailored to their specific interests and goals. Courses range from broad overviews to seminars on specific world regions, and are combined with independent study and master's thesis courses in close collaboration with faculty members. To foster professional preparation, the program also publishes student work in the department's Political Science Journal and places students in internships as well as study and work opportunities abroad.

In the urban policy and administration masters program, students develop skills in understanding politics and public policy processes in the US metropolis, including New York City. While enrolled in this program that champions the collaborative production of cutting-edge theoretical work and real-world practice, students are expected to be intellectual leaders in policy-relevant fields in urban settings: labor, race, ethnicity, and immigration, urban planning, local elections, public education, and so on. Graduates find professional opportunities in government agencies, non-profit organizations, community-based organizations, and labor unions. Alumni have also pursued careers in electoral politics. For many students, the master's degree in this program serves as a step toward a higher academic degree such as a Ph.D. and J.D. A wide range of internships are available.

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#### Matriculation requirements

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Admission is highly competitive; decisions are based on GPA, recommendation letters, personal statement, and relevant experience. General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission."

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#### Degree requirements

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Students choose one of the following three concentrations: Political Science, International Affairs, or Urban Policy and Administration.

I. Political Science: The requirements for the concentration are:

1. Credits: Thirty credits, all from 7000-level courses. With the permission of the deputy chairperson, a maximum of 12 credits (four courses) may be transferred from graduate courses in other departments or other universities to substitute for any requirement below.

2. Distribution: Courses are grouped into four main areas of study: American government (Political Science 7200X-7570X), comparative politics (Political Science 7712X-7891X), international relations (Political Science 7600X-7691X), and political theory (Political Science 7010X-7190X, excluding 7000X and 7170X). A minimum of 9 credits must be from one of these areas, which will be the student's specialization, and a minimum of 3 credits from each of the other three areas. Note: The statistics course (Political Science 7000X) does not count for the political theory requirement.

3. Statistics/Methodology or Language: Students must either take an approved course in statistics or methodology, in political science or another graduate program, or pass a language examination in a major language approved by the deputy chairperson other than the student's native language.

Three credits are given for a statistics or methodology course; no credits are given for the language examination.

4. Comprehensive Examination or Thesis: After completing a minimum of 21 credits, students must either take a comprehensive examination or write a thesis. The examination consists of two essay questions: one in the student's area of specialization and one in any other area. Students have a choice of questions in each area but must pass both to pass the examination. No credits are given for the comprehensive examination. The thesis, taken as Political Science 7910G for 3 credits, consists of a sixty-page original research project. The thesis process, beginning with a proposal submitted to the department, is described in the Thesis Guidelines on the program website, <http://www.brooklyn.cuny.edu/pub/departments/gradpolisci/>

II. International Affairs: The requirements for the concentration are:

(1) Courses: Eleven 7000-level courses (33 credits) with the following distribution:

1. Modern International Politics (Political Science 7610X) and at least two other international affairs courses (Political Science 7600X-7691X).
2. Comparative Politics (Political Science 7720X) and at least two other Comparative Politics courses (7770X - 7891X);
3. Statistics (Political Science 7000X or equivalent in other departments) or Methodology (Political Science 7160X);
4. One of the following four choices, a) - d):
  - a) Political Theory - one course chosen from Political Science 7010X-7190X, excluding 7170X;
  - b) International Internship (Political Science 7950G);
  - c) Independent Study (Political Science 7940X);
  - d) Master's Thesis (Political Science 7910G) (see description above).
5. Three electives: any courses from the political science graduate program.

With department approval, up to 12 credits (four courses) from other departments or graduate programs may substitute for any requirement(s) above.

(2) Examinations: Students take a pass/fail comprehensive exam and a foreign language examination.

III. Urban Policy and Administration: The requirements for the concentration are:

(1) Courses: Eleven 7000-level courses (33 credits) with the following distribution:

1. Political Science 7000X, Statistics in Political Science
2. Political Science 7400X, Public Administration
3. Political Science 7480X, Planning for Metropolitan Areas
4. Political Science 7510X, Government of New York City/Urban Politics
5. Political Science 7570X, Racial and Ethnic Politics in the United States
6. One of the following three choices, a)- c):
  - a) Political Science 7450G, Fieldwork/Internship
  - b) Political Science 7910G, Master's Thesis
  - c) Political Science 7940X, Independent Study
7. Five electives: any courses from the political science graduate program.

(2) Examinations: Students take a pass/fail comprehensive exam.

With department approval, a maximum of nine 9 credits from other departments or graduate programs may substitute for any requirement(s) above.

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## CUNY Ph.D.

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The City University of New York offers a doctoral program in political science. General information about CUNY Ph.D. programs is in the chapter "Support for Academic Success in Graduate School." Political Science Department courses may be credited toward the CUNY doctoral degree with permission of the executive officer of the doctoral program. For information, students should consult the deputy chairperson of the Political Science Department and the executive officer of the doctoral program.

## Courses

Registration for courses numbered 7000 and higher requires matriculation in the Political Science M.A. program, a nonmatriculated or provisional status in the Political Science Program, or permission of the chairperson or deputy chairperson.

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### Political theory

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#### **POLS 7000X Statistics in Political Science**

45 hours; 3 credits

Overview of statistical analysis in political science. Application of

probability theory, inferential statistics, and use of statistical techniques in such areas as public opinion, voting and legislative behavior, and comparative politics. Regression analysis and quantitative applications of social science census data on issues such as class, labor, and race.



**POLS 7010X Ancient and Medieval Political Thought**

30 hours plus conference; 3 credits

Analytical and historical examination of principal political thinkers from Plato through Machiavelli. Topics to be considered include: the role of virtue and political participation; classical theories of democracy, aristocracy, and monarchy; the Christian critique of ancient politics; the breakdown of the Christian worldview; the rise of modernity. Theorists may include Plato, Aristotle, Augustine, Aquinas, Al-Farabi, Maimonides, and Machiavelli.

**POLS 7020X Modern Political Thought**

30 hours plus conference; 3 credits

Analytical and historical examination of principal political thinkers from the sixteenth century through the nineteenth century. Topics to be considered include: the rise of liberalism and radical democratic theory; the conservative critique of revolutionary politics; the idea of rights and toleration; the rise of capitalism and Marxist criticism; the impact of Nietzsche. Theorists may include Hobbes, Locke, Rousseau, Wollstonecraft, Smith, Tocqueville, Marx, and Nietzsche.

**POLS 7030X American Political Thought**

30 hours plus conference; 3 credits

An introduction to the development and evolution of American political ideas and what they mean for America. Topics to be covered include: revolution and constitutionalism; capitalism, liberty and equality; social Darwinism and industrial capitalism; social democracy and neoconservatism; feminism, racism, and multiculturalism.

**POLS 7040X Counter-Revolution**

30 hours plus conference; 3 credits

Studies the origins and nature of counterrevolutionary thinking and politics. Focuses on counterrevolutionary hostility to progressive politics—whether liberal, democratic, or revolutionary. Examines the role of counterrevolutionary arguments in contemporary American politics.

**POLS 7050X Fear in Politics**

30 hours plus conference; 3 credits

Examines the role of fear in politics. Readings from political theory (e.g., Hobbes, Montesquieu, Tocqueville, Arendt, Foucault), literature (e.g., Brecht, Solzhenitsyn, Kafka), and history. Focus on relationship between fear and the state, civil society, the workplace, and other private spheres. Case studies from the United States, Latin America, Soviet Union, and Nazi Germany.

**POLS 7060X Biopolitics**

30 hours plus conference; 3 credits

Investigation into the state's role in fostering the safety and welfare of its population. Examination of technologies of power for governing the life, health, and death of populations. Exploration of the theories of biopolitics and governmentality and their application to particular institutions and discourses such as public health, immigration, surveillance, risk assessment, and security. Exposure to different forms of critical analysis.

**POLS 7100X Twentieth-Century Political Thought**

30 hours plus conference; 3 credits

Examination of leading schools of political thought in the twentieth century, including Marxism, liberalism, democratic theory, feminism, and poststructuralism. Particular focus on the nature of the state; the status

and definition of rights; the tension between participation and individualism; the nature of class power and gender relations; the problems of imperialism and postcolonialism.

**POLS 7140X Theory of Anti-Capitalist Movements**

30 hours plus conference; 3 credits

Various theories of socialism and communism. Marx and the Marxists. Non-Marxist socialist thought. The course will examine the relationship between changing theoretical doctrines and political movements. Possible topics to be discussed include: the genesis of worker consciousness; the role of internal democracy in mass movements; the state of anticapitalist thinking and movements today.

**POLS 7150X Organization Theory**

30 hours plus conference; 3 credits

Theories of organization. Problems regarding public organizations. Concepts of authority, hierarchy, status, leadership.

**POLS 7160X Methodology: Empirical Political Science**

30 hours plus conference; 3 credits

Uses of quantitative methods in political research. Methodological issues such as factor analysis, interview design, survey research, content analysis, probability theory, simulation, and game theory. Implications for theory building in political science.

**POLS 7170X Master's Seminar**

30 hours plus conference; 3 credits

A guided research experience designed to allow students to conceptualize, organize, and complete a major policy paper. Class sessions will focus on problem identification and issues involving policy analysis. Students will be required to identify a policy problem, choose an applicable model for evaluating the problem, and complete a thirty-to forty-page policy paper containing a series of policy recommendations. Labor topics and labor-oriented policy analysis will be encouraged. Students will submit various pieces of the project according to a prearranged schedule. The class will be organized as a workshop to provide systematic feedback and direction of the various papers.

Prerequisite or corequisite: completion of 24 credits with a B average.

**POLS 7180X Ethics and Politics**

30 hours plus conference; 3 credits

Ethical issues as they arise within the context of government and politics with the aim of improving students' ability to think ethically about the means and ends of public policy and the behavior of public officials. Such topics as the following will be addressed: the use of deception in public life; the use of citizens as a means to governmental policy and the moral accountability of individual public officials; whistleblowing; and the ethical components in assessing such objectives of government as: distributive justice, equal opportunity, and nuclear deterrence.

**POLS 7190X Selected Topics in Political Theory**

30 hours plus conference; 3 credits

Topic varies from term to term. Students may take this course four times, but may not repeat topics. (Not open to students who have completed the same topic in Political Science 719.2X, 719.3X, or 719.4X.)

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## American government

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### **POLS 7200X U.S. Constitutional Law I**

30 hours plus conference; 3 credits

Relation of the judicial process and constitutional law to the political process in the United States. Judicial review; federalism. Separation and delegation of powers.

### **POLS 7210X U.S. Constitutional Law II**

30 hours plus conference; 3 credits

Civil liberties; civil rights; due process; equal protection of the laws.

### **POLS 7220X Criminal Justice and Public Policy**

30 hours plus conference; 3 credits

An analysis will be made of criminal justice decision making and crime policy by exploring contemporary empirical research. Institutions covered will include the police department, bar associations, the courts, and correction agencies. Crime control strategies to be analyzed include: deterrence, incapacitation, rehabilitation, decriminalization, diversion, and fortressing. Specific examples of actual or proposed policies to be studied are reduction of plea bargaining, mandatory imprisonment, elimination of parole, saturation policing, and capital punishment.

### **POLS 7240G Computer Applications in Political Science**

30 hours plus conference; 3 credits

Current use and potential applications of computers in political science. Emphasis on urban problems.

### **POLS 7300X U.S. Party System**

30 hours plus conference; 3 credits

The nature and function of U.S. political parties and interest groups and their growth and decline; the electoral process, organization and leadership, decision making; labor in the two-party system; labor and working-class electoral tendencies; labor and independent politics.

### **POLS 7310X Policy Formulation in U.S. Government**

30 hours plus conference; 3 credits

The changing nature of federalism and of the separation of powers as related to major problems facing the United States.

### **POLS 7320X The Presidency in the United States**

30 hours plus conference; 3 credits

The presidency as an office of national and international leadership.

### **POLS 7330X The Legislative Process in the United States**

30 hours plus conference; 3 credits

The function of Congress and state legislatures. Bases of representation. Internal politics. Procedures. Interest groups. Controls.

### **POLS 7340X Policy Analysis**

30 hours plus conference; 3 credits

Current problems, prospects, and projections of policy analysis in education, health, poverty, welfare, planning, urban renewal, police and law enforcement, and metropolitanization.

### **POLS 7350X Politics and Public Opinion Formation**

30 hours plus conference; 3 credits

The role of public opinion in different political systems. Formation of opinion. Political socialization; interest and pressure groups. Leaders and political behavior. Mass communications media.

### **POLS 7360X The Politics of the American Labor Movement**

30 hours plus conference; 3 credits

The influence that trade unions have in the political process (elections, parties, the legislature, and the courts) and the importance of state intervention to union organization and political power. Leading theories on union goals and relationship to the political system will be analyzed. Also covered will be specific policy objectives pursued by unions: e.g., health, safety, and welfare policies; employment security and labor relations policies; affirmative action and economic restructuring policies.

### **POLS 7370X Policy Evaluation**

30 hours plus conference; 3 credits

The nature, purposes, and methodology of policy evaluation. The relationship between policy evaluation and policy analysis. Description and differentiation of summative, goal-free, utilization-focused, formative, and cost-effectiveness evaluation. Analysis of various kinds of experimental, quasi-experimental, reflexive, process, and cost-effectiveness research designs for policy evaluation. Diagnosis of validity problems associated with each design.

### **POLS 7400X Public Administration**

30 hours plus conference; 3 credits

Theories and practice of public administration. The political context of public service. Policy implementation. Organizational design. Management techniques. Budgeting. Personnel administration. Evaluation. Union administration and management, mentor servicing, labor law, public sector collective bargaining. Labor unions and local, state, and federal administrative processes.

### **POLS 7450G Fieldwork / Internship**

3 credits

Students spend eight to 10 hours a week in a government or non-governmental agency and attend weekly seminars dealing with issues raised in their fieldwork assignments. The seminar is supervised jointly by an agency staff member and Brooklyn College faculty. Students write a paper on their work.

### **POLS 7470X Metropolitan Areas and Community Power Analysis**

30 hours plus conference; 3 credits

The urban power structure and the metropolitan complex. Regional planning for land use and transportation. Adjustment of government services to the metropolitan, social, and economic community. Political, fiscal, administrative, legal, constitutional problems. Changes in intergovernment relations. Labor and trade union power, labor-community coalitions, metro-unionism.

### **POLS 7480X Planning for Metropolitan Areas**

30 hours plus conference; 3 credits

The planning process in metropolitan governments. Administrative policies and machinery for dealing with regional problems. Planning problems of the New York metropolitan area.

**POLS 7491X Selected Topics in American Government**

30 hours plus conference; 3 credits

Topics vary from term to term. Students may take any combination of these courses for a total of 12 credits, but may not repeat topics. (Not open to students who have completed the same topic in Political Science 749.3X or 749.4X.)

**POLS 7492X Selected Topics in American Government**

30 hours plus conference; 3 credits

Topics vary from term to term. Students may take any combination of these courses for a total of 12 credits, but may not repeat topics. (Not open to students who have completed the same topic in Political Science 749.3X or 749.4X.)

**POLS 7510X Government of New York City/Urban Politics**

30 hours plus conference; 3 credits

The politics, government, administration of New York City in the context of the changing field of urban politics. Political economy; population changes; geographic differences; impact of the states and the federal government.

**POLS 7550X Health Care Politics**

30 hours plus conference; 3 credits

The scope and politics of government intervention in health care; topics include: national health insurance, federalism and the U.S. health-care system, the politics of professionalism, cost containment, privatization, health promotion, and reforming the health-care system. Debates over health policy will be traced historically and related to major policy models. Various approaches to the study of politics will be employed and illustrated with case studies from the health-care field.

**POLS 7570X Racial and Ethnic Politics in the United States**

30 hours plus conference; 3 credits

Framework for analyzing racial and ethnic politics in the United States, including historical, economic, social, as well as political factors. Topics include the civil rights movement, immigration policy, urban poverty, and contemporary debates involving racial and ethnic issues.

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**International relations**

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**POLS 7600X U.S. Foreign Policy**

30 hours plus conference; 3 credits

Historical development of United States foreign policy. Policies toward each world region. Ideological and political debates over specific policies and the use of power. Domestic factors affecting the determination and conduct of U.S. foreign policy.

**POLS 7610X Modern International Politics**

30 hours plus conference; 3 credits

Analysis of the basic factors shaping contemporary international politics; theories and approaches to the study of international politics; patterns of relations among states and non-state actors; sources and uses of power in the global arena.

**POLS 7620X International Organization**

30 hours plus conference; 3 credits

Major global and regional international organizations. The United Nations system.

**POLS 7630X International Law**

30 hours plus conference; 3 credits

The nature, sources, development of international law. Role and function of law in international society.

**POLS 7640X Global Gender Politics**

30 hours plus conference; 3 credits

Study of gender politics and policy around the globe. Examination of women's citizenship and impact of gender on public policy and of public policy on gender in a range of societies. Exploration of the gendered foundations and impacts of the international processes of globalization, militarization, and democratization. Exposure to several types of political analysis such as political ethnography and feminist comparative policy.

Prerequisite: None

**POLS 7650X Human Rights and World Politics**

30 hours; 3 credits

Study of human rights problems and the international community's approaches to them. Examination of the history of human rights, the functioning of human rights organizations, the relationship between human rights and political systems, and patterns of rights violations against different ethnic, racial, religious, gender, and other groups.

**POLS 7660X Globalization and International Cooperation**

30 hours plus conference; 3 credits

Contemporary developments in economic and political globalization and in cooperation among states. Analysis of international political economy and policy, North-South relations, and trade. Examination of cooperation on human rights, war, environment, minorities, culture, migration, refugees, genocide, health, and gender.

**POLS 7670X North-South Relationships in World Politics**

30 hours plus conference; 3 credits

Political and economic relationships between the wealthy countries of the global north and the poorer countries of the global south. Study of trade, debt, war, history, rights, nationalism, identity, labor, environment, immigration, and the world's approaches to these problems.

**POLS 7680X Global Politics and Global Climate Change**

30 hours plus conference; 3 credits

Examination of how international law, organizations, and relations respond to climate change. Critical analysis of national interests, the global commons, and policy impacts.

**POLS 7691X Selected Topics in International Relations**

30 hours plus conference; 3 credits

Topic varies from term to term. Students may take this course four times, but may not repeat topics. (Not open to students who have completed the same topic in Political Science 769.2X, 769.3X, or 769.4X.)

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**Comparative politics**

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**POLS 7380X Politics of Technology**

30 hours plus conference; 3 credits

Examination of the growing influence of technology on politics, work, consumption of information, participation as citizens. Study of technology and power relations, including effects on government, regulation, and social change. History of technological determinism; study of the theories and ideas informing conceptions of western technology. Study of a specific application in use today and its significance for politics and citizenship.

**POLS 7665X Political Economy of Migration**

30 hours plus conference; 3 credits

Presents the prominent themes, theoretical explanations, epochal and modern historical accounts of the political economy of migration on an international, regional, national, ethnic, and sub-national basis. Class will examine thematic and political-economic interpretations and theories of migration in the contemporary era.

**POLS 7712X Political Systems in Developing Areas:  
Regional Analysis: The Far East**

30 hours plus conference each term; 3 credits each term

Political modernization of developing areas. Process of transition from traditionalism to modernism. Developing political institutions and changing political processes in specific regions.

**POLS 7713X Political Systems in Developing Areas:  
Regional Analysis: The Middle East**

30 hours plus conference each term; 3 credits each term

Political modernization of developing areas. Process of transition from traditionalism to modernism. Developing political institutions and changing political processes in specific regions.

**POLS 7714X Political Systems in Developing Areas:  
Regional Analysis: Africa South of the Sahara**

30 hours plus conference each term; 3 credits each term

Political modernization of developing areas. Process of transition from traditionalism to modernism. Developing political institutions and changing political processes in specific regions.

**POLS 7716X Political Systems in Developing Areas:  
Regional Analysis: Latin America**

30 hours plus conference each term; 3 credits each term

Political modernization of developing areas. Process of transition from traditionalism to modernism. Developing political institutions and changing political processes in specific regions.

**POLS 7720X Comparative Politics**

30 hours plus conference; 3 credits

Introduction to the nature and methodology of comparative political research. Comparative study of governments from each world region. Cross-national analysis of major dimensions of the political processes, political structures, and state activities in Asia, Africa, the Americas, and Europe. Examination of the major themes of comparative politics such as democratization, nation building, ethnic conflicts, and social movements.

**POLS 7730X Postcommunist Politics**

30 hours plus conference; 3 credits

Examination of the history and politics of the postcommunist societies

of Eastern Europe and Central Eurasia. Analysis of the major puzzles of the region: democratization, the state and revolution, class and poverty, nation-building and disintegration, gender, and globalization.

**POLS 7740X The Military and Police in Politics**

30 hours plus conference; 3 credits

The roles, influences, and power of military, police, and other security forces in the politics of countries around the world. Patterns in national and international policies on crime, terrorism, and military issues.

**POLS 7760X Comparative Social Policy**

Hours to be arranged; 3 credits

Key areas of social policy, such as welfare, healthcare, and education, from a comparative perspective. Spans continents and specific geographical regions. Focus on tensions in social policymaking.

Prerequisites and/or corequisites: none.

**POLS 7770X Violence and Politics**

30 hours plus conference; 3 credits

Examination of violence in the politics of each world region. Study of civil war, political conflict, civil strife, economic protest, identity-based discrimination, violent crime, vigilantism, and other forms of violence in the development of countries and their current conditions.

**POLS 7775X Democratization**

30 hours plus conference, 3 credits

Examination of the process of democratization. Analysis of historical developments, obstacles to consolidation, implementation of standards, institutional arrangements, and contemporary variations of constitutional rule.

**POLS 7780X Political Development**

30 hours plus conference; 3 credits

The concept of development as a framework for the study of politics. Basic political concepts common to developing or Third World political systems and highly developed or technologically advanced political systems. Aspects of the process of development. Characteristic problems of societies at various stages of development. Patterns of interaction between developing and industrially advanced societies. Impact of these relationships on world politics.

**POLS 7790X Postindustrial Politics and the State**

30 hours plus conference; 3 credits

Examination of the nature, structure, and role of the modern state in diverse advanced, industrial settings. Political, economic, and social forces impinging on the state and its capability to respond to these challenges, demands, and expectations.

**POLS 7891X Selected Topics in Comparative Politics**

30 hours plus conference; 3 credits

Topics vary from term to term. Students may take this course four times, but may not repeat topics. (Not open to students who have completed the same topic in Political Science 789.2X, 789.3X, or 789.4X.)

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**Research courses**


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**POLS 7910G Master's Thesis**

30 hours plus conference; 3 credits

Research and writing of a master's thesis supervised by a faculty member. Students should see the graduate chair for guidelines, and must complete the thesis within two semesters.

Prerequisite: 21 credits and department approval.

**POLS 7930X Research Tutorial**

Hours to be arranged; 1 credit

Practical guidance for students writing Master's Theses in Political Science and International Affairs. Brief introduction to quantitative and qualitative methods employed in these fields. Overview of the process of writing a thesis, including formulating a research question, deciding on a method to collect and analyze information, and developing a credible argument based on logic and evidence. Assistance with goal setting and setting up peer writing groups.

Prerequisite or corequisite: Approval of the graduate deputy and completion of all required course work except the thesis, comprehensive or foreign language examination.

**POLS 7940X Independent Study**

Hours to be arranged; 3 credits

Study of a selected topic in political science developed by a group of 3 – 6 students and a faculty advisor, with a set of readings, written assignments, and regular meetings.

Prerequisite: at least 21 credits completed and submission of a course syllabus and permission of the deputy chairperson.

**POLS 7950G International Affairs Internships**

Supervised internship, 1 day per week for one semester; 3 Credits  
Assignment to an internship in an international affairs governmental or non-governmental organization. Under joint supervision by a faculty member and a supervisor at the organization who writes a letter describing the internship at the beginning of the semester and an assessment of work at the end. Students will also write a policy paper analyzing the principal issue on which their internships focus.

**The following inactive course(s) will only be offered if there is sufficient demand:**

POLS 7420X Law and the Behavioral Sciences

POLS 7715X Political Systems in Developing Areas: Regional Analysis: North Africa

## Psychology

Department office: 5401 James Hall  
Phone: 718.951.5601

### Full-time Faculty

Distinguished Professor: Sclafani

Professors: Abramov, Brauner, Delamater, Erdelyi, Ghirlanda, Hainline, Hardin, Hass, Kozbelt, Kuhlman, Osman, Owen, Pipe, Romer, Sclafani, Snadowsky

Associate Professors: Chanowitz, Grasso, Kurylo, McDonough, Rabin, Walder, Weston

Assistant Professors: Carmichael, Chapman, Chua, Crump, Drake, Gao, Kaciniak, Niwa, Reigada, Robles

Lecturers: Chalmers, Miles

### **M.A. degree program in experimental psychology** **HEGIS code 2002; SED program code 90064**

This program allows students to concentrate in the broad areas of cognition, learning, and perception as well as physiological, developmental, and social psychology. Focus is on preparation for a career in basic or applied research in a variety of settings. This program is also useful for those who wish to enroll in a doctoral program in psychology.

#### ----- Matriculation requirements

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Applicants should offer: (a) an overall GPA of 3.00 or better, (b) a minimum of 12 credits in psychology, and (c) courses both in statistics and in research methods, with a grade of B or better in both courses. General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission" of the Graduate Bulletin.

#### ----- Degree requirements

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Either 36 credits or 30 credits and a thesis, for which one opts by registering for Psychology 7781G, a three-credit course. The three required courses include Psychology 7703G, 7705G and 7706G. The remainder of each student's program consists of elective courses. Courses offered toward the degree must be 7000-level courses or higher. The comprehensive examination is a requirement of the program and students are eligible to take it when they have registered for their 24th credit.

### **M.A. degree program in industrial and organizational psychology - human relations** **HEGIS code 2008; SED program code 90065**

This program prepares the student for entry-level executive positions as generalists in the areas of personnel and human resources in organizations or for comparable-level positions in consulting firms that offer their services in these areas. It shares a common core of five courses with other concentrations in industrial and organizational psychology, but places additional emphasis on theory and practice at the group level of organizational activity.

#### ----- Matriculation requirements

#### ----- Matriculation requirements

Applicants should offer: (a) an overall GPA of 3.00 or better, (b) a minimum of 12 credits in psychology, and (c) courses both in statistics and in research methods, with a grade of B or better in both courses.

#### ----- Degree requirements

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Either 36 credits or 30 credits and a thesis, for which one opts by taking Psychology 7781G, a three-credit course. The eight required courses include either Psychology 7101G or 7231G; and 7110G, 7114G, 7105G, 7106G, 7210G, 7241G and one additional course from Psychology 7222G, 7223G, 7232G, 7244G, or 7242G. The remainder of each student's program consists of elective courses. Courses offered toward the degree must be 7000-level courses or higher. The comprehensive examination is a requirement of the program and students are eligible to take it when they have registered for their 24th credit.

### **M.A. degree program in industrial and organizational psychology - organizational behavior** **HEGIS code 2008; SED program code 90066**

This program prepares the student for entry-level executive positions as generalists in the areas of personnel and human resources in organizations or for comparable-level positions in consulting firms that offer their services in these areas. It shares a common core of five courses with other

concentrations in industrial and organizational psychology, but places additional emphasis on theory and practice at the organizational level of organizational activity.

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Matriculation requirements

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Matriculation requirements

Applicants should offer: (a) an overall GPA of 3.00 or better, (b) a minimum of 12 credits in psychology, and (c) courses both in statistics and in research methods, with a grade of B or better in both courses.

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Degree requirements

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Either 36 credits or 30 credits and a thesis, for which one opts by taking Psychology 7781G, a three-credit course. The eight required courses include Psychology 7101G or 7231G; and 7105G, 7106G, 7210G, 7221G, 7222G, 7241G, and 7242G. The remainder of each student's program consists of elective courses. Courses offered toward the degree must be 7000-level courses or higher. The comprehensive examination is a requirement of the program and students are eligible to take it when they have registered for their 24th credit.

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**M.A. degree program in mental health counseling**  
**HEGIS code 2104.10; SED program code 30978**

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The 60-credit master's degree in Mental Health Counseling (MHC) prepares students to work as mental health counselors within medical, community, and private practice settings. Through rigorous academic coursework and clinical internship training, students learn to apply mental health approaches to contemporary practice, assessment, and treatment. The MHC Program provides in-depth exposure to three principal approaches to counseling: psychodynamic, experiential/humanistic, and cognitive-behavioral. In addition to the internship, students perform intake evaluations and psychotherapy at the College's counseling center. The Program focuses primarily on clinical work with adults and families. After 3,000 hours of supervised, post-degree experience students are eligible to take an exam for licensure permitting private and independent practice of counseling.

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Matriculation requirements

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Applicants must offer a minimum of 15 credits in undergraduate courses in psychology, with at least one course in each of the following areas: child or adolescent (developmental) psychology; general or introductory psychology; abnormal psychology, personality or psychopathology; and statistics or evidence of appropriate comparable background in related fields. Applicants must provide a personal statement, including discussion of related work, internship and/or personal experiences. Applicants must also submit letters of recommendation from individuals familiar with applicants' professional and academic experience. The program invites selected applicants to participate in an interview and to complete an on-site writing sample.

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

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Degree requirements

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Sixty credits are required for the degree, a minimum of 48 of which must be taken in the Psychology Department. Students must pass a comprehensive examination after completing 48 credits.

Required courses are: Psychology 7410G, 7720G, 7755G, 7421G, 7431G, 7771G, 7441G, 7449G, 7442G, 7443G, 7110G, 7544G, 7591G, 7545G, 7106G, 7592G, 7245G; the remainder of each student's program must be approved by the program director. The program may be completed on either a full- or part-time basis.

Failure to earn a grade of B (3.00) or better in any one attempt at Psychology 7431G, 7449G, 7591G or 7592G may result in implementation of a student remediation plan, independent of the overall GPA, as deemed appropriate and according to procedures adopted by the department. Following remediation, failure to earn a grade of B or better in a subsequent attempt at Psychology 7431G, 7449G, 7591G, or 7592G may result in restrictions on registration in the Mental Health Counseling program. In addition, continued enrollment in all clinical practicum and internship courses is also contingent upon the student's adherence to and demonstration of standards of professional conduct and demeanor as deemed appropriate by the psychology department in concurrence with standards codified in the American Psychological Association and American Counseling Association and American Mental Health Counseling Association professional and ethical codes and guidelines and New York State regulations, as well as Brooklyn College standards for student conduct. These standards include, but are not limited to, confidentiality, client welfare, honesty, and academic integrity. Significant and/or repeated violations of these standards may result in dismissal from the Mental Health Counseling program when warranted and in conformity with policies and procedures adopted by the department and the College as appropriate.

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New York State Mental Health Counseling Licensure

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3,000 hours of supervised post-degree experience are required to be eligible to take the examination for licensure permitting private practice of mental health counseling. Information about New York State licensure for mental health counseling may be found at: <http://www.op.nysed.gov/home.html>.

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## CUNY Ph.D.

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The City University of New York offers doctoral programs in which Brooklyn College faculty participate. General information about CUNY Ph.D. programs is in the chapter "Support for Academic Success in Graduate School."

### Courses

Students may apply graduate or undergraduate courses toward fulfillment of a prerequisite unless otherwise stated.

#### **PSYC 7101G Human Relations Training Seminar I**

45 hours; 3 credits

A training-group approach. Participant orientation to group processes; assessment of such relevant interpersonal competences as leadership and assertiveness; observation and analysis of group process; group diagnosis; personal development; improvement of interpersonal skills; intervention analysis. (Not open to students who have completed Psychology 770G, 777IG [77IG].)

Prerequisite of 7101G: permission of the deputy chairperson.

#### **PSYC 7105G Quantitative Techniques in Industrial and Organizational Psychology**

45 hours; 3 credits

This course will focus on the applications of statistics relevant to problems in industrial and organizational psychology. In addition to standard descriptive and inferential statistical procedures, the course will include a wide variety of correlational procedures, nonparametric procedures, chi-square, survey design procedures, and psychological scaling techniques.

Prerequisite: permission of the deputy chairperson.

#### **PSYC 7106G Research and Program Evaluation Methods in Applied Psychology**

45 hours; 3 credits

A critical examination of a wide variety of research and program evaluation designs and methods used in applied areas of psychology.

Prerequisite: Permission of the chairperson

#### **PSYC 7109G Special Topics in Human Relations Training**

45 hours; 3 credits

Topics vary from term to term.

#### **PSYC 7110G Theories of Group Process I**

45 hours; 3 credits

The conceptual underpinnings and methodological perspectives of group process. The theories that have developed to support the activities that promote learning and change in individuals participating in a small group interactive experience. The relevance of theoretical models and cognitive structures in small groups.

Prerequisite: permission of the chairperson.

#### **PSYC 7112G Intervention Theory and Practice I**

45 hours; 3 credits

Analysis of the types of intervention available to the group leader and an evaluation of their effects on learning within the group. Intervention strategies are explored in the context of a variety of potential group situations. The development of individual intervention styles for increasing effectiveness is emphasized.

Prerequisite: Psychology 7101G [770.IG] and permission of the deputy

chairperson.

#### **PSYC 7114G Psychology of Small Groups I**

45 hours; 3 credits

Development of small groups; theories of group development. Study of group processes; factors that enhance or inhibit group effectiveness and productivity; practice in group diagnostic skills; individual skills that increase group effectiveness.

Prerequisite: permission of the deputy chairperson.

#### **PSYC 7115G Psychology of Small Groups II**

45 hours; 3 credits

Continuation of Psychology 7114G [776G].

Prerequisite: Psychology 7114G [776G] and permission of the deputy chairperson.

#### **PSYC 7209G Special Topics in Organizational Behavior**

15-45 hours; 1-3 credits

Topics vary from term to term.

#### **PSYC 7210G Psychological Concepts and Methods: Issues In Organizational Psychology**

45 hours; 3 credits

Introduction to major psychological concepts applicable in organizational theory. Includes scientific basis of psychology, experimental methods, psychodynamic personality theory, psychopathology, relevant topics in social psychology, motivation theory, group behavior theory.

#### **PSYC 7221G Social Systems Sciences Theory: Assessing Organizational Structure, Design and Technology**

45 hours; 3 credits

Review of macro-theory concerning structures and processes within major subsystems, organizations, and their environments, and the linkages among them. Assessment of macro-oriented organizational research.

Prerequisite or corequisite: Psychology 7210G [785.IG].

#### **PSYC 7222G Macro-Organizational Applications: Organizational Diagnosis and Consultation**

45 hours; 3 credits

An evaluation of methods of organizational diagnosis including psychodynamic and sociotechnical approaches. Special attention will be paid to the use of psychoanalytic theory in organizational diagnosis and consultation.

#### **PSYC 7224G Systems Approaches to the Psychology of Work**

45 hours; 3 credits



An examination of sociotechnical and psychoanalytic theory in the understanding of issues in the quality of working life. A review of recent research and practice.

**PSYC 7228G Workplace Communication in Organizations**

45 hours; 3 credits

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

**PSYC 7231G Social Systems Sciences Theory: Group Relations Issues in Organizational Psychology**

45 hours; 3 credits

Introduction to the major theoretical approaches to analysis of group and intergroup behavior in organizational settings. Primary focus on psychodynamic interpretation of group dynamics and behavior. Topics: primary task; task and sentient groups; basic assumption groups; role of anxiety, defense, and regression; nature of leadership and authority; developmental trends in groups.

Prerequisite or corequisite: Psychology 7210G [785.1G].

**PSYC 7232G Group Relations Applications: Approaches to Training and Development**

45 hours; 3 credits

Examination of specific cases of training and organization development with groups. Special emphasis on recent corporate interventions.

Prerequisite: Psychology 7210G [785.1G] and 7231G [787.10G] or permission of the instructor.

**PSYC 7241G Social Systems Sciences Theory: The Individual in the Organization**

45 hours; 3 credits

Introduction to the major theoretical approaches to analysis of individual behavior in organizational settings. Primary focus is on psychodynamic interpretation of individual behavior in a group and organizational context. Topics: person/role boundary; role of anxiety, defense, and regression; nature of leadership and authority; work attitudes (job satisfaction, job involvement, and organizational climate); motivational traits and environments; job performance.

Prerequisite or corequisite: Psychology 7210G [785.1G].

**PSYC 7242G Human Resources Management Applications: The Individual/Organizational Boundary**

45 hours; 3 credits

Current corporate examples of human resource systems and their impact on the individual. Topics: manpower planning; assessment centers; performance appraisal; wage and salary administration; benefit programs; incentives; and performance standards.

Prerequisite: Psychology 7210G [785.1G] and 7241G [788.10G] or permission of the instructor.

**PSYC 7243G Labor Relations: Quality of Working Life Issues, Productivity, and Unions**

45 hours; 3 credits

Assessment of the relationship between quality of working life, changes in productivity, and the negotiations process. Examination of contemporary labor-management experiments.

Prerequisite: Psychology 7210G [785.1G] and 7231G [787.10G] or permission of the instructor.

**PSYC 7244G Leadership, Power, and Executive Stress**

45 hours; 3 credits

Alternative theories of leadership, power, and executive stress in organizations.

Prerequisite: Psychology 7210G [785.1G] and 7241G [788.10G] or permission of the instructor.

**PSYC 7245G Career Development**

45 hours; 3 credits

Career development patterns in relation to maturation. Special attention to mid-career crisis, career change, obsolescence, outplacement, and retirement.

Prerequisite: Psychology 7210G [785.1G] and 7241G [788.10G] or permission of the instructor.

**PSYC 7246G International Human Resource Management**

45 hours; 3 credits

Human resource decisions and practices in an international context. Topics include: recruiting, selection, expatriation, repatriation, training, career management, performance management, compensation, and cross-cultural issues. This course is the same as Business 7250X [718X].

Prerequisite: an undergraduate course in human resource management or permission of the instructor.

**PSYC 7247G Managing Diversity in the Global Economy**

45 hours; 3 credits

The course will cover the following topics: diversity and individuals; defining diversity in a global context; theoretical perspectives on workplace diversity; diversity legislation in a global perspective; discrimination and fairness in employment; global demographic trends; diversity management; interpersonal relationships in a global context; intercultural communication process; intercultural negotiation process; politico-legal, economic and business environments in selected countries in a comparative perspective with those of the United States; and cultural values, communication patterns and negotiation styles in selected countries. This course is the same as Business 7255X [719X].

**PSYC 7248G Gender and the Workplace**

45 hours; 3 credits

Introduction to gender issues in the workplace. Includes a review of research in workplace equality between genders; cultural, societal and economic stereotypes of women; variances in communication methods; and organizational improvement.

**PSYC 7410G Foundations of Mental Health Counseling**

45 hours; 3 credits

Introduction to mental health assessment, counseling and psychotherapy; counseling and psychotherapy research; professional, ethical, and multicultural issues.

Prerequisite: permission of chairperson.

**PSYC 7421G Assessment Techniques**

45 hours; 3 credits

Clinical techniques in assessment.

Prerequisite: permission of the chairperson.

### **PSYC 7431G Assessment Practicum**

45 hours; 3 credits

Clinical interviewing and psychological assessment practicum.

Prerequisite: permission of the chairperson. Pre- or co-requisite: Psychology 7421G [788.21G].

### **PSYC 7441G Social, Linguistic and Cultural Foundations of Counseling**

45 hours, 3 credits

Examines the impact of social, linguistic and cultural factors have on case conceptualization and diagnosis, ethical practice, counselor emotional self-knowledge and counseling skills.

Prerequisite: permission of chairperson.

Pre- or co-requisites: Psychology 7410G [744.10G]; Psychology U7720G [720G]; Psychology U7755G [755G]; and Psychology 7421G [788.21G].

### **PSYC 7442G Psychodynamic Approaches to Counseling and Psychotherapy**

45 hours; 3 credits

Introduction to psychodynamic approaches to mental health counseling and psychotherapy.

Prerequisite: permission of chairperson.

Pre- or corequisites: Psychology 7410G [744.10G]; Psychology U7720G [720G]; Psychology U7755G [755G]; and Psychology 7421G [788.21G].

### **PSYC 7443G Cognitive and Behavioral Approaches to Counseling and Psychotherapy**

45 hours; 3 credits

Introduction to cognitive and behavioral approaches to counseling and psychotherapy.

Prerequisite: permission of chairperson.

Pre- or co-requisites: Psychology 7410G [744.10G]; Psychology U7720G [720G]; Psychology U7755G [755G]; and Psychology 7421G [788.21G].

### **PSYC 7449G Mental Health Counseling Practicum**

45 hours; 3 credits

Introductory mental health counseling and psychotherapy practicum; basic counseling techniques.

Prerequisite: Psychology 7431G [788.31G] and permission of the chairperson.

### **PSYC 7544G Experiential Approaches to Counseling and Psychotherapy**

45 hours; 3 credits

Introduction to experiential and humanistic approaches to counseling and psychotherapy.

Prerequisite: permission of chairperson.

Pre- or co-requisites: Psychology 7410G [744.10G]; Psychology U7720G [720G]; Psychology U7755G [755G]; and Psychology 7421G [788.21G].

### **PSYC 7545G Assessment, Counseling and Psychotherapy with Couples and Families**

45 hours; 3 credits

Introduction to counseling and psychotherapy with couples and families; related research.

Prerequisite: permission of chairperson.

Pre- or co-requisites: Psychology 7410G [744.10G]; Psychology U7720G [720G]; Psychology U7755G [755G]; and Psychology 7421G [788.21G]; Psychology 7442G [754.20G].

### **PSYC 7546G Child and Adolescent Mental Health Counseling**

45 hours; 3 credits

Introduction to treatment of children and adolescents in mental health counseling.

Prerequisites: permission of chairperson; completion of Psychology 7442G and 7443G.

### **PSYC 7571G Neuroscience, Trauma, Psychopharmacology, and Severe Mental Illness in Mental Health Counseling**

45 hours; 3 credits

Introduction to treatment of severe mental disorders, trauma, psychopharmacology, and neuroscience in mental health counseling.

Prerequisite: Permission of chairperson; completion of Psychology 7442G [754.20G] (7442) and 754.30G [7443].

### **PSYC 7591G Mental Health Counseling Internship I**

90 hours; 6 credits

A term (at least 300 hours, including at least 120 direct service counseling hours) of supervised internship in a mental health work setting similar to that in which the student expects to work as a counselor. Interns are expected to perform a full range of mental health counseling functions supervised by college and site personnel.

For Psychology 7591G and 7592G, interns must complete the two terms of internship at a single (the same) site for both courses or, if this is not possible, no fewer than 7 consecutive months and 450 hours, including 180 direct service counseling hours, at a single (either the original or a new) site in conformity with procedures adopted by the department.

Prerequisite: permission of chairperson; completion of Psychology 7442G [754.20G] and 7443G [754.30G].

### **PSYC 7592G Mental Health Counseling Internship II**

90 hours; 6 credits

A term (at least 300 hours, including at least 120 direct service counseling hours) of supervised internship in a mental health work setting similar to that in which the student expects to work as a counselor. Interns are expected to perform a full range of mental health counseling functions supervised by college and site personnel.

For Psychology 7591G and 7592G, interns must complete the two terms of internship at a single (the same) site for both courses or, if this is not possible, no fewer than 7 consecutive months and 450 hours, including 180 direct service counseling hours, at a single (either the original or a new) site in conformity with procedures adopted by the department.

Prerequisite: permission of chairperson; completion of Psychology 7591G [795.10G].

### **PSYC U7700G History of Psychology**

45 hours; 3 credits

Historical development of modern psychology.

### **PSYC U7703G Design of Psychological Research**

45 hours; 3 credits

Consideration of the basic principles of research methodology as involved in the design of psychological research. Attention given to possible and likely sources of confounding in behavioral research and appropriate control procedures for dealing with them.

**PSYC U7704G Instrumentation in Experimental Psychology**

30 hours lecture, 30 hours laboratory; 3 credits

Lecture and laboratory illustrating the use of physical instruments in the generation of stimuli and measurement of responses. Techniques taught are general rather than specific to any particular area in psychology. No specialized background is assumed. (Not recommended for students with extensive experience in programming psychological equipment.)

**PSYC U7705G Statistical Methods in Psychology I**

30 hours lecture, 30 hours conference or laboratory; 3 credits

Advanced treatment of basic concepts of probability and inferential statistics. Statistical tests based on binomial, normal, chi-square, t, F distributions. (Not open to students who have completed Biology 781G.)

**PSYC U7706G Statistical Methods in Psychology II**

30 hours lecture, 30 hours conference or laboratory; 3 credits

Continuation of Psychology U7705G [705G]. Complex experimental designs; standard techniques of fitting curves to data; correlation; nonparametric and short-cut methods.

Prerequisite: Psychology U7705G [705G].

**PSYC U7707G Multivariate Statistical Methods**

45 hours; 3 credits

Detailed analysis of some major multivariate statistical procedures. Multiple regression; discriminant function analysis; multivariate analysis of variance; canonical correlation; factor analysis.

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

15-45 hours; 1-3 credits

Topics vary from term to term.

**PSYC U7710G Advanced Physiological Psychology I**

45 hours; 3 credits

Mechanisms of excitation; synaptic interaction; advanced topics in sensory psychophysiology; rhinencephalon and affective behavior.

Prerequisite: an undergraduate course in physiological psychology

**PSYC U7711G Advanced Physiological Psychology II**

45 hours; 3 credits

Comprehensive survey of brain-behavior relationships. Neurological, physiological, biochemical, endocrinological approaches to defining behavior processes.

Prerequisite: Psychology U7710G [710G].

**PSYC U7716G Comparative Psychology**

45 hours; 3 credits

Major topics in this field.

Prerequisite: an undergraduate course in comparative psychology.

**PSYC U7718G Ethology**

30 hours plus conference ; 3 credits

Species-specific behaviors and their physiological and endocrinological bases. Problems of phylogeny, evolution, ontogeny, instinct theory

Prerequisite: A graduate course either in comparative or physiological psychology

**PSYC U7720G Developmental Psychology**

45 hours; 3 credits

Survey of psychological development throughout childhood and adolescence.

**PSYC U7730G Psychology of Learning**

45 hours; 3 credits

Representative investigations and theories of learning.

**PSYC U7735G Psychology of Perception**

45 hours; 3 credits

Experimental foundations and theoretical approaches to problems in perception.

**PSYC U7736G Sensory Psychology**

45 hours; 3 credits

Detailed consideration of sensory processes and their mediating neural mechanisms.

**PSYC U7737G Development of Cognition**

30 hours plus conference; 3 credits

Cognition from the development point of view. Comparative studies of animals, children, and normal and abnormal adults examined in terms of cognitive function.

**PSYC U7738G Cognitive Psychology**

45 hours; 3 credits

Mental phenomena in terms of strategies of information processing. Nature and speed of different stages and types of perceptual and cognitive operations. Cognitive approach to storage and retrieval processes. Conditions that determine generation and evaluation of strategies. Facts and theories concerning attention, imagery, awareness.

**PSYC U7740G Advanced Psychology of Personality**

45 hours; 3 credits

Discussion and reports on topics in the field.

Prerequisite: a course in the psychology of personality.

**PSYC U7741G Psychoanalytic Theory I**

45 hours; 3 credits

Historical development of psychoanalytical theory is traced through a study of Freud's work. Major papers of each period of development are selected for detailed study and discussion.

**PSYC U7745G Human Motivation**

45 hours; 3 credits

Review of theory and research on such major current topics as arousal, curiosity, anxiety, achievement motivation, conflict, reinforcement, social motivation. Some consideration of methods of measuring human motivation.

Prerequisite: a graduate course in personality or learning.

### **PSYC U7746G Advanced Social Psychology**

45 hours; 3 credits

Advanced topics in social psychology.

Prerequisite: a course in social psychology.

### **PSYC U7747G Experimental Social Psychology**

45 hours; 3 credits

Critical examination of selected areas and relevant research methods in social psychology. Independent or group research on selected problems.

Prerequisite: Psychology U7705G [705G] and 7746G [U746G].

### **PSYC U7751G Computer Simulation of Psychological Process**

45 hours; 3 credits

Discussion of attempts to simulate complex mental phenomena by computer. Value of making psychological theories explicit using computer models. Analysis of problems in the construction and evaluation of these models; examples from the fields of perception, problem solving, personality.

### **PSYC U7752G Language and Thought**

45 hours; 3 credits

The nature, acquisition, behavioral effects of language. Language is studied in its phonological (phonetic), morphological (grammatical-rhetorical), semiological (semantic) aspects. Nature of semiotics (syntactics, semantics, and pragmatics), ambiguity, metaphor, bilingualism.

### **PSYC U7753X Foundations of Cognitive Science**

45 hours; 3 credits

Bases for intelligent behavior in humans, animals, and machines. Human and machine intelligence are compared with respect to visual perception, speech perception, language comprehension, learning, and other adaptive mechanisms. This course is the same as Computer and Information Science 7400X [732.1X].

Prerequisite: a course in probability and statistics; and knowledge of such high-level programming languages as Pascal, PL/I, or LISP.

### **PSYC U7754G Natural-Language Processing**

45 hours; 3 credits

The study of natural-language processing including linguistic theory, the formal theory of languages, and psycholinguistic investigations into human natural-language processing, both from the point of view of modeling human processing and of developing practical systems for machine processing of natural-language material. This course is the same as Computer and Information Science 7430X [733X].

Prerequisite: Computer and Information Science 6006X [622X] or a course in data structures.

### **PSYC U7755G Psychopathology**

45 hours; 3 credits

Intensive study of case material in psychological literature of some theoretical and practical problems in the diagnosis, etiology, and dynamics of psychological disorders.

Prerequisite: Permission of the chairperson

### **PSYC U7763G Psychophysical Methods**

45 hours; 3 credits

Systematic study of current psychophysical theory and methods including traditional approaches and more recent developments.

### **PSYC U7771G Ethical and Legal Issues for Psychologists**

45 hours; 3 credits

Ethical and legal issues that arise in all aspects of the functioning of psychologists as scientists, academics, and practitioners. Students will be introduced to the ethical principles of the professional and relevant legal issues. Illustrative cases will be drawn from the American Psychological Association publication, Ethical Principles in Psychology, and from other courses. These will be discussed in order to facilitate the recognition and analysis of ethical problems that arise in a variety of settings, including animal as well as human research, clinical practice, and consultation.

### **PSYC 7781G Research in Psychology**

45 hours; 3 credits

Research for master's thesis supervised by a faculty member. Credit is not earned until the thesis is accepted. Students register for this course only once.

### **PSYC 7791G Independent Reading**

Minimum of 135 hours of independent work and conference; 3 credits Reading, approved by a faculty adviser, in an area of psychology. One or more written reports or a final examination. (Psychology 7791G [791.1G] is not open to students who have completed Psychology 791G.)

Prerequisite: matriculation in the psychology program.

### **PSYC 7792G Independent Reading**

Minimum of 135 hours of independent work and conference; 3 credits Reading, approved by a faculty adviser, in an area of psychology. One or more written reports or a final examination. (Psychology 7791G [791.1G] is not open to students who have completed Psychology 791G.)

Prerequisite: matriculation in the psychology program.

### **PSYC 7795G Independent Psychological Research I**

Minimum of 135 hours; 3 credits

Research project supervised by a faculty member. (Psychology 7795G [799.1G] is not open to students who have completed Psychology 799G.)

### **PSYC 7796G Independent Psychological Research II**

Minimum of 135 hours; 3 credits

Research project supervised by a faculty member. (Psychology 7795G [799.1G] is not open to students who have completed Psychology 799G.)

**The following inactive course(s) will only be offered if there is sufficient demand:**

- PSYC 7102G Human Relations Training Seminar II
- PSYC 7111G Theories of Group Process II
- PSYC 7113G Intervention Theory and Practice II
- PSYC 7211G Organizational Psychodynamics
- PSYC 7223G Strategies of Intervention in Organizations
- PSYC 7225G Planning and Control System Psychology
- PSYC 7226G Psychology of High-Technology and MIS Implementation
- PSYC 7227G Human Factors in Design and Engineering
- PSYC 7233G Sociotechnical Systems Analysis: Autonomy in Groups
- PSYC 7234G Action Research, Psychodynamic Theory, and Group Motivation
- PSYC 7235G Small Work Group Consultation
- PSYC U7733G Information and Decision Processes in Human Behavior
- PSYC U7742G Psychoanalytic Theory II
- PSYC 7780G Quantitative Methods in Psychology

## Puerto Rican and Latino Studies

Department office: 1205 Boylan Hall  
Phone: 718.951.5561

### Full-time Faculty

Associate Professors: Martinez, Perez, Perez y Gonzalez  
Assistant Professor: Aja  
Lecturer: Nadal

The Brooklyn College Department of Puerto Rican and Latino Studies, formerly the Department of Puerto Rican Studies, established in 1970, was engendered by the civil rights movements and student activism. The department is an academic unit committed to community involvement focused on Puerto Rico and Latin America, and stateside Puerto Ricans and Latinas/os.

The department offers courses in conjunction with other College departments and programs, including Africana studies, American studies, anthropology and archaeology, archival studies (Brooklyn College Library), Caribbean studies, children and youth studies, economics, comparative literature (English), history, human resource management and diversity studies (sociology), interdisciplinary studies (communication), studies in religion, sociology, and women's and gender studies as well as the Conservatory of Music. Our department also participates in the graduate teaching fellows program of the Brooklyn College School of Education.

Students are encouraged to utilize the research resources of the Brooklyn College Center for Latino Studies as well as the CUNY Center for Puerto Rican Studies at Hunter College.

The following courses are offered as electives for students in other fields: Puerto Rican and Latino Studies 7415X, 7145X, and 7420X are among the required courses for students in the master of science in education degree program in elementary education who are specializing in bilingual teaching and planning to teach children whose native language is Spanish. Puerto Rican and Latino Studies 7345X or 7350X may be taken to fulfill requirements for the master of arts degree program in Spanish offered by the Modern Languages and Literatures Department.

## Courses

### PRLS 7140X Schools and Language Communities

30 hours plus conference; 3 credits  
Focuses on selected language communities in the United States urban environment. Urban areas as multicultural/multilingual microcosms. Importance of language variety. Development of new curricular models designed to address the needs of students from diverse ethnolinguistic backgrounds. Theories, writings, and research studies in linguistics and sociolinguistics. Community-based influence on language expectation and attitudes. Intergenerational language shifts. Awareness of community and home language use as necessary toward the transformation of the school setting.

Prerequisite: at least 3 graduate credits in education, the social sciences, or the humanities or permission of the chairperson.

### PRLS 7145X Bilingualism: Characteristics and Practices

30 hours plus conference; 3 credits  
Study of the acquisition of two or more languages with special emphasis on Spanish-English bilingualism in the U.S. Philosophy and general practices related to bilingual programs in U.S. schools. International perspectives on bilingualism with selected case studies. Discussion of language policy and planning in developed and developing countries. Theories, writings, research studies in socio- and psycholinguistics. Application centered on the psycho-sociological background for language development in Puerto Rican and other Latino children. Independent research and professional development workshops.

Prerequisite: at least 3 graduate credits in education, the social sciences, or the humanities or permission of the chairperson.

### PRLS 7415X Puerto Rican Society

30 hours plus conference; 3 credits  
Colonial heritage and its evolution in Puerto Rican society. Contemporary social reality in Puerto Rico in terms of foreign and native influences. Issues of race, gender, class, and identity. Role of family, social interpretation of historical processes with regard to trends and attributes accepted, transmitted, developed in the society.

### PRLS 7420X Puerto Rican and Latino/a Communities in Urban Areas

30 hours plus conference; 3 credits  
Historical overview of the social, political, cultural, and organizational development of Puerto Rican communities set within the broader context of Latino/a history in the United States. Population and demographic distribution in urban areas. The significance of the New York Puerto Rican community. Analysis and evaluation of institutions created by Puerto Ricans and other Latino/as; impact on mainstream culture. Interdisciplinary and intergenerational perspectives. Independent community study project.

Prerequisite: At least 3 graduate credits in social sciences or humanities or permission of the chairperson.

### PRLS 7450X Summer Seminar

45 hours lecture, 90 hours supervised fieldwork and independent study; 6 credits  
In cooperation with institutions of higher education in Puerto Rico, the United States, the Caribbean, Latin America, Africa, or Europe, the department offers opportunities for study abroad. Field trips to places

of cultural and historical significance. Lectures by scholars from Brooklyn College and the host country. Independent and/or group research. Students may take the course for credit twice, with the permission of the chairperson, but may not repeat countries. Consult department for locale of a specific offering. Travel and accommodation fees are required.

Prerequisite: permission of the chairperson in consultation with the instructor.

**The following inactive course(s) will only be offered if there is sufficient demand:**

PRLS 7345X Puerto Rican Narrative and Drama

PRLS 7350X Puerto Rican Poetry and Essay

## Sociology

Department office: 3612 James Hall  
Phone: 718.951.5314

### Full-time Faculty

Professors: Gould, Lenzer, Lewis, Shortell, Zuki  
Associate Professors: Bank Munoz, Braine, Brown, Porter, Smithsimon, Vitale  
Assistant Professors: Fox, Johnson, Manohar, Molina, Pan

With its study of social life, social change, and the social causes and consequences of human behavior, sociology is remarkably dynamic and extraordinarily broad. The sociology curriculum strongly emphasizes social theory and methods and will help you to understand the workings of societies, their institutions, organizations and groups by exposing you to the history, knowledge, theory and methods of the discipline. Faculty teaching in the program are active researchers. Our curriculum emphasizes not only formal knowledge of methods of data collection and tools of data analysis but also practical judgment in research settings, including archives and in the field.

Electives include race and ethnicity, work and labor, globalization, social class, immigration, and criminology. By introducing you to the concepts, theoretical frameworks, and methodological techniques of sociology, we will help you develop a "sociological imagination," leading to a deeper understanding of the relationships between personal experience (your own and that of others) and the larger social world. In all of your sociology courses you will be asked to examine and query a "world taken for granted."

Graduates are well prepared for various careers. Many of our students are currently employed and are pursuing a degree that will help them advance their present careers. Some of our students go on to sociology Ph.D. programs, while others pursue jobs in government service or with community based non-profits.

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### M.A. degree program in sociology HEGIS code 2208; SED program code 02110

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This master of arts program is designed to help students advance their skills in the theories and methods used by sociologists as well as provide in-depth study in a variety of elective areas such as criminology, gender, class stratification, and urban sociology. Our students have access to a variety of support services including our computer lab, sociology lounge, and seminar room. All of our classes emphasize critical thinking and writing skills. Most courses have a seminar format with extensive interaction between students and faculty. All classes are offered in the evening to accommodate work schedules.

Many of our graduates are interested in going on to doctoral programs in sociology and we work with them to try to accomplish their goal. Others are currently employed and are pursuing a degree that will help them advance their present careers or move into new careers in government, social services, or community organizations.

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#### Matriculation requirements

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Applicants must offer at least 12 credits in advanced courses in sociology or a related social science, including a B+ or better in courses in social theory and methods of research, a writing sample, a personal statement, and two letters of recommendation. Graduate Record Examination (GRE) scores are encouraged.

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

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#### Degree requirements

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Thirty-one to 32 credits are required for the degree. Students must complete 24 credits in the Sociology Department. The following courses are required: Sociology 7101X, 7102X, 7111X, 7112G, and 7113G, each with a grade of B or higher in order to remain matriculated in the program.

Students who have completed a course in statistics or pass an examination in statistics may be exempt from Sociology 7112G with permission of the graduate deputy chairperson.

A thesis is required. The topic must be approved by a faculty advisor and the graduate deputy chairperson. Students must register for 7601G and then if necessary 7602G while completing the thesis.

Courses in the Sociology Department offered towards the degree must be 7000-level courses or higher.

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



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**CUNY Ph.D.**


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The City University of New York offers a doctoral program in sociology. General information about CUNY Ph.D. programs is in the chapter "Support for Academic Success in Graduate School." Sociology Department courses may be credited toward the CUNY doctoral degree with permission of the executive officer of the doctoral program. For information, students should consult the deputy chairperson of the Sociology Department and the executive officer of the doctoral program.

**Courses**

Unless a prerequisite is specific, students may apply graduate or undergraduate courses toward fulfillment of that prerequisite.

**SOCY 6101X Minority Groups**

30 hours plus conference; 3 credits  
Immigration movements to the United States. Refugees and policies regarding refugees. Cultural heterogeneity and emergence of new cultural syntheses. Ethnic and racial structure of the American people. Problems of adjustment and assimilation. Methods of solving intergroup tension and antagonism. (Not open to students who have completed Sociology 713X.)

Prerequisite: an introductory course in sociology.

**SOCY 6102X Sociology of Urban Communities**

30 hours plus conference; 3 credits  
Institutional and interpersonal concomitants of city life. Ancient and modern history of urban development. Major works and theorists. (Not open to students who have completed Sociology 7323X [724X].)

Prerequisite: an introductory course in sociology.

**SOCY 6103X Deviance and Social Problems**

30 hours plus conference; 3 credits  
Relationships between deviant behavior and social definitions of deviance. How definitions of deviance emerge when social problems are attributed to certain categories of people. Types of deviance include mental illness, physical disability, sexual deviations, alcoholism, drug addiction, retardation.

Prerequisite: an introductory course in sociology.

**SOCY 7101X Development of Sociological Theory**

3 hours; 3 credits  
Critical examination of major treatises and schools in the development of sociological theory from Comte to twentieth-century theorists.

**SOCY 7102X Contemporary Sociological Theory**

3 hours; 3 credits  
Critical discussion of current sociological theory. Relation of contemporary theory to empirical research.

**SOCY 7111X Qualitative Methods of Sociological Research**

3 hours; 3 credits  
Qualitative concepts and methods of sociological research; their application in representative published studies.

**SOCY 7112G Introductory Statistics**

3 hours; 3 credits  
Descriptive and inferential statistics appropriate for analysis of sociological data. Emphasis on concepts and implications of sociological

statistics rather than on mathematical foundations. Critical survey of statistical reasoning in major sociological studies.

**SOCY 7113G Advanced Statistics**

3 hours; 3 Credits  
Analysis of categorical data. Loglinear models for contingency tables. Logistic regression models. Aspects of multivariate analysis, multivariate normal distribution, MANOVA. Analysis of covariance, principal components, factor analysis. Classification and grouping techniques, discriminant function analysis, multidimensional scaling. Statistical computing.

Sociology 7112G [712G], or permission of the chairperson.

**SOCY 7201X Survey Research Methods**

3 hours; 3 credits  
Quantitative concepts and methods, including computer and other techniques used in large-scale surveys. Application of such concepts and methods to problems in social research.

**SOCY 7202X Social Networks**

3 hours; 3 Credits  
Theory and method of social network analysis. Sociograms and other graphical techniques. Logit ( $p^*$ ) models. Quantitative measures of network structure. Blockmodels and structural equivalence. Kin, friendship, community networks. Social capital and trust. Social influence networks. Organizations and structural networks. "Small world" dynamics.

**SOCY 7203X Who Counts? Population Trends, Power, Social Problems**

3 hours; 3 credits  
How population enumeration relates to social power and collective identity. Race, ethnicity, language, sexual behavior, and poverty trends as social problems. Visibility and social conflict. Politics and social history of U.S. Census. Applied demographic analysis and place-based research.

**SOCY 7314X Advanced Criminology**

3 hour; 3 credits  
Major sociological and cultural forces that lead to crime. Criminal behavior viewed as separable behavioral systems and as adaptations to variations in cultural standards and the social structure.

**SOCY 7321X Dynamics of Modernity and Globalization**

3 hours; 3 credits  
History, sociology, and ideas that led to the formation, structures, and processes of modern societies. Critical frameworks of understanding processes of social change and the role of social actors, institutions and

structures as dynamic aspects of modernization and modernity. Local, regional, national, and global impacts of processes of modernity such as industrialization, modern national state-formation, dependency, globalization, economic fragmentation and emerging cultural identities. Future and prospects of modernity.

### **SOCY 7322X Sociology of Power**

3 hours; 3 credits

Central problems of concern to sociologists studying the ability of individuals and groups to influence and/or control the behavior of others even against their will. Ways in which individuals and groups translate preferences into social organization. Focus on the institutionalization of power in states and economic structures. Competing sociological models and theories of power. Concepts of legitimacy and authority. The nature of power, inside of and outside of politics and governance. The dynamics of political and social change. Focus on the intersection of power and social class, gender and race.

### **SOCY 7323X Sociology of Work and Labor**

3 hours; 3 credits

Major theoretical debates in the fields of work and labor. Discussion of both the historical and contemporary nature of work. Shifts in the labor market. Race, gender, immigration and work. Industrialization and the rise of unions. Unions and workplace organizations as a model of social change.

### **SOCY 7341X Race and Ethnicity**

3 hours; 3 Credits

Overview of theories on race and ethnicity. Focus on urban environment. Relationship between different racial and ethnic groups. Development of racism and capitalism. Research paper required.

### **SOCY 7342X Immigrants in New York City**

3 hours; 3 credits

Immigration and immigrants in New York City in both historical and contemporary context. Major sociological perspectives on immigration. The immigrant experience in New York City. Immigrant organization and mobilization in New York City.

### **SOCY 7343X Social Class**

3 hours; 3 credits

Various class, estate, caste systems. Their influences on behavior and values. Their relation to political power, social prestige, consumption style. Social mobility.

### **SOCY 7344X Sociology of Gender**

3 hours; 3 credits

Exploration of the social construction of gender as a major social category and its production and maintenance as a master social status. Issues that will be explored are: gender and parenting; social scripting of sexuality; micropolitics of gender; gender, production, and power in nonindustrialized societies; gender and class in industrialized societies; occupational gender segregation in post-industrial societies; gender, class, and racial oppression in the United States; theories and strategies of feminism.

### **SOCY 7351X Sociology of Socialization**

3 hours; 3 credits

Social interactive processes that shape the individual's identification and participation in society. Social learning of culturally preferred and variant values, norms, role identifications and behaviors. Internalization and reinforcement by cumulative participation in role relationship systems of family, friends, school, religion, work. Dynamic interplay between primary and later socialization. Conflict and consensus among varying socialization sources. Functioning in social stability and social change including conditions of drastic resocialization.

### **SOCY 7352X Social Conflict**

3 hours; 3 credits

Major social bases of conflict: class, status, racial, generational. Means of conflict: nonviolent resistance, rioting, vigilantism, terrorism, guerilla warfare, revolution. Factors contributing to escalation and de-escalation of conflict. Termination and consequences of social conflict. Focus on theories of social conflict advanced by Marx, Simmel, Coser, Dahrendorf, others. Conflict in contemporary United States.

### **SOCY 7361X The Sociology of the Family**

3 hours; 3 credits

Analysis of interpersonal relationships and institutions in private life; their evolution under the influence of modernization, urbanization, technological change, secularization, and modern legal theory; their impact on social identity, child rearing, education, and social organization.

### **SOCY 7362X The Sociology of Aging**

3 hours; 3 credits

Changing demography of aging and emergence of the "new old." Comparison with the emergence of childhood and adolescence in earlier phases of Western history. Problem of adjusting theory and research to the rapidly changing character of older populations. Alternative perspectives on the study of aging. Continuity and discontinuity over the life cycle. Aging, social change, and social isolation. Contrasting views on the prospects of an "age irrelevant" society.

### **SOCY 7370X Environmental Sociology**

3 hours; 3 credits

Dynamic interactions between social systems and ecosystems; incorporating the natural environment as a variable in sociological analysis; social origins of major environmental stresses; social conflicts produced by environmental; approaches to resolving social system-ecosystem disjuncture; major theoretical frameworks and debates in the sub-discipline; roles of science and technology in generating and responding to socio-environmental disorganization; role of socio-economic inequality in environmental conflicts; emergence of environmental social movement coalitions; linkages between economic processes and sustainable development trajectories.

### **SOCY 7401X Seminar in Sociology**

3 hours; 3 credits

Lecture, reading, reports on selected topics in advanced sociology. Content of the course varies and is determined by students and instructor.

### **SOCY 7402X Research Seminar in Sociological Theory**

3 hours; 3 credits

**SOCY 7403X Research Seminar in the Urban Community**

3 hours; 3 credits

**SOCY 7501X Independent Reading**

Minimum of 135 hours of independent work and conference; 3 credits  
Critical study, in an area of sociology selected by the student, of reading approved by a faculty adviser. One or more written reports or a final examination.

Prerequisite: matriculation in the sociology program and permission of the deputy chairperson.

**SOCY 7601G Thesis Preparation**

15 hours, plus conference; 1 credit each term  
Research supervised by a faculty member for the thesis. The work must be awarded a grade of B or higher in order to be eligible for consideration toward the completion of the master of arts degree in sociology. Students register for each of these courses only once.

Prerequisite: 21 credits in sociology and permission of the deputy chairperson.

**SOCY 7602G Thesis Preparation**

15 hours plus conference; 1 credit each term  
Research supervised by a faculty member for the thesis. The work must be awarded a grade of B or higher in order to be eligible for consideration toward the completion of the master of arts degree in sociology. Students register for each of these courses only once.

Prerequisite: 21 credits in sociology and permission of the deputy chairperson.

**The following inactive course(s) will only be offered if there is sufficient demand:**

SOCY 7396X Sociology of Medicine

## Speech Communication Arts and Sciences

Department office: 3439 Boylan Hall  
Phone: 718.951.5225

### Full-time Faculty

Professors: Emmer, Geller, Gurland, Haas, Lu, Marton, Rubinstein, Silman  
Associate Professor: Schaeffer  
Assistant Professors: Beaumont-Bowman, Epstein, Fuse, Longtin, Neave-Ditoro, Thompson  
Lecturers: Sass-Brown, Stein

The Department of Speech Communication Arts and Sciences has both a distinguished faculty and cutting-edge resources that provide students with a comprehensive range of studies in all aspects of human communication and related pathologies. With a combination of coursework, research, and clinical practicum, students gain a thorough grounding in the mechanics of speech and language, and learn to recognize, diagnose and treat communication disorders in adults and children, including those related to voice, language, learning disabilities, aphasia, swallowing fluency, and speech sound production. Graduates of our program go on to careers in both the public and private sectors. Additional information regarding student outcomes can be found here:

[http://www.brooklyn.cuny.edu/web/academics/schools/socialsciences/graduate/speech\\_sciences/information/pathology.php](http://www.brooklyn.cuny.edu/web/academics/schools/socialsciences/graduate/speech_sciences/information/pathology.php)

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### M.A. degree program in speech HEGIS code 1506; SED program code 81376

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The master of arts degree in speech is being redesigned and the program is not currently accepting applications.

Public communication.

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Matriculation requirements

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Applicants must offer at least 18 credits in courses in speech including courses in argumentation and discussion.

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

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Degree requirements

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Thirty credits and a thesis or two terms of Speech 7821X are required for the degree.

Eighteen to 24 credits must be completed in courses in the Speech Department. The following courses are required of all students: Speech 702X, 7807X, 753X, 7802X, 7803X, and 7804X. Students who choose to write a thesis must also take Speech 7822G. Students who do not choose to write a thesis must also take two terms of Speech 7821X.

The remaining 12 credits required for the degree may be chosen from other departments with the approval of the department chairperson.

Students must pass a written comprehensive examination. Information about requirements for the comprehensive examination and thesis is in the section "Academic Regulations and Procedures."

Courses in the Speech Department offered toward the degree must be 7000-level courses.

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

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### M.S. degree program in speech - language pathology HEGIS code 1220; SED program code 77738

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This master of science degree program prepares students for careers as speech-language pathologists in community speech, language, and hearing centers, hospitals, school settings, rehabilitative agencies, and private practice. Academic, clinical, and research opportunities covering the range of disorders that occur throughout the lifespan are provided in state-of-the-art classrooms, clinical suites, and laboratories.

For additional program details please visit,  
[http://www.brooklyn.cuny.edu/web/academics/schools/socialsciences/graduate/speech\\_sciences/information/pathology.php](http://www.brooklyn.cuny.edu/web/academics/schools/socialsciences/graduate/speech_sciences/information/pathology.php)

Due to changes in entry-level degree requirements for certification in audiology from a master's to a doctoral level, the Brooklyn College program culminating in a master's degree with a major area of concentration in audiology is not accepting students at this time. Students interested in a career in audiology are advised to consider applying to the Graduate Center of the City University of New York which does offer a clinical doctoral (Au.D.) program, as part of a consortium with Brooklyn and Hunter Colleges.

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Matriculation requirements

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Applicants must offer at least 24 credits in speech-language pathology and audiology with grade point average of 3.00 or higher. The credits must include courses as follows: acoustics of speech and hearing, anatomy and physiology of the speech and hearing mechanism, speech and language acquisition, audiology, treatment of speech and language disorders, phonetics, speech and language disorders, and statistics.

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

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Degree requirements

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54 to 66 credits are required for the degree.

Students must pass a written departmental comprehensive examination and must take and report their scores on the Praxis Examination in Speech-Language Pathology.

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

Courses in the Department of Speech Communication Arts and Sciences offered toward the degree must be 7000-level courses.

The program of study must be approved by an adviser in the student's major area of concentration.

Students must also complete requirements in either audiology or speech-language pathology, as follows:

**Audiology:** Speech 7601X, 7211X, 7604X, 7605X, 7441X, 7606X, 7608X, 7610X, 7611X, and either 7325X or 7333X; and not more than 6 credits in clinical practicum, for a minimum of 350 clock hours. A maximum of 9 credits in courses in clinical practicum (7391X, 7392X, 7393X, 7691X, 7692X, 7693X), special problems (7296X), and courses taken on a tutorial basis may be counted toward the degree. The remaining credits required for the degree must be chosen in consultation with an adviser in the major area of concentration.

**Speech-language pathology:** Speech 7107X, 7211X, 7323X, 7325X, 7326X, 7327X, 7321X, 7128X, 7313X, 7336X, 7337X, 7333X, and U7441X; and not more than 6 credits in clinical practicum, for a minimum of 400 clock hours. A maximum of 9 credits in courses in clinical practicum (7391X, 7392X, 7393X, 7691X), special problems (7296X), and courses taken on a tutorial basis may be counted toward the degree. The remaining credits required for the degree must be chosen in consultation with an adviser in the major area of concentration.

Courses in speech and hearing science may be incorporated on an elective basis within the degree programs in audiology and in speech-language pathology.

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Certification of clinical competency

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Only students who complete the degree requirements, including the Praxis Examination in Speech-Language Pathology, are eligible for certification of clinical competency by the American Speech-Language-Hearing Association.

Those students who intend to apply for New York State teacher certification as teachers of students with speech and language disabilities must present course work as described in option (b) or (c) of the matriculation requirements for the M.S. in education, teacher of students with speech and language disabilities, or must complete an additional 3 graduate credits in the School of Education as follows: Secondary Education 7500X. Additionally, those students must complete Speech 7551X and Childhood Education 7672T and 7677T. In order to be eligible for teacher certification, students must also pass exams and complete workshops as stipulated by the New York State Department of Education.

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## CUNY Ph.D.

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The City University of New York offers a doctoral program in speech and hearing sciences. General information about CUNY Ph.D. programs is in the chapter "Support for Academic Success in Graduate School." Speech Communication Arts and Sciences Department courses may be credited toward the CUNY doctoral degree with permission of the executive officer of the doctoral program. For information, students should consult the deputy chairperson of the Speech Department and the executive officer of the doctoral program.

## Courses

Unless a prerequisite is specific, students may apply graduate or undergraduate courses toward fulfillment of that prerequisite.

### **SPEC 7106X Behavioral Analysis of Language, Speech, and Hearing Therapy**

30 hours plus conference; 3 credits

Contemporary behavioral theory in diagnosis, clinical practice, and research. Study of individual and group behavior in educational settings.

Student demonstration projects.

Prerequisite: a graduate course in clinical methods in speech-language pathology or aural rehabilitation.

### **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 prelinguistic period; phonological, morphosyntactic, semantic, and pragmatic development during the preschool years and school-years; hands on experience in collecting, transcribing, and analyzing children's spontaneous speech-language samples.

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

### **SPEC 7114X Instrumentation in Speech and Hearing**

30 hours lecture, 30 hours laboratory; 3 credits

Instruction in the use of instrumentation for diagnosis, therapy, and research as applied to clinical and educational environments. Projects to be selected from the student's area of interest.

Prerequisite: a course in the acoustics of speech and hearing.

### **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.

### **SPEC 7116X Computer Applications in Clinical and Educational Practice in Speech-Language Pathology and Audiology**

30 hours plus conference; 3 credits

The use of personal computers to examine the hardware and software tools available for the evaluation, treatment, and clinical and instructional program management of individuals with varying disabilities; research on product applications and changing technological advances.

Prerequisite: a course in speech-language therapy methods or a course in educational methods.

### **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.

### **SPEC 7139X Organization, Management, and Supervision of Speech and Hearing Programs**

30 hours plus conference; 3 credits

Theory and practice of organization, management, supervision of speech-language and hearing programs in clinical and educational settings.

Prerequisite: a graduate course in speech pathology and a graduate course in audiology; or permission of the deputy chairperson.

### **SPEC 721IX 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.

### **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.

### **SPEC 7297X Proseminar in Speech-Language Pathology**

45 hours; 3 credits

Intensive study of technical and theoretical problems. Independent laboratory or library research. Detailed reports.

Prerequisite: a graduate course in speech and language disorders.

### **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.

### **SPEC 7316X Special Issues in Education: Classroom and School-wide Learning Environments for Students with Low Incidence Disabilities**

30 hours plus conference, 3 credits

Current issues in teaching students with severe and multiple disabilities, including autism spectrum disorders. Focus on emerging trends and research. Validated approaches in curriculum, instruction, life skills, functional behavioral assessment and positive behavioral supports. Examination of the politics of labeling, the constructs of disability, and the influence of school culture on inclusion, transenvironmental planning, and the development of least restrictive environments. Independent and small group study. This course is the same as CBSE 7666T.

Prerequisite: Admission to Advanced Certificate Program in Autism Spectrum Disorders or permission of the program co-director.

### **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.

### **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: an undergraduate course in normal speech and language development, and an undergraduate course in speech and language disorders.

**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 CBSE 7685T [751.3T]

**SPEC 7320X Curriculum Modifications for Students with Special Needs**

45 hours, 3 credits

Adaptation of general education curriculum for teaching students across the range of special needs including giftedness and English language learners. Principles, rationale, and research-validated methods of instruction and assessment in special populations in a variety of settings. Inquiry processes across all content areas and life skills, including literacy, mathematics, social science, and the expressive arts. Focus on the New York State Learning Standards and educational experiences of children and youth from diverse cultural and linguistic backgrounds. Field experiences in schools and a variety of community settings. This course is the same as CBSE 7677T.

**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.

**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.

**SPEC 7324X Speech Disorders in Cerebral Palsy**

30 hours plus conference; 3 credits

Historical, etiological, neurophysiological assessment and treatment related to cerebral palsy. Emphasis on associated communication disorders and their impact on academic and social skills.

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

**SPEC 7325X Clinical Methods in Speech-Language Pathology**

30 hours plus field experience; 3 credits

Theories and methods applied to the treatment of speech and language disorders in clinical and educational settings. Clinical decision making and problem solving regarding goals and procedures for intervention. Contemporary issues in speech-language intervention. Supervised participation in clinical process.

Prerequisite: a course in speech and language disorders.

**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.

**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.

**SPEC 7330X Cleft Palate Speech**

30 hours plus conference; 3 credits

Pathomorphology, clinical procedures, evaluation, and remedial management of individuals with cleft lip, cleft palate, and related disorders. Diagnostic and treatment procedures. Applications to clinical and educational settings.

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

**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.

**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.

**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.

**SPEC 7336X Speech and Language-based Learning Disabilities**

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.

**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.

**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.

**SPEC 7361X Auditory Processing Disorders: Assessment and Treatment**

30 hours plus conference; 3 credits

Neuroanatomy and physiology of the auditory pathways; behavioral and physiological assessment techniques and management procedures for school-age children and adults.

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

**SPEC 7381X Introduction to Assistive Technology**

30 hours plus conference; 3 credits

Overview of the field of assistive technology. High and low technologies for communication, education, recreation, vocation, mobility, and independent living. Special input and output devices, access and proper seating and positioning. Issues in service delivery, key laws, and funding for assistive technologies. (Not open to students who completed Speech 7297X [797X], Fall 2002.)

**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 the deputy chairperson.

**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.

**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.

**SPEC 7394X Seminar and Clinical Practicum: Students with Special Needs**

150 hours plus conference, 3 credits

Supervised instruction in teaching young children and school-aged



children with special needs. Supervision provided by college faculty in the student's work setting. Discussion with school-based supervisors. Projects related to school and supervisory experiences; a minimum of four supervisory sessions per semester. This course is the same as CBSE 7681T.

Prerequisite: Admission to Advanced Certificate Program in Autism Spectrum Disorders or permission of the program co-director.

### **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.

### **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. 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.

### **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.

### **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: Speech 7325X [725X].

### **SPEC 7600X Speech Science and Acoustic Phonetics**

30 hours plus conference; 3 credits  
Acoustic phonetic processes in the production and perception of speech; physiological correlates. Laboratory demonstrations.

Prerequisite: a course in each of the following: phonetics, anatomy of speech mechanisms, and acoustics of speech.

### **SPEC 7612X Language and Speech of Hearing-impaired Children**

30 hours plus conference; 3 credits  
Development, diagnosis, and treatment of speech and language in

children with hearing impairments. Applications to clinical and educational settings.

### **SPEC 7613X Proseminar in Audiology**

45 hours; 3 credits  
Intensive study of technical and theoretical problems. Independent laboratory, clinical, library research. Detailed reports.

Prerequisite: Speech U7605X [740X] and U741X; or the equivalent of the courses.

### **SPEC 7691X Clinical Practicum in Audiology**

45 hours; 1 credit  
Supervised clinical experience. Weekly seminars. Speech 7691X [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: U7441X [741X] or permission of the deputy chairperson.

### **SPEC 7701X The Nature of Stuttering**

30 hours plus conference; 3 credits  
Theories and research findings relating to the onset, development, persistence of stuttering.

Prerequisite: a course in speech and language disorders.

### **SPEC 7801X Speech Communication and Group Dynamics**

45 hours; 3 credits  
Influence of group dynamics on speech communication effectiveness. Function of speech in formation of social groups. Current research in speech communication theories and group structure analysis.

Prerequisite: permission of the deputy chairperson.

### **SPEC 7802X Public Address**

45 hours; 3 credits  
Historical and rhetorical analysis of representative American public speakers.

Prerequisite: permission of the deputy chairperson.

### **SPEC 7803X Research in Rhetoric and Public Address**

45 hours; 3 credits  
Individual and group study of historical, descriptive, experimental research methods. Bibliographical resources and professional writing in rhetoric and public address.

Prerequisite: permission of the deputy chairperson.

### **SPEC 7804X Speech Criticism**

45 hours; 3 credits

Comparative study of various methods of rhetorical criticism: traditional (neo-Aristotelian and historical); experiential (eclectic, sociocultural-psychological); grammatical-semantic; dramatic; others.

Prerequisite: permission of the deputy chairperson.

**SPEC 7805X Conflict Management: A Business Communication Perspective**

45 hours; 3 credits

Current research findings, theories, and practices in conflict settings with respect to oral communication. Conflict resolution, negotiation, and mediation skills applied to the business environment. Simulated case studies and individual evaluations. Experience in developing the necessary conflict management skills.

Prerequisite: Speech 2719 [19.1]; and Speech 2623 [23] or 33 or permission of the chairperson.

**SPEC 7821X Seminar in Rhetoric and Public Address**

45 hours; 3 credits

Examination of the types of rhetorical and oratorical research. Independent research and reports. Students may repeat this course twice for credit.

Prerequisite: permission of the deputy chairperson.

**SPEC 7822G Thesis Research**

Hours to be arranged; no credit

Research for master's thesis supervised by a faculty member. Students register for this course only once.

Prerequisite: permission of the deputy chairperson.

**The following inactive course(s) will only be offered if there is sufficient demand:**

SPEC 7807X Studies in Argumentation and Debate

## Television and Radio

Department office: 304 Whitehead Hall  
Phone: 718.951.5555

### Full-time Faculty

Professors: Fry, MacLelland, Rodman, Sosa, Wasser  
Associate Professors: Jannone, Patkanian  
Assistant Professors: Anderson, Hashmi, Macias, Moore  
Lecturer: Dunphy

The Department of Television and Radio is held in such high regard that the New York media--the most powerful and influential broadcast market in the world--seeks out our graduates for positions in their organizations. Our facilities are all-encompassing and state-of-the-art in both television and radio, and our faculty members are experts in the artistic, business, and scholarly aspects of media. From music performances to historical programming, in the M.F.A. program you learn how to create and edit shows and ready them for broadcasting. In the M.S. program you will learn how rapid changes in communication technologies are revolutionizing media management and programming. Our affiliations with ABC, CNBC, CBS, SONY Music, HBO, and numerous other media organizations can provide you with opportunities to intern and gain hands-on experience.

The many graduates who have gone on to distinguished media careers not only keep in touch with Brooklyn College but also keep us apprised of the latest developments in the industry, which enables us to keep pace with any and all advancements.

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

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The M.F.A. in television production prepares 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.

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#### Matriculation requirements

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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.

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#### Degree requirements

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Forty-nine credits are required for the degree.

At least 40 credits must be taken in the Television and Radio Department. Of the 49 credits, 34 credits must be taken in departmental required

Television and Radio courses; the remaining 15 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, for a total of 28 credits.

The remaining 15 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) 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). The specific parameters of the student's creative thesis project must be formally approved by the director of the M.F.A. program 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.

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### **M.S. degree program in media studies** **HEGIS code 0603; SED program code 77735**

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

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#### Matriculation requirements

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

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

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#### Degree requirements (30 credits)

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Thirty credits are required for the degree. Other than required courses, credits required for the degree must be in courses chosen in consultation with the graduate deputy chairperson or program advisor. The program of study must be approved by the department. Courses in the Television and Radio Department offered toward the degree must be 7000-level courses. Students must complete 30 credits, at least 24 credits of which must be taken in the Television and Radio Department.

Students may choose one of two possible tracks of study in the program. The first track is the M.S. in Media Studies, and the second track is the M.S. in Media Studies, Media Literacy Concentration.

Every student shall be required to successfully complete the following six core graduate courses:

TVRA 7701X, 7710X, 7712X, 7713X, 7714X, and 7945.

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

Students in both tracks are encouraged to take the following:

TVRA 7716X, 7772X, 7726X, and 7728X.

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

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

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## Honor Society

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Alpha Epsilon Rho is a national honor society in radio and television. Members are selected from both undergraduate and graduate students on the basis of achievement.

## Courses

Unless a prerequisite is specific, students may apply graduate or undergraduate courses toward fulfillment of that prerequisite.

### TVRA 7716X Seminar in Media Literacy

45 hours; 3 credits

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

Prerequisite: TVRA 7701X

### TVRA 7774X Television Magazine Programs

45 hours; 3 credits

Analysis and production of TV Magazine Programs: different types; different audiences; different media. Production schedules, techniques, research and development. A survey of post-production strategies; general considerations; special considerations; archives and use of image libraries; legal considerations; standards and practices; public affairs.

Prerequisite: Permission of the deputy chair,

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## Broadcast concepts

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### TVRA 6614X Mass Media and Education

45 hours; 3 credits

Theory and practice of instruction using televised materials. Commercial and noncommercial programming for elementary, secondary, higher, and adult education. Utilization and evaluation of materials. (Not open to students who have completed Television and Radio 689X.)

### TVRA 7701X Introduction to Media Studies

45 hours; 3 credits

Introduction to the literature of mass media scholarship, methods of inquiry, bibliographic skills, and topical issues in the field. To be taken in student's first semester.

Prerequisite: permission of the deputy chairperson.

### TVRA 7710X Media Studies Seminar

45 hours; 3 credits

Current topics in electronic media. Emphasizes both entertainment industry and critical/cultural perspective. To be taken in student's final semester.

Prerequisite: Television and Radio 7701X [701X] and permission of the deputy chairperson.

### TVRA 7712X The Digital Media Environment

45 hours; 3 credits

Examination of the relationship between digital media and society within the contexts of social and cultural theory. Emphasis on perspectives of cultural studies and media ecology. Analysis of changes

in industry, audience, content, everyday practices and consciousness.

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

### TVRA 7713X Media and Communication History and Regulation

45 hours lecture; 3 credits

In-depth industrial and cultural historical overview of the development of electronic mass communication. Historical and legal approaches and methods.

Prerequisite or corequisite: Television and Radio 7701X [701X]; or permission of the deputy chairperson.

### TVRA 7714X Critical Analysis of Media

45 hours; 3 credits

Textual and analytical approaches the scholarly study of media. Survey of the most significant Marxist, structuralist, semiotic and formalist readings of media over the past one hundred years.

Prerequisite or corequisite: Television and Radio 7701X [701X]; or permission of the deputy chairperson.

### TVRA 7715X Media Reception: Processes and Practices

45 hours; 3 credits

Introduction to sociological, ethnographic, psychoanalytic, cognitive, and critical theories used to understand media audiences and processes of reception. Historical development of the various approaches; audience response; construction of the mass audience and subcultures; fan production.

Prerequisite or corequisite: Television and Radio 7701X [701X]; or permission of the deputy chairperson.

### TVRA 7728X Global Media

45 hours; 3 credits

The globalization of television and radio; implications of transnational satellite communication; problems and opportunities in international coproduction; changing patterns in distribution to a global market. Analysis of program genres and styles in the context of language, culture, and developmental differences. (Not open to students who have completed Television and Radio 7960X [796X], "Special Problems in World Television.")

Prerequisite: Television and Radio 7701X [701X]; or permission of the deputy chairperson.

### TVRA 7797X Special Topic in Mass Media

45 hours; 3 credits

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

Prerequisite: Television and Radio 7701X [701X].

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## Planning and Management

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### **TVRA 7722X Seminar in Television and Radio Program Development and Audience Analysis**

45 hours; 3 credits

Process of television and radio program development. Conceiving and pitching a program idea; understanding genre cycles; determining windows of distribution; methods of measuring audiences; types of data collection and reporting; use of demographic data to make programming and management decisions.

Prerequisite or corequisite: Television and Radio 7701X [701X]; or permission of the deputy chairperson.

### **TVRA 7725X Television and Radio Management Theory and Practice**

45 hours; 3 credits

Theories of management of electronic mass media communication; industry structure, management styles and practices; finance and budgeting systems; human resource management; negotiation strategies.

Prerequisite: Television and Radio 7701X [701X].

### **TVRA 7726X Seminar in Media Industries**

45 hours; 3 credits

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

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

### **TVRA 7727X Media Marketing and Promotion**

45 hours; 3 credits

Principles of marketing and promotion. Developing marketing and promotion strategies. Implementing campaigns. Evaluating their effectiveness in attracting audiences and building audience share in increasingly competitive electronic mass communication industries. This course is the same as Business 7203X [703X].

Prerequisite or corequisite: Television and Radio 7701X [701X]; or permission of the deputy chairperson.

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## Television production

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### **TVRA 7730X Television and Radio Production: Applied Aesthetics**

3 hours; 3 credits

Analysis of the various audiovisual aesthetic "fields"-- light, color, two-dimensional and three-dimensional space, time, motion/pace/rhythm, sound; narrative storytelling devices; and character types as cultural archetypes. Historical development of humorous and dramatic expression in television and radio.

Prerequisite or corequisite: Television and Radio 7701X [701X].

### **TVRA 7732X Problems in Multiple Camera Television Production**

30 hours lecture, 30 hours laboratory; 3 credits

Integrating various elements into a program. Utilization of technical facilities. Relationship between purpose, script, production elements, producer, director, talent as a team. Problems of producing and directing various program formats including panel discussion, news, drama, art and cultural, and other studio-based program genres.

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

### **TVRA 7733G Sound Design**

30 lecture, 30 hours laboratory; 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: Permission of the Deputy Chair.

### **TVRA 7736X Television Program Directing**

30 hours lecture, 30 hours laboratory; 3 credits

Problems of the television program director in regard to casting, script preparation, personnel organization, production planning, rehearsals and performance, effective utilization of the unique characteristics of television. Lecture, demonstration, experimental studio production of various types of programs.

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

### **TVRA 7740G The Television Script: Structuring and Writing**

45 hours; 3 credits

Develop skills in writing documentary, creative, and other scripts for television. Adapting material from other media. Various script formats. Developing and pitching ideas. Writing treatments. Creating storyboards. Completion of two scripts for different programs

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

### **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

### **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.

Permission of the Deputy Chair.

### **TVRA 7752X Single Camera Production for Television**

30 hours lecture, 30 hours laboratory; 3 credits

Problems of the television producer/director in using film or videotape. Problems of budgeting, casting, and scripting out-of-studio film and videotape productions. Basic videotape editing.

Prerequisite: Television and Radio 7732X [732X] or 786X.

**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.

**TVRA 7772X Broadcast and New Media Journalism**

45 hours; 3 credits  
Analysis and evaluation of broadcast and new media news, editorials, commentaries. Examination of network and local news operations. Relationship between print and electronic news reporting considered in terms of their effect on the audience. Historical study of the concepts of free speech, investigative reporting, and the right of citizens' access to government information.

Prerequisite or corequisite: Television and Radio 7701X [701X].

**TVRA 7776X The Television and Radio Documentary**

45 hours; 3 credits  
Development of radio and television programs to inform and persuade audiences. Comparison of the effect on audiences of different methods of presentation. Future trends in television and radio for social purposes. Spring term.

Prerequisite or corequisite: Television and Radio 7701X [701X] or 786.5X or permission of the deputy chairperson.

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**Internship courses**

**TVRA 7781G Video Post-Production Theory and Practice**

15 hours lecture, 90 hours laboratory; 4 credits  
Study and application of television post-production theory and technique. Students will receive instruction on digital editing systems and assemble short programs from prerecorded footage and originally produced audiovisual sources. Emphasis is placed on the aesthetics of content creation and applied technique.

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

**TVRA 7782G Advanced Problems in Studio and Field Video Production**

15 hours lecture, 60 hours laboratory; 3 credits  
Study and application of production theory and technique. Students receive training in creative content development, electronic media aesthetics, and production management. All aspects of pre-production, production, and post-production are considered. Students will write, produce, and edit short form video programs in both studio and location production environments.

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

**TVRA 7783G Seminar in Television Program Production I**

15 hours lecture, 60 laboratory; Independent work; 4 credits  
Independent research, development, direction, and production of a television program suitable for broadcast. Rotation of advanced crew assignments for in-studio and remote location productions. Development of a suitable production report. Review and approval of work in progress by faculty member.

Prerequisite: Television and Radio 7782G [782G].

**TVRA 7784G Seminar in Television Program Production II**

15 hours lecture, 60 hours laboratory; Independent work; 4 credits  
Independent research, development, direction and production of a television program suitable for broadcast. Rotation of advanced crew assignments for in-studio and remote location productions. Development of a suitable production report. Review and approval of work in progress by faculty member.

Prerequisite: Television and Radio 7783G [783G].

**TVRA 7851G Thesis Development**

Minimum of 45 hours fieldwork each term; 1 credit each term  
Faculty supervised development and management of M.F.A. program production and production book.

Prerequisite: matriculation for the M.F.A. degree.

**TVRA 7852G Thesis Development**

Minimum of 45 hours fieldwork each term; 1 credit each term  
Faculty supervised development and management of M.F.A. program production and production book.

Prerequisite: matriculation for the M.F.A. degree.

**TVRA 7853G Thesis Development**

Minimum of 45 hours fieldwork each term; 1 credit each term  
Faculty supervised development and management of M.F.A. program production and production book.

Prerequisite: matriculation for the M.F.A. degree.

**TVRA 7854G Thesis Development**

Minimum of 45 hours fieldwork each term; 1 credit each term  
Faculty supervised development and management of M.F.A. program production and production book.

Prerequisite: matriculation for the M.F.A. degree.

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**Research courses**

**TVRA 7925X Research Practicum in Media Studies**

45 hours fieldwork; 1 credit  
Directed research project under supervision of a faculty member. Weekly meetings to evaluate and monitor progress. With the prior permission of the deputy chairperson, this course may be taken three times.

Prerequisite: Television and Radio 7701X [701X] and the permission of the deputy chairperson.

**TVRA 7945X Media Research Methods**

45 hours; 3 credits  
Survey of various quantitative and qualitative media and audience research methods, including content analysis, survey analysis, focus groups, ethnography and discourse analysis. Students complete original research data collection and written reports.

Prerequisite: Television and Radio 7701X.

**TVRA 7960X 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.



## Theater

Department office: 317 Whitehead Hall  
Phone: 718.951.5666

### Full-time Faculty

Professors: Bonczek, Bullard, Stein, Thomson, Vivier  
Associate Professors: Cohen, Easley, Hughes, Marsh, Richardson, Tesman  
Assistant Professors: Snider-Stein, Townsend

The Department of Theater is one of New York City's leading institutions in the training of actors, directors, set/costume/lighting designers, dramaturgs, performing arts managers, and theater technicians. The department offers a rich array of courses, workshops, and seminars that cover every conceivable aspect of these disciplines, so that students can pursue a career in their choice of one or more of them. Guest artists at special lectures, seminars and workshops have included Joel Grey, Betty Buckley, the team of John Kander and Fred Ebb, and other major theater personalities.

The Theater Department takes full advantage of the extraordinary theater resources of New York City. Students have opportunities for practicum/internship residencies at some of the city's most prestigious theater organizations: Manhattan Theater Club, Second Stage, Primary Stages, New York Shakespeare Festival, Playwrights Horizons, The Public Theater, Lincoln Center, the New York City Opera, the Brooklyn Academy of Music, Carnegie Hall, Jujamcyn Theaters, Columbia Artists Theatricals, Roundabout Theater Company, Don Buchwald Talent Associates, the Drama League, and many others. In addition to all these offerings, the department puts on six or more productions yearly in theaters on campus.

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### **M.A. degree program in theater** **HEGIS code 1007; SED program code 04002**

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The Department of Theater offers a master of arts degree in theater, with emphasis on theater history and criticism. This 33-credit program requires a minimum of 27 credits to be completed in the Department of Theater with the remaining credits chosen in consultation with the program head. The program is an important step toward a doctorate in theater.

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Matriculation requirements  
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Applicants must offer at least 18 credits in theater courses including at least one course in each of the following: dramatic literature, theater history, and theater production.

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

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

The following courses are required: Theater 7121X, 7122X, 7211X, 7212X, 7213X, 7221X, 7222X, 7742X.

At least 27 credits must be completed in courses in the Department of Theater. The remaining credits required for the degree must be in courses chosen in consultation with the program head.

Students must submit a thesis acceptable to the department. Information about requirements for the thesis is in the section "Academic Regulations and Procedures."

Courses in the Department of Theater offered toward the degree must be 7000-level courses.

The program of study must be approved in advance by the program head.

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### **M.F.A. degree program in theater** **HEGIS code 1007; SED program code 76211**

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The Department of Theater offers a master of fine arts degree in theater with a concentration in one of the following areas: performing arts management, acting, directing, or design. The two-year, 60-credit program prepares students for leadership and professional careers in each area of concentration through a combination of practical and theoretical courses as well as through internships with major institutions in the New York metropolitan area.

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### Matriculation requirements

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**Acting:** Applicants must offer at least 18-21 credits in acting courses. Consideration will also be given to applicants who do not meet course requirements but have equivalent experience or unusual talent in the chosen concentration. Such applicants should consult the head of concentration directly. Applicants must apply to the head of concentration for an audition/interview appointment once their application has been submitted.

**Design and technical production:** Applicants must offer at least 18 credits in theater courses including courses in directing, design, and theater production, or in such design-related courses as architecture, art history, and painting. Applicants must be interviewed by the Theater Department or submit a portfolio directly to the Theater Department at the time of application.

**Directing:** Applicants must offer at least 18 credits in theater courses including courses in acting, directing, dramatic literature, theater history, and stagecraft. A production book for an actual or proposed production must be submitted directly to the Theater Department at the time of application. If possible, applicants should arrange to be interviewed by the Theater Department.

**Performing arts management:** Applicants must offer at least 18-21 credits or the equivalent in courses in one of the following: dance, fine arts, music, or theater. Applicants must submit an essay on professional goals. Applicants must be interviewed by the Theater Department.

Consideration is also given to applicants who do not meet course requirements but have equivalent experience or unusual talent in the chosen concentration. Such applicants should consult the head of concentration.

A request for an audition or interview appointment may be made by letter or telephone to the head of the relevant concentration.

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

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### Degree requirements

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Sixty credits are required for the degree.

Students must also submit a thesis based on a thesis project and/or production acceptable to the department. Information about requirements for the thesis is in the section "Academic Regulations and Procedures."

Prior to the above, all students must undergo a pre-thesis evaluation (consisting of a work-in-progress shown to the faculty, an academic progress review by faculty, or both) by the time they complete 24 credits. If a student's progress is not deemed satisfactory by the head of the relevant concentration, the student will be denied the approval of a thesis production or project until the deficiencies noted in written form to the student have been corrected.

Students must complete requirements in one concentration as follows. No student may exceed a total of 12 credits in practicum and/or externship courses. The remaining credits required for the degree must be in courses chosen in consultation with the head of concentration.

**Acting:** Theater 7321X, 7322X, 7323X, 7324X, 7331X, 7332X, 7333X, 7334X, 7341X, 7342X, 7325X, 7343X, 7344X, 7351X, 7352X, 7353X, 7354X, and 7742X. Acting candidates are required to audition for all departmental productions and must accept roles as cast. Before taking Theater 778X, students must perform in a pre-thesis role approved by the head of concentration, and may serve as a production running crew supervisor.

**Design and technical production:** Theater 7212X, 7213X, 7415X, 7431X, 7433X, 7435X, 7421X, 7721X, 7722X, 7723X, 7742X; and a minimum of three additional courses in design and technical production. Before taking Theater 7742X, students must complete designs for actual productions at the experimental or thesis production level and must complete a design for a major production in fulfillment of the practicum course requirements.

**Directing:** Theater 7121X or 7122X, 7311X, 7212X or 7221X and 7213X or 7222X, 7431X or 7433X or 7435X, 7611X, 7511X, 7512X, 7513X, 7721X or 777.9X or 778.9X, 7622X or 7622X, 7723X, 7516X, and 7514X. Before taking Theater 7516X, students must participate in such production capacities as actor, stage manager, technician, and/or assistant director in fulfillment of the practicum course requirements.

**Performing arts management:** Theater 7212X, 7213X, 7442X, 7617X, 7619X, 7611X, 7612X, 7613X, 7615X, 7616X, 7621X or 778.9X, 7622X, 7623X, and Accounting 7101X. With a few exceptions, students must also take Theater 7631X, which requires the satisfactory completion of a ten- to fifteen-week residency with a professional arts organization or agency approved by the chairperson and a thesis report based on the residency experience.

Courses in the Theater Department offered toward the degree must be 7000-level courses. The program of study must be approved in advance by the head of concentration.

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## CUNY Ph.D.

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The City University of New York offers a doctoral program in theater. General information about CUNY Ph.D. programs is in the chapter "Support for Academic Success in Graduate School." Theater Department courses may be credited toward the CUNY doctoral degree with permission of the executive officer of the doctoral program. For information, students should consult the deputy chairperson of the Theater Department and the executive officer of the doctoral program.

## Courses

Unless a prerequisite is specific, students may apply graduate or undergraduate courses toward fulfillment of that prerequisite.

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### Dramaturgy

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#### **THEA U7111X Introduction to Dramaturgy**

30 hours plus conference; 3 credits

Introduction to the history and practice of dramaturgy in Europe and the United States since the eighteenth century. Development of basic dramaturgical skills: selection and analysis of classics and new plays, production research, principles of cutting, collaborative techniques, institutional dramaturgy.

#### **THEA U7121X Development of Dramatic Structure I**

30 hours plus conference; 3 credits

Analysis of dramatic structure in representative major plays of Greek, Roman, medieval, Renaissance playwrights. Fall term.

#### **THEA U7122X Development of Dramatic Structure II**

30 hours plus conference; 3 credits

Analysis of dramatic structure in representative major plays of eighteenth-century to twentieth-century playwrights. Spring term.

#### **THEA U7131X Models of Collaboration**

2 hours and conference; 3 credits

Continuation of Theatre U7111X [U708X]. Further explorations into the nature and practice of dramaturgy. Special attention to the process of collaboration. Study of collaborations by artists of significance. Development of individual models through the collective dramaturgy of the class and through teams of artists undertaking two major projects. Development of such fundamental dramaturgical expertise as storytelling and interpretation within a clearly formulated aesthetic framework.

Prerequisite: Theater U7111X [708X] and/or approval of instructor or program head.

#### **THEA U7132X Problems in the Translation of Dramatic Texts**

30 hours plus conference; 3 credits

Introduction to various theories of translation from John Dryden to Jacques Derrida. Creation of English translation of a stage or screen play. Seminar and writing workshop format.

Prerequisite: Reading knowledge of a foreign language.

#### **THEA 7141X Theater in the Classroom**

30 hours plus field experience; 3 credits

Theater work in classroom settings. Existing models of theater arts in education. Using theater, improvisation, and creative drama to explore specialized subject areas and pedagogy. Practical studio work. The classroom as theater. Collaboration of education and theater students on theater in education projects, including workshops in focus schools. Mainstage and outside productions. Visits to area public schools. Creation of age-appropriate theater study guides. This course is the same as Education 7549X [796].

Prerequisite: approval of program head or chairperson.

#### **THEA 7142X Seminar in Theater Criticism**

30 hours plus conference; 3 credits

Theater criticism in relation to the dramatic arts. Spring term.

Prerequisite: Theater U7212X [751X] and U7213X [U752X].

#### **THEA 7151X Criticism Workshop**

15 hours; 1 credit each term

Research and writing projects designed to strengthen skills in theatrical criticism and dramaturgy.

Prerequisite: permission of the chairperson.

#### **THEA 7152X Criticism Workshop**

15 hours; 1 credit each term

Research and writing projects designed to strengthen skills in theatrical criticism and dramaturgy.

Prerequisite: permission of the chairperson.

#### **THEA 7153X Criticism Workshop**

15 hours; 1 credit each term

Research and writing projects designed to strengthen skills in theatrical criticism and dramaturgy.

Prerequisite: permission of the chairperson.

#### **THEA 7154X Criticism Workshop**

15 hours; 1 credit each term

Research and writing projects designed to strengthen skills in theatrical criticism and dramaturgy.

Prerequisite: permission of the chairperson

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### Theater history and criticism

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#### **THEA 7211X Theater Research and Bibliography**

30 hours; 3 credits

Introduction to theater research, bibliography, critical methodology. Fall term.

#### **THEA U7212X History of the Theater to 1642**

30 hours plus conference; 3 credits

Survey of methods of production from ancient Greece to the closing of theaters by the Puritan Commonwealth. (Not open to students who have completed Theater [771.1X]). Fall term.

Prerequisite: a course in play production.

#### **THEA U7213X History of the Theater from 1642**

30 hours plus conference; 3 credits

Methods of production from the English Restoration to the present including French neoclassicism. (Not open to students who have completed Theater 772.1X.) Spring term.

Prerequisite: a course in play production or Theater U7212X [751X] or 771.1X.

**THEA U7221X History of Theatrical Theory and Criticism I**

30 hours plus conference; 3 credits

A survey of major theorists and critics concerned with drama and theater, both text and production, from Plato and Aristotle through the German philosophers and critics of the mid-nineteenth century. (Not open to students who have completed Theater [U702X]).

**THEA U7222X History of Theatrical Theory and Criticism II**

30 hours plus conference; 3 credits

A survey of major theorists and critics concerned with drama and theater, both text and production, from the mid-nineteenth century to the present, including melodrama, farce, theories of dramaturgy, expressionism, epic theater, political theater, and post-structuralism. (Not open to students who have completed Theater [U702X]).

**THEA U7223X History of the American Theater**

30 hours plus conference; 3 credits

Theater in the United States from colonial times to the present. Its importance as a social and cultural force. Spring term.

**THEA U7224X American Musical Theater**

45 hours; 3 credits

History of American musical theater from its beginnings through today. Examination of major artists and productions.

**THEA 7225X History of Theater in Education**

30 hours plus field experience; 3 credits

Twentieth-century history, theory, and practice of theater arts in education. Creative drama. British Theater in Education (TIE) movement. Artist-in-residence programs in the schools and the National Endowment for the Arts (NEA). Aesthetic education. Cultural literacy. Cross-disciplinary applications of arts. Teaching artist and classroom teacher. Standards and certification. Visits to school sites.

Prerequisite: approval of program head or chairperson.

**THEA U7231X Studies in Theater History and Production**

30 hours plus conference each term; 3 credits each term

History and theory of one of the component arts of the theater: acting, directing, scene design and lighting, theater architecture, stage costumes. Subject is announced in advance and is supervised by a specialist.

**THEA U7232X Studies in Theater History and Production**

30 hours plus conference each term; 3 credits each term

History and theory of one of the component arts of the theater: acting, directing, scene design and lighting, theater architecture, stage costumes. Subject is announced in advance and is supervised by a specialist.

**THEA U7233X Studies in Theater History and Production**

30 hours plus conference each term; 3 credits each term

History and theory of one of the component arts of the theater: acting, directing, scene design and lighting, theater architecture, stage costumes. Subject is announced in advance and is supervised by a specialist.

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**Acting**

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**THEA 7311X Improvisation for the Actor I**

60 hours; 3 credits

Training in improvisation techniques for all performance situations based on the work of Keith Johnstone, Augusto Boal, Viola Spolin, and others. Fall term.

Prerequisite: Matriculation for the M.F.A. in theater with a concentration in acting or audition.

**THEA 7312X Improvisation for the Actor II**

60 hours; 3 credits

Continued advanced work in improvisational techniques and application to specific performance situations. Introduction to neutral and character mask work. Spring term.

Prerequisite: Theater 7311X [720.3X] or permission of the head of the M.F.A. acting concentration.

**THEA 7321X Acting I: Acting with Imagination**

60 hours; 3 credits

Development of self-awareness, imagination, space, and environment. Working with improvisational exercises, actors will focus on freeing the imagination, spontaneity, and the "art of doing," or actions/objectives and obstacles. They will explore the journey of the play script through scene work, applying techniques from Theater 7360X The Energized Self: Applied Kinetics and Analytic Techniques for the Actor. Fall term.

Prerequisite: matriculation for the M.F.A. in theater with a concentration in acting.

Corequisite: Theater 7360.X The Energized Self: Applied Kinetics and Analytic Techniques for the Actor.

**THEA 7322X Acting II: The Actor and the Contemporary Play**

60 hours; 3 credits

Acting techniques necessary to bring the text to life through an exploration of contemporary and modern scenes. This course introduces three interrelated components: recognition of events that tell the story, exploration and application of kinesthetic and metaphorical actions that enhance the events of the story, and definition of character through exploration of motives, manners, and behaviors. Spring Term

Prerequisite: Theater 7321X [721.3X] or permission of the head of the M.F.A. acting concentration.

**THEA 7323X Acting III: The Actor and the Classic Play I**

60 hours; 3 credits

Application of the basic principles of acting studied in Theater 7321X [721.3X] and Theater 7322X [722.3X] to the work and world of Shakespeare. Advanced scene studies from Shakespeare's comic and tragic plays, focusing on the relationships among thought, language, and action. Fall term.

Prerequisite: Theater 7322X [722.3X] or permission of the head of the M.F.A. acting concentration.

**THEA 7324X Acting IV: The Actor and the Play**

60 hours; 3 credits

Examination of the tools and techniques an actor requires to work within different modes of theater. Through advanced scene studies from a variety of plays providing contrasting language and periods, actors will apply their skills to tell the story. Spring term.

Prerequisite: Theater 7323X [723.3X] or permission of the head of the M.F.A. acting concentration.

### **THEA 7325X Acting for the Camera**

60 hours; 3 credits

Application of advanced acting skills to the particular techniques required when acting in television and on film. Spring term.

Prerequisite: Theater 7321X [721.3X] and Theater 7322X [722.3X], or permission of the head of the M.F.A. acting concentration.

### **THEA 7326X Audition Techniques and the Business of Acting**

60 hours; 3 credits

The advanced study of the interplay between the practical business aspects of the profession, auditions, and marketing strategies. Focus will be on: the selection and preparation of material suitable to the student's individual strengths; the exploration of the range of acting skills necessary for inventive performance in cold readings; how to gather information on unions, theatres, producing organizations, and useful trade publications; understanding the responsibilities and roles of casting directors, managers, and agents; the importance of a professional head shot and resume. The final sessions of this course will be co-taught with a professional casting director and agent. Spring term.

Prerequisites: Theater 7323X [723.3X], Theater 7343X [732.3X], and Theater 7344X [733.3X]; or permission of the head of concentration.

### **THEA 7331X Movement for the Actor I**

60 hours; 3 credits

Study of the Alexander Technique and its use as a tool for the actor. Application of experiential anatomy to support course material and provide an informed foundation for movement exercises. Sensory awareness, flexibility, and stretching will be developed to allow for greater strength, balance, and physical ease. Exploration of the dynamic variables of movement-time, space, weight, and energy-through improvisational exercises and choreographed phrases. Fall term.

Prerequisite: Matriculation for the M.F.A. in theater with a concentration in acting or audition.

### **THEA 7332X Movement for the Actor II**

60 hours; 3 credits

Study of the relationship of breath, voice, and movement. Development of the ability to recognize and change one's psycho-physical dynamic in any given moment through further study of the Alexander Technique and its application to movement, as well as the spoken word. Continued development of the actor's movement potential through improvisation and choreographed explorations. This course builds directly on Theater 7331X [725.3X]. Spring term.

Prerequisites: Theater 7331X [725.3X] or permission of the head of the M.F.A. acting concentration.

### **THEA 7333X Movement for the Actor III**

60 hours; 3 credits

Application of advanced movement techniques and exercises to further expand the actor's awareness of balancing of physical flexibility and strength in the body. Emphasis is on physical choices that inform character development, period style, and the physical environment of the play.

Prerequisite: Theater 7331X [725.3X] and Theater 7332X [726.3X]; or permission of the head of concentration.

### **THEA 7334X Movement for the Actor IV**

60 hours; 3 credits

Basic unarmed skills –punches, slaps, scratches and simple falls and how to integrate these physical techniques and disciplines into dramatic literature. Presentation before the Society of American Fight Directors (SAFD) Fight Master for skills proficiency recognition in Unarmed Combat. SAFD proficiency test costs \$35.

Prerequisite: THEA 7331X, 7332X, 7333X or permission of the concentration head.

### **THEA 7341X Voice Production for the Actor I**

60 hours; 3 credits

Training of the actors' speaking voice. Heightening of the actor's awareness of the integrated connection between body, voice, and emotions. Focus on the development of a responsive and powerful instrument that directly reveals, rather than describes, emotions and thoughts. Understanding and practice of breathing for voice production; awareness of physical holding patterns that inhibit a free, open, and dynamically expressive vocal instrument; practice in releasing such patterns. Fall term.

Prerequisite: Matriculation for the M.F.A. in theater with a concentration in acting or audition.

### **THEA 7342X Voice Production for the Actor II: Sound and Sense**

60 hours; 3 credits

Review of vocal warm-up introduced in Theater 7341X [727.3X]; continuation of focus on awareness of the connection among the body, voice, and spoken word. Study of contrasting poetic texts from a variety of periods to understand the relationship between the sound(s) of the word and the texture, time, space, rhythm, meter, and meaning/sense of words and thoughts. Spring term.

Prerequisites: Theater 7341X [727.3X] or permission of the head of the acting concentration.

### **THEA 7343X Voice Production for the Actor III: Heightened Text**

60 hours; 3 credits

Advanced vocal techniques for integrating voice and body to meet the demands of speaking Shakespeare's heightened language. Attention to the shapes, structures, or "givens" in the text; how to recognize or "read" them as clues that inspire specific acting choices, such as textures of sounds, rhythm, meter, thought structure, the language's physicality, imagery, antithesis, word play, irony, and puns. Fall term.

Prerequisite: Theater 7342X [728.3X] or permission of the head of the M.F.A. acting concentration.

### **THEA 7344X Voice Production for the Actor IV**

60 hours; 3 credits

Advanced vocal techniques that integrate all voice and movement training from the previous three semesters more fully into the acting process: awareness of the body in space, connection with emotional impulses, intentions, and physical actions; skilled use of the dynamically free and expressive voice as a powerful and responsive instrument to reveal, rather than describe, emotions and thoughts. Spring term.

Prerequisites: Theater 7343X [732.3X]; or permission of the head of the M.F.A. acting concentration.

### **THEA 7345X An Actor's Approach to Shakespeare**

60 hours; 3 credits

Examines Shakespearean heightened language and illuminates practical

strategies to approach the text as an actor toward developing a clear, comprehensive process that will prepare the graduate actor to perform Shakespearean texts as a professional. Focuses on intense physical and intellectual study of three Shakespearean plays, at least one of which is a comedy.

Prerequisite or Corequisite: THEA 7342X (728.3X)

### **THEA 7351X Diction and Dialect for the Actor I**

60 hours; 3 credits

Development of a flexible speech instrument for the actor. Focus on muscle and sensory awareness through understanding of the anatomy/physiology of the articulators, the physical nature and quality of good American speech sounds, the production of vowel and consonant sounds, and the recognition of speech as a physical process. Study of the International Phonetic Alphabet as applied to physical practice. Fall term.

Prerequisite: matriculation for the M.F.A. in theater with a concentration in acting or audition.

### **THEA 7352X Diction and Dialect for the Actor II**

60 hours; 3 credits

Development of commitment to the word--fulfilling the demands of the text with skill and sensitivity; practice and application of good American speech sounds and the International Phonetic Alphabet to the "heightened text" of poetry, classical drama, and dramatic monologues.

Prerequisite: Theater 7351X [734.3X] or permission of the head of the M.F.A. acting concentration.

### **THEA 7353X Diction and Dialect for the Actor III**

60 hours; 3 credits

Builds on basic diction skills acquired in the first year. Focus on the greater demands of speaking difficult heightened texts, whether classic or modern. Analysis of the structure and meaning of such texts. Emphasis on individual development of a greater command of expression. Development of ease, energy, and precision of articulation. Strong working knowledge of the International Phonetic Alphabet (IPA) and mastery of basic diction skills required.

Prerequisite: Theater 7351X [734.3X] and Theater 7352X [735.3X], or permission of the concentration head.

### **THEA 7354X Diction and Dialect for the Actor IV**

60 hours; 3 credits

Builds upon the speech skills previously acquired. Final semester of speech and dialect training. Focus on the acquisition of mastery in advanced diction and dialect techniques, which are essential to the well-rounded professional actor.

Prerequisite: Theater 7351X [734.3X] and Theater 7352X [735.3X], or permission of the concentration head.

### **THEA 7360X The Energized Self: Applied Kinetics and Analytic Techniques for the Actor**

4 Hours; 3 Credits

In this course students will expand their sensory perception through a practical exploration of kinetics. To complement their expansion of physical awareness and being, students will also explore the journey of the playscript by developing techniques and tools that facilitate script analysis, define character, and clarify the relationship of each character to the spine of the play.

Matriculation for the M.F.A. in Theater with a concentration in acting.

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## **Design and technical theater**

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### **THEA 7411X Rendering Techniques for the Stage Designer**

45 hours; 3 credits

Media and techniques involved in visual communication of the stage designer. Fall term.

Prerequisite: Theater 7415X [771.4X] or permission of the chairperson.

### **THEA 7412X Costume-Rendering Techniques**

45 hours; 3 credits

Study and application of the methods, techniques, and media used by the costume designer in the realization and presentation of the costume sketch. Fall term.

### **THEA 7413X Costume Construction for Stage and Screen I**

45 hours; 3 credits

Theory and practice of costume construction in performance based media.

### **THEA 7414X Scene Painting**

45 hours; 3 credits

Intensive study of styles of architecture and ornament as applied to scene painting. Traditional and contemporary styles; practices and procedures in scene painting. Application to department productions.

Prerequisite: Theater 7415X [771.4X] or permission of the chairperson

### **THEA 7415X Stagecraft**

30 hours lecture, 30 hours laboratory; 3 credits

Scenic construction equipment and techniques. Shop organization, materials, graphics, rigging and handling procedures, budgeting, lighting equipment maintenance and handling. Participation in department productions as assigned. Spring term.

Prerequisite: an introductory course in the principles and practices of theater production or permission of the chairperson.

### **THEA 7416X Costume Construction for the Stage and Screen II**

45 hours; 3 credits

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

Prerequisite: THEA 7413.

### **THEA 7417X Costume Construction for the Stage and Screen III**

45 hours; 3 credits

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

Prerequisite: THEA 7413X and 7416X.

### **THEA 7421X Scenographic Techniques I: Fundamentals**

45 hours; 3 credits

Study of fundamental scenographic concepts and execution of all necessary technical drawings used in preparation of scenery and lighting for the theater. Traditional tools and media will be used. Spring term.

Prerequisite: permission of the chairperson.

**THEA 7422X Scenographic Techniques II: 2D CADD**

45 hours; 3 credits

Study of Computer Assisted 2D Drafting and Design as applied to the disciplines of scenery, lighting, and costume design.

Prerequisite: Theater 7415X [771.4X], 7421X [772.4X], or equivalent; and permission of chairperson

**THEA 7423X Scenographic Techniques III: 3D CADD and Rendering**

45 hours; 3 credits

Study of Computer Assisted 3D Drafting and Design as applied to the disciplines of scenery, lighting, and costume design.

Prerequisite: Theater 7415X [771.4X], 7421X [772.4X], 7422X [772.8X], or equivalent; and permission of chairperson.

**THEA 7431X Scene Design**

45 hours; 3 credits

Principles of scenery design and their application to design problems. Fall term.

Prerequisite: Theater 7415X [771.4X] or 7421X [772.4X] or permission of the chairperson.

**THEA 7432X Advanced Scene Design**

45 hours; 3 credits

Scene design for theater or television. Spring term.

Prerequisite: Theater 7431X [771.5X] or the equivalent; and permission of the chairperson.

**THEA 7433X Costume Design**

45 hours; 3 credits

Study of contemporary and period costume. Application to department productions. Fall term.

Prerequisite: an introductory course in the principles and practices of theater production.

**THEA 7434X Advanced Costume Design**

45 hours; 3 credits

Problems in costume design for the theater or television. Production design problems and principles. Application to a specific production. Spring term.

Prerequisite: Theater 7433X [771.6X].

**THEA 7435X Lighting Design**

45 hours; 3 credits

Principles of lighting design and their application to design problems. Fall term.

Prerequisite: Theater 7415X [771.4X] or the equivalent or permission of the chairperson.

**THEA 7436X Advanced Lighting Design**

45 hours; 3 credits

Advanced study of lighting design. Spring term.

Prerequisite: Theater 7435X [771.7X] or the equivalent or permission of the chairperson.

**THEA 7441X Advanced Studies in Design**

45 hours; 3 credits

Application of stage design to a specific production. Projects in scenery, costume, and/or lighting. With prior written permission of the chairperson, students may repeat this course once, in a different area, for credit. Spring term.

Prerequisite: Theater 7432X [772.5X] or 7434X [772.6X] or permission of the chairperson.

**THEA 7442X Theater Design and Planning**

30 hours plus conference; 3 credits

Study of the design and planning of a functioning theater. Examination of typical theater forms. Aesthetics of theater architecture. Spring term.

Prerequisite: Theater 7431X [771.5X]; and Theater 7611X [773.9X] or 7511X [775.2X].

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**Directing**

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**THEA 7511X Directing I: Interpretive Fundamentals**

Minimum of 60 hours; 3 credits

Text interpretation through the exploration of objectives, actions, obstacles, events, and environments. Fall term.

Prerequisite: permission of the chairperson.

**THEA 7512X Directing II: Rehearsal Process and Problems**

Minimum of 60 hours; 3 credits

The director's relationship to the actor in the creation of a theater event; establishment of a common language. Culminates in a forty-minute prethesis production. Spring term.

Prerequisite: Theater 7511X [775.2X] or permission of the chairperson.

**THEA 7513X Directing III: Interpreting the Classics**

Minimum of 60 hours; 3 credits

Advanced study of new and classic texts to be selected and developed as scene study in collaboration with other theater artists. Fall term.

Prerequisite: Theater 7511X [775.2X] and 7512X [776.2X]; or permission of the chairperson.

**THEA 7514X Directing IV: Problems in Style**

Minimum of 60 hours; 3 credits

Focus on the evolution of the director's personal vision with particular emphasis on visual and aural organization.

Prerequisite: Theater 7511X [775.2X], 7512X [776.2X], and 7513X [777.2X]; or permission of the chairperson.

**THEA 7515X Advanced Seminar in Directing**

Minimum of 60 hours; 3 credits

Theory and practice of advanced problems in theater directing of classic plays for contemporary audiences; application of theory in rehearsal and performance. Spring term.

Prerequisite: Theater 7511X [775.2X], 7512X [776.2X], and permission of the chairperson.

**THEA 7516X Stage and Company Management**

45 hours; 3 credits

Professional procedures and practices for the rehearsal, technical preparation, performance and touring of theater, opera, and dance productions.

Prerequisite: permission of the chairperson.

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## **Performing Arts management**

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### **THEA 761 IX Principles of Performing Arts Administration**

45 hours; 3 credits

Introduction to history and methods of producing in the performing arts. Economic and administrative structuring of performing arts companies and institutions. Fall term.

Prerequisite: Permission of the head of the concentration.

### **THEA 761 2X Business Management of the Performing Arts**

45 hours; 3 credits

Managerial organization and structuring of contemporary performing arts ventures, companies, institutions. Economics, accounting, budgeting, box office organization and control. Spring term.

Prerequisite: Accounting 7101X and permission of the head of the concentration.

### **THEA 761 3X Promotion and Marketing for the Performing Arts**

45 hours; 3 credits

Practical methods for marketing performing arts companies. Spring Term.

Prerequisite: must be taken in the same semester as 761 2X [774.9] and permission of the head of the concentration.

### **THEA 761 4X Technology and the Performing Arts**

45 hours; 3 credits

Study of current and future performing arts management relationships between technology and the live performing arts; theory, principle, and practice. Computerized business, box office, production systems, cable and other video production, and marketing of live arts events. Fall term.

Prerequisite: permission of the head of the concentration.

### **THEA 761 5X Fundraising for the Performing Arts**

30 hours plus conference; 3 credits

In-depth study of the philosophy and methodology of raising contributed income for the professional, nonprofit performing arts institutions. Fall term.

Corequisites: Theater 7621 [778.09] and permission of the head of concentration.

### **THEA 761 6X The Performing Arts and the Law**

45 hours; 3 credits

Analysis of legal briefs, contracts, copyright laws, and other legal obligations related to performing arts companies and institutions. Spring term.

Prerequisite: Must be taken in same semester as Theater 761 2X [774.9X] and permission of the head of the concentration.

### **THEA 761 7X Labor and Employee Relations in the Performing Arts**

45 hours; 3 credits

Labor/management relations in the performing arts; individual and collective bargaining negotiations; federal, state, and local regulations; personnel policies and legal issues. Fall term.

Prerequisite: Theater 761 6X [776.9] and permission of the head of the

concentration.

### **THEA 761 8X Artistic/Managerial Decision Making in the Performing Arts**

30 hours plus conference; 3 credits

Dynamics of planning, organizing, and realizing performing arts projects, ventures, companies, and institutions; interrelationships between artists, managers, and funding sources in the collaborative process of making performances. Spring term.

Prerequisite: permission of the head of concentration.

### **THEA 761 9X Seminar in Performing Arts Management**

30 hours plus conference; 3 credits

Study in depth of selected problems related to the management of performing arts organizations using the case study approach, role playing, other discussion methods. Fall term.

Prerequisite: Theater 761 2X [774.9X] and permission of the head of the concentration.

### **THEA 762 0X Theater in the Age of Globalization**

45 hours; 3 credits

A consideration of the present and future state of theater in the Age of Globalization. How attitudes toward text and performance and the business of theater are changing as technology and international perspectives become more significant. The class includes interviews with members of the theater community engaged in global theater. A substantial final collaborative e-project is required.

### **THEA 762 1X Performing Arts Externship**

200 hours of fieldwork per course plus conference to be arranged; 4 credits

Placement with a professional performing arts company or organization for intensive fieldwork; joint supervision by a faculty member and a member of the sponsoring organization. Regular conferences with faculty supervisor; preparation of a written report regarding the externship experience. (Theater 762 1X [778.09X] is not open to students who have completed Theater 778.9X.)

Prerequisite: permission of the head of concentration.

### **THEA 762 2X Performing Arts Externship**

200 hours of fieldwork per course plus conference to be arranged; 4 credits

Placement with a professional performing arts company or organization for intensive fieldwork; joint supervision by a faculty member and a member of the sponsoring organization. Regular conferences with faculty supervisor; preparation of a written report regarding the externship experience. (Theater 762 1X [778.09X] is not open to students who have completed Theater 778.9X.)

Prerequisite: permission of the head of concentration.

### **THEA 762 3X Performing Arts Externship**

200 hours of fieldwork per course plus conference to be arranged; 4 credits

Placement with a professional performing arts company or organization for intensive fieldwork; joint supervision by a faculty member and a member of the sponsoring organization. Regular conferences with faculty supervisor; preparation of a written report regarding the externship experience. (Theater 762 1X [778.09X] is not open to students who have completed Theater 778.9X.)

Prerequisite: permission of the head of concentration.



### **THEA 7631X Professional Residency and Thesis**

Minimum of 400 hours of fieldwork plus conference; 6 credits  
Full-time work with a professional arts company or organization under joint supervision of a faculty member and a staff member from the sponsoring organization. Written thesis covering the history of the organization, a description of the resident's responsibilities, an evaluation of the residency experience, and an overview of the field as a whole. (Not open to students who are enrolled in or have completed Theater 7742X [778X].)

Prerequisite: permission of the head of the concentration.

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### **Production**

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### **THEA 7720X Collaborative Discipline Seminar**

15 hours, 1 credit  
Exploration, expansion, and application of collaborative practices related to the creative theatre production process. May be repeated 4 times for credit.

Prerequisite: Permission of head of concentration.

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### **Independent studies**

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### **THEA 7711X Research Problems in Theater**

45 hours; 3 credits  
Individual and group study of advanced problems of theater production or history and criticism.

Prerequisite for students concentrating in design/technical: Theater 7432X [772.5X]; and Theater 7442X [773.4X] or the equivalent of the course.

Prerequisite for students concentrating in directing: Theater 7322X [722.3X] and Theater 7512X [776.2X]; Theater 7442X [773.4X] or the equivalent of the course.

Prerequisite for students concentrating in theater history and criticism: Theater U7212X [751X] and 7213X [U752X] and 7142X [773.1X]; or the equivalent of the courses.

### **THEA 7721X Theater Practicum**

Minimum of 60 hours; 3 credits each term  
Assigned theater production work and projects, supervised by faculty.

Prerequisite: permission of the head of concentration.

### **THEA 7722X Theater Practicum**

Minimum of 60 hours; 3 credits each term  
Assigned theater production work and projects, supervised by faculty.

Prerequisite: permission of the head of concentration.

### **THEA 7723X Theater Practicum**

Minimum of 60 hours; 3 credits each term  
Assigned theater production work and projects, supervised by faculty.

Prerequisite: permission of the head of concentration.

### **THEA 7724X Theater Practicum**

Credits 3.0 Hours 3.0  
Assigned theater production work and projects, supervised by faculty.

Prerequisite: Permission of the head of concentration.

### **THEA 7731X Special Problems**

45 hours each term; 3 credits each term  
Directed study supervised by a faculty member.

Prerequisite: permission of the chairperson.

### **THEA 7732X Special Problems**

45 hours each term; 3 credits each term  
Directed study supervised by a faculty member.

Prerequisite: permission of the chairperson.

### **THEA 7741G Thesis Research**

Hours to be arranged; no credit  
Research for master's thesis supervised by a faculty member. Degree is not earned until thesis is accepted. Students register for this course only once.

Prerequisite: permission of the chairperson.

### **THEA 7742X Thesis Production and/or Project**

45 hours; 3 credits  
Completion of an approved production and/or project with written thesis. (Not open to students who are enrolled in or have completed Theater 7631X [789X].)

Prerequisites: completion of the pre-thesis and permission of the head of the M.F.A. directing concentration.

## Inventory of Registered Programs at Brooklyn College

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The following graduate degree, advanced certificate, and combined undergraduate/graduate degree programs are offered at Brooklyn College. These programs have been approved by the New York State Education Department (SED) and are listed in the Inventory of Registered Programs. The Higher Education General Information Survey (HEGIS) code numbers and the SED program code numbers appear next to the appropriate programs. These codes are distinct from the SIMS code numbers that appear in the *Schedule of Classes* and are used for registration and other internal purposes. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

HEGIS Code	SED Program Code	Certificate or Program Name	Certificate or Degree(s) Awarded
0502	88398	Accounting	M.S.
1002	02016	Art	M.F.A.
0831	36856	Art Education	Advanced Certificate
1003	02017	Art history	M.A.
0831	26751	Art teacher	M.A.
0808	31638	Autism spectrum disorders	Advanced Certificate
0401	01987	Biology	M.A.
0401.01	26742	Biology teacher	M.A.
0506	01895	Business administration	M.S.
0799	02104	Business information systems	B.S.-M.P.S.
1905	02083	Chemistry	M.A.
1905	35301	Chemistry	M.S.
1905.01	26766	Chemistry teacher	M.A.
1214	21578	Community health	M.P.H.
1214	78495	Community health (See also Grief M.A.Counseling.)	
0701	77202	Computer science	M.A.
0799	32771	Parallel and Distributed Computing	Advanced Certificate
0799	86190	Computer science and health science	M.S. #
1507	02056	Creative writing (See also English.)	M.F.A.
0823	36844	Early Intervention and Parenting	Advanced Certificate
1914	02091	Earth and Environmental Sciences	M.A.
1914	36028	Earth and Environmental Sciences	M.S.
1917.01	33640	Earth Science Teacher (grades 7–12) (in-service)	M.A.T.
1917.01	33641	Earth Science Teacher (grades 7–12) (pre-service)	M.A.T.
<b>Education* (See also teacher education programs in subject areas.)</b>			
0834	32662, 32663	Adolescence Science Education (grades 7–12)	M.A.T
0899	31826	Bilingual education	Advanced Certificate
0802	26826	Childhood education teacher (grades 1–6)	M.S. in Ed.
	26823	Childhood education teacher (grades 1–6): extension to bilingual education	M.S. in Ed.
0823	26736	Early childhood education teacher (birth–grade 2)	M.S. in Ed.
0827	31972	Educational leadership: School district leader	M.S. in Ed.
0828	31971	Educational leadership: School building leader	M.S. in Ed.
0811	31828	Gifted education	Advanced Certificate
0804.03	26723	Middle childhood education	M.S. in Ed., specialist:

## mathematics (grades 5–9)

0804.04	26820, 26821	Middle childhood education teacher: M.A., general science (grades 5–9)	
0899	36517	Museum Education	Advanced Certificate
0826.02	36488	Play Therapy	Advanced Certificate
0826.01	01846	School counseling	M.S. in Ed.
0826.01	01890	School counseling	Advanced Certificate
0826.02	01998	School psychologist	M.S. in Ed.
0826.02	79597	School psychologist	Advanced Certificate
0808	26726	Teacher of students with disabilities in	M.S. in Ed., early childhood education
0808	26729	Teacher of students with disabilities in	M.S. in Ed., childhood education
0808	31136	Teacher of students with disabilities in	M.S. in Ed., middle childhood education
1501	02044	English (See also Creative writing.)	M.A.
1501.01	26811	English teacher	M.A.
1102	02026	French	M.A.
1102.01	26797	French teacher	M.A.
2104.10 3	0468	Grief counseling	Advanced Certificate
2205	02107	History	M.A.
0702	89058	Information systems	M.S.
0309	9419	Judaic studies	M.A.
1299.30	89178**	Exercise and Sport Science	M.S.
0835	26745	Physical Education Teacher	M.S. in Ed.
0835	83153**	Sports Management	M.S.
4901	82507	Liberal studies	M.A.?
1701	02063	Mathematics	M.A.?
1701.01	26734	Mathematics teacher (See also Education.)	M.A.
0603	77735	Media Studies	M.S.
1005	02020	Musicology	M.A.
1004.10	88183	Music composition	M.Mus.
1004	88184	Music performance	M.Mus.
1004	36848	Music performance (15 credits)	Advanced Certificate
1004	36849	Music performance (30 credits)	Advanced Certificate
1004	36846	Music performance (15 credits)	Advanced Diploma
1004	36847	Music performance (30 credits)	Advanced Diploma
0832	26816	Music teacher	M.A.
0832	26817	Music education	Advanced Certificate
1306	86173	Nutrition	M.S.
1004	27812	Performance and interactive media arts	Advanced Certificate
1099	31062	Performance and interactive media arts	M.F.A.
1902	02068	Physics	M.A.
1902.01	26762	Physics teacher	M.A.
2207	02108	Political science	M.A.
2002	90064	Experimental psychology	M.A.
2008	90065	Industrial and organizational psychology-human relations	M.A.
2008	90066	Industrial and organizational	M.A.

		psychology-organizational, psychology and behavior	
2104.10	30978	Mental health counseling	M.A.
2201.01	26753	Social studies teacher	M.A.
2208	02110	Sociology	M.A.
1105	02035	Spanish	M.A.
1105.01	26800	Spanish teacher	M.A.
1506	81376	Speech	M.A. <sup>?</sup>
1220	77738	Speech Language Pathology	M.S.
1220	77741	Audiology	M.S. <sup>?#</sup>
1220	29956	Audiology (program cosponsored by Aud.D., Hunter, Brooklyn, and the CUNY Graduate Center; Graduate Center awards the Aud.D.)	
0603	84002	Television production	M.F.A.
1007	76211	Theater	M.F.A.
1007	04002	Theater	M.A.

\* Additional titles for alternative (transition B) certificate programs also appear in the inventory. These specialized programs provide alternative pathways to teacher certification. Consult with the School of Education for further information.

<sup>?</sup> Programs currently not accepting applications.

# approved for closure by the CUNY Board of Trustees and awaiting SED approval

#### **Addendum**

For current tuition rates and fees, please visit the college website, at <http://www.brooklyn.cuny.edu/web/about/offices/bursar/tuition/graduate.php>