

BROOKLYN COLLEGE  
OF  
THE CITY UNIVERSITY OF NEW YORK  
FACULTY COUNCIL  
Meeting of April 3, 2012

The Committee on Undergraduate Curriculum and Degree Requirements herewith submits its recommendations in Curriculum Document 353.

SECTION A-III: CHANGES IN DEGREE REQUIREMENTS.....	7
SECTION A-IV: NEW COURSES.....	77
SECTION A-V: CHANGES IN EXISTING COURSES.....	93
SECTION A-VI: CHANGES IN EXISTING COURSES.....	224
APPENDIX.....	228

Note: All curriculum proposals will now include only new course numbers, wherever possible, with old numbers used only when there is no corresponding new number.

Respectfully submitted,

Xia (Lisa) Li (Early Childhood and Art Education)  
Herve Queneau (Finance & Business Management)  
Doug Schwab (Art)  
Jeffrey Suzuki (Mathematics)  
Aaron Tenenbaum (Computer & Information Science, Chair)

Members of Faculty Council with any questions are urged to contact Aaron Tenenbaum at [tbaum@sci.brooklyn.cuny.edu](mailto:tbaum@sci.brooklyn.cuny.edu) or (718) 951-5657 prior to the meeting.

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

**TABLE OF CONTENTS**

**SECTION A-III: CHANGES IN DEGREE REQUIREMENTS .....7**

**PROGRAM IN AMERICAN STUDIES .....7**

*B.A degree program in American studies ..... 7*

**DEPARTMENT OF BIOLOGY .....9**

*B.A degree program in biology..... 9*

*B.S. program in biology..... 12*

*Minor in Biology ..... 15*

**DEPARTMENT OF CHILDHOOD AND SPECIAL EDUCATION .....16**

*B.A. degree program for childhood education teacher (grades 1-6) ..... 16*

*B.A. degree program for childhood education teacher, bilingual (Spanish/English) education extension (grades 1-6) ..... 18*

**DEPARTMENT OF COMPUTER AND INFORMATION SCIENCE .....20**

*B.S. degree program in Multimedia Computing..... 20*

*Minor in Multimedia Computing..... 22*

**DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND ART EDUCATION .....23**

*B.A. degree program for early childhood education teacher (birth-grade 2)..... 23*

*Dual certification for early childhood education teacher (birth through grade 2) and teaching students with disabilities in early childhood..... 25*

**DEPARTMENT OF EARTH AND ENVIRONMENTAL SCIENCES .....27**

*B.A. degree program in adolescence education: earth science teacher..... 27*

**DEPARTMENT OF HISTORY .....30**

*B.A. degree program in history..... 30*

**DEPARTMENT OF MODERN LANGUAGES AND LITERATURES.....31**

*B.A. degree program in French..... 31*

*B.A. degree program in Italian ..... 32*

*B.A. degree program in Russian..... 34*

*B.A. degree program in Spanish..... 35*

*B.A. degree program in adolescence education: French teacher..... 36*

*B.A. degree program in adolescence education: Italian teacher ..... 39*

*B.A. degree program in adolescence education: Spanish teacher..... 42*

*Minor in Chinese..... 45*

*Minor in French..... 46*

*Minor in German ..... 47*

*Minor in Italian ..... 48*

*Minor in Italian International Studies ..... 49*

*Minor in Spanish..... 50*

**CONSERVATORY OF MUSIC.....51**

*B.A. degree program in music ..... 51*

*B.Mus. degree program in composition..... 52*

*B.Mus. degree program in performance ..... 53*

*B.Mus. degree program in music education ..... 54*

**DEPARTMENT OF PUERTO RICAN AND LATINO STUDIES.....56**

*B.A. degree program in Puerto Rican and Latino studies ..... 56*

*Minor in Puerto Rican and Latino Studies..... 58*

*Puerto Rican and Latino studies concentration for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6) ..... 59*

*Puerto Rican and Latino studies concentration for majors in childhood education (grades 1–6) with an extension of the certificate for bilingual (Spanish/English) education..... 61*

**DEPARTMENT OF SECONDARY EDUCATION .....62**

*7-12 programs..... 63*

*Special ~~specia~~/subjects (all grades): ..... 63*

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

<i>Concentration in general science for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6)</i> .....	68
DEPARTMENT OF THEATER .....	70
<i>B.A. degree program in theater</i> .....	70
<i>B.F.A. degree program in theater</i> .....	71
<i>Minor in Acting (for TV and Radio Majors)</i> .....	73
<i>Minor in Theater</i> .....	74
<i>Minor in Theater Production for TV and Radio Majors</i> .....	75
<i>Concentration(s) for majors in early childhood and childhood education teacher programs: Theater</i> .....	76
SECTION A-IV: NEW COURSES .....	77
DEPARTMENT OF AFRICANA STUDIES .....	77
<i>3328 Race and Ethnicity</i> .....	77
DEPARTMENT OF ART .....	78
<i>2723 Digital Photography</i> .....	78
PROGRAM IN CHILDREN AND YOUTH STUDIES .....	79
<i>2120 Generation Next: Adolescence and Youth Culture in Cross Cultural Perspective</i> .....	79
CORE CURRICULUM UPPER TIER .....	80
<i>CORC 3315 Fossils and Extinction</i> .....	80
<i>CORC 3316 Exploring Issues in Sustainable Water Resources Management</i> .....	82
DEPARTMENT OF POLITICAL SCIENCE .....	84
<i>3105 Campaigns and Elections</i> .....	84
<i>3346 Politics of Happiness</i> .....	85
<i>3244 Political Economy of Migration</i> .....	86
DEPARTMENT OF PSYCHOLOGY .....	88
<i>2001 Laboratory Experience</i> .....	88
DEPARTMENT OF PUERTO RICAN AND LATINO STUDIES .....	89
<i>2300 Urban Caribbean Diaspora</i> .....	89
DEPARTMENT OF SOCIOLOGY .....	91
<i>2300 Urban Caribbean Diaspora</i> .....	91
SECTION A-V: CHANGES IN EXISTING COURSES .....	93
DEPARTMENT OF AFRICANA STUDIES .....	93
<i>3101 States, Kingdoms and Trade: Africa to 1800</i> .....	93
<i>3102 Contact, Contest and Independence: Africa Since 1800</i> .....	94
<i>3344 Caribbean Communities in North America</i> .....	95
DEPARTMENT OF BIOLOGY .....	96
<i>2001 Organismic Biology II, Zoology</i> .....	96
<i>2002 Animal Form and Function Laboratory</i> .....	97
<i>2002W Animal Form and Function Laboratory</i> .....	98
<i>3006 Evolution</i> .....	100
<i>3007W Evolution</i> .....	101
<i>3011 Genetics</i> .....	102
<i>4015 Recombinant DNA Technology</i> .....	103
DEPARTMENT OF CHILDHOOD AND SPECIAL EDUCATION .....	104
<i>Summary of changes in department prefix</i> .....	104
<i>CBSE 2001 The Art, Philosophy, and Culture of Teaching</i> .....	106
<i>CBSE 2002 Urban Children and Adolescents: Development and Education</i> .....	107
<i>CBSE 3201 Education and Society: Teaching the Social Sciences</i> .....	108
<i>CBSE 3202 Education and Literacy: An Interdisciplinary Approach to the Language Arts</i> .....	110
<i>CBSE 3203 Education and Science/Mathematics/Technology</i> .....	112
<i>CBSE 3204 Integrated Methodologies for Literacy Instruction</i> .....	114
<i>CBSE 3205 Teaching the Creative Arts</i> .....	115
<i>CBSE 3206 Teaching Mathematics: Childhood Education</i> .....	116

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

<i>CBSE 3207 Teaching Science: Childhood Education</i> .....	117
<i>CBSE 3301 Integrated Methodologies for Bilingual Literacy Instruction</i> .....	118
<i>CBSE 3456 Teaching Students with Special Needs</i> .....	119
<i>CBSE 4201 Seminar and Comprehensive Student Teaching: Childhood Education</i> .....	120
<i>CBSE 4220 Seminar and Comprehensive Student Teaching I: Childhood Education</i> .....	122
<i>CBSE 4221 Seminar and Comprehensive Student Teaching II: Childhood Education</i> .....	124
<i>CBSE 4301 Seminar and Comprehensive Student Teaching: Bilingual Education</i> .....	126
<i>CBSE 4320 Seminar and Comprehensive Student Teaching I: Bilingual Education</i> .....	128
<i>CBSE 4321 Seminar and Comprehensive Student Teaching II: Bilingual Education</i> .....	130
<b>DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND ART EDUCATION</b> .....	132
<i>Summary of changes in department prefix</i> .....	132
<i>ECAE 3101 Social Studies in Early Childhood Education: General and Special Education</i> ..	134
<i>ECAE 3102 Development of Language and Literacy in Young Children: General and Special Education</i> .....	135
<i>ECAE 3103 Early Education and Care of Infants and Toddlers: General and Special Education</i> .....	136
<i>ECAE 3104 Literacy Teaching and Learning in Early Childhood: General and Special Education</i> .....	137
<i>ECAE 3105 Arts in Early Childhood Curriculum: General and Special Education</i> .....	138
<i>ECAE 3106 Teaching Mathematics in the Early Years: General and Special Education</i> .....	139
<i>ECAE 3107 Science Inquiry for Young Children: General and Special Education</i> .....	141
<i>ECAE 3109 Environments and Curriculum Adaptation for Young Learners with Special Needs</i> .....	142
<i>ECAE 4020 Seminar and Intensive Fieldwork in Early Childhood Special Education</i> .....	143
<i>ECAE 4001 Seminar and Comprehensive Student Teaching: Early Childhood Education</i> ....	145
<i>ECAE 4021 Seminar and Comprehensive Student Teaching II: General and Special Education</i> .....	147
<b>DEPARTMENT OF HEALTH AND NUTRITION SCIENCES</b> .....	149
<i>2170 Child Development: Typical and Atypical</i> .....	149
<b>DEPARTMENT OF HISTORY</b> .....	150
<i>3560 States, Kingdoms and Trade: Africa to 1800</i> .....	150
<i>3561 Contact, Contest and Independence: Africa Since 1800</i> .....	151
<i>5100 Internship in Public History I</i> .....	152
<i>5101 Internship in Public History II</i> .....	153
<b>PROGRAM IN INTERDISCIPLINARY STUDIES</b> .....	154
<i>INDS 1011 Foundations for College Success and Lifelong Learning</i> .....	154
<b>CONSERVATORY OF MUSIC</b> .....	155
<i>3211 Introductory Studies in Musicianship: Ear Training I</i> .....	155
<i>3212 Eighteenth Century Studies: Ear Training II</i> .....	156
<i>3213 Nineteenth Century Studies: Ear Training III</i> .....	157
<i>3214 Twentieth-Century Studies: Ear Training IV</i> .....	158
<i>3221 Keyboard Workshop I</i> .....	159
<i>3222 Keyboard Workshop II</i> .....	160
<i>3223 Keyboard Workshop III</i> .....	161
<i>3224 Keyboard Workshop IV</i> .....	162
<i>3235 Theory I: Eighteenth-Century Studies</i> .....	163
<i>3236 Theory II: Nineteenth-Century Studies</i> .....	164
<i>3237 Theory III: Modern and Contemporary Studies</i> .....	165
<i>3241W Music History and Score Analysis I: Ancient Music through 1750</i> .....	166
<i>3242 Music History and Score Analysis II: Late 18<sup>th</sup> and 19th Century</i> .....	167
<i>3243 Music History and Score Analysis III: Twentieth-Century to the Present</i> .....	168
<i>3710 Choral Union</i> .....	169
<i>3711 Conservatory Singers</i> .....	170
<i>3750 Orchestra</i> .....	171
<b>DEPARTMENT OF PSYCHOLOGY</b> .....	172

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

<b>3400 Statistical Methods in Psychological Research</b> .....	172
<b>3600 Behavioral Neuroscience</b> .....	173
DEPARTMENT OF PUERTO RICAN AND LATINO STUDIES.....	174
<b>4430 Spanish for Prospective Bilingual Professionals</b> .....	174
DEPARTMENT OF SECONDARY EDUCATION .....	175
<b>SEED 2001 The Art, Philosophy, and Culture of Teaching</b> .....	175
<b>SEED 2002 Urban Children and Adolescents: Development and Education</b> .....	177
<b>SEED 3401 Language and Literacy Development in Adolescence Education and Special Subjects</b> .....	178
<b>SEED 3402 Integrative and Multidisciplinary Teaching and Learning</b> .....	179
<b>SEED 3454 Methods and Teaching Practice in Middle Schools</b> .....	180
<b>SEED 3455 Theories and Practice of Composition</b> .....	181
<b>SEED 3456 Teaching Students with Special Needs</b> .....	182
<b>SEED 4401 Seminar on Methods of Teaching English, Student Teaching I</b> .....	183
<b>SEED 4402 Seminar on Methods of Teaching Social Studies, Student Teaching I</b> .....	185
<b>SEED 4403 Seminar on Methods of Teaching Mathematics, Student Teaching I</b> .....	187
<b>SEED 4404 Seminar on Methods of Teaching Science, Student Teaching I</b> .....	189
<b>SEED 4405 Seminar on Methods of Teaching Modern Languages, Student Teaching I</b> .....	191
<b>SEED 4406 Seminar on Methods of Teaching Physical Education, Student Teaching I</b> .....	193
<b>SEED 4407 Advanced Seminar on Methods of Teaching English, Student Teaching II</b> .....	195
<b>SEED 4408 Advanced Seminar on Methods of Teaching Social Studies, Student Teaching II</b> .....	197
<b>SEED 4409 Advanced Seminar on Methods of Teaching Mathematics, Student Teaching II</b> .....	199
<b>SEED 4410 Advanced Seminar on Methods of Teaching Science, Student Teaching II</b> .....	201
<b>SEED 4411 Advanced Seminar on Methods of Teaching a Modern Language, Student Teaching II</b> .....	203
<b>SEED 4412 Advanced Seminar on Methods of Teaching Physical Education, Student Teaching II</b> .....	205
<b>SEED 4413 Seminar on Teaching Methods of Music Education, Student Teaching I and II</b> ..	207
<b>GSCI 3050 Natural Science in Early Childhood and Childhood Education</b> .....	209
DEPARTMENT OF SOCIOLOGY.....	210
<b>2601 Race and Ethnicity</b> .....	210
DEPARTMENT OF THEATER.....	211
<b>3402 Acting II: Introduction to Scene Study</b> .....	211
<b>3403 Acting III: Contemporary Realism</b> .....	212
<b>3404 Acting IV: Classics of Modern Realism</b> .....	213
<b>3405: Acting V: Introduction to Shakespeare</b> .....	214
<b>3406 Acting VI: Advanced Acting Workshop</b> .....	215
<b>3201 Dynamics I</b> .....	216
<b>3202 Dynamics II</b> .....	217
<b>3403 Dynamics III</b> .....	218
<b>3204 Dynamics IV</b> .....	219
<b>3205 Dynamics V</b> .....	220
<b>3206 Dynamics VI</b> .....	221
<b>3207 Dynamics VII</b> .....	222
<b>3208 Dynamics VIII</b> .....	223
SECTION A-VI: OTHER CHANGES.....	224
DEPARTMENT OF ECONOMICS .....	224
<b>3252 Environmental and Natural Resource Economics</b> .....	224
DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY .....	225
<b>3162 Anthropology of Law and Order</b> .....	225
DEPARTMENT OF THEATER.....	226
<b>3351 Sound Recording</b> .....	226
<b>4351 Sound Recording Workshop</b> .....	227

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

<b>APPENDIX.....</b>	<b>228</b>
<b>SPECIAL TOPICS.....</b>	<b>228</b>
<b><i>TVRA 4173 Special Topics: Orality, Literacy, and Computer Technology.....</i></b>	<b>228</b>

**SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**  
**Program in American Studies**

**B.A degree program in American studies**  
HEGIS code 0313

**Program requirements** (39-42 credits):

American Studies 1001.

Five of the following: American Studies ~~3302~~, ~~3206~~, 3212, ~~3306~~, 3307, ~~3102~~, ~~3702~~, ~~3704~~, ~~3104~~, ~~3706~~, ~~3902~~, ~~3404~~, ~~3106~~, ~~3108~~, ~~3402~~, ~~3304~~, ~~3406~~, ~~4002~~, ~~5002~~, 5003

Two of the following: History ~~3323~~, ~~3420~~, ~~3430~~, ~~3440~~, ~~3441~~, ~~3442~~, ~~3418~~, ~~3455~~, ~~3410~~, 3475, 3478, 3479, ~~3480~~, ~~3485~~, ~~4200~~.

Two of the following: English ~~3157~~, ~~3166~~, ~~604~~, ~~3151~~, ~~3152~~, ~~3153~~, ~~3154~~, ~~3163~~, 4105, 4107.

Either a) or b):

a) American Arts and Letters: three of the following:

Africana Studies ~~3230~~, 3220, ~~3221~~, 3215, Art 3164, ~~3157~~, ~~1630~~; English 2402, 3164, Film 2124, Music 2101, 2104, 4940, 4941; Puerto Rican and Latino Studies 4640; Television and Radio 1165; Theater 3504, 2502; Women's Studies 3120; or other courses consistent with this track approved by the program director.

b) American Society: three of the following:

Africana Studies 3120, 3121, 3125 ~~127~~; Anthropology 3130, 3135; Judaic Studies 3047, 3485; Philosophy ~~48~~ 3130, 3141, and 3723, Political Science 3121, 3142, 3150, 3153, 3154, 3155, 3404, 3440; Puerto Rican and Latino Studies 1001, ~~32~~, 3320W, 3325, 3215, 3220, 4645; Sociology ~~8~~, 1102, 2602, 2601, 3206, 3607; Women's Studies ~~1006~~, ~~3340~~, 3238; or other courses consistent with this track approved by the program director.

**Rationale:** We are updating and correcting the bulletin for the following reasons:

- to include key American Studies courses mistakenly omitted in the current version of the document;
- to eliminate outmoded course numbers and references to courses no longer being offered; and

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

- to give students a slightly wider range of classes to choose from in designing their programs of study.

We are granting the program director authority to make course substitutions in order to give students greater flexibility to determine their programs of study and to avoid scheduling problems that might inhibit students' progress towards graduation.

**Date of program approval:** March 13, 2012.

**Effective date:** Fall 2012.

## SECTION A-III: CHANGES IN DEGREE REQUIREMENTS

### Department of Biology

#### B.A degree program in biology

HEGIS code 0401

#### Department requirements (35- 41.5 credits)

To enroll in any of the following courses--Biology 1002, 2074, 2071 or 2072W, ~~3002 or 3002W~~ 2002 or 2002W and 3004--students must have completed the appropriate pre- or co-requisite courses with a grade of C- or better. A student with a grade of D+ or lower in any biology course applied toward fulfillment of department requirements must repeat the course until the grade of C- or higher is earned, or offer another course of equal or higher rank. Any substitution of courses must be approved by the chairperson or deputy chair for advising. At least one course taken must be a writing intensive (W) course offered by the Department of Biology. Students who completed Biology 1080 and 1081 before fall 2010 may substitute them for Biology 1001 and 1002 in all degree requirements.

One of the following biology sequences, a), b), c), or d).

a) All of the following: Biology 1071, 1072, 2073 or 4019, 3006 or 3007W, ~~3004~~, 3003, ~~2011~~ 3011.

All of the following: Biology 2074, 2071 or 2072W, ~~3002 or 3002W~~, 3004.

At least ~~3~~ 6 credits of the following: Biology 4001, 4002, 4011, 4010/Computer and Information Science 2810, Biology 2001, 2002 or 2002W, 2010, 2020/Psychology 2610, 4015, 4016, 4012, 4013, 4022, 3083, 5020, Interdisciplinary Studies 4101 or 4102, Chemistry 4570 or 4571 or other advanced courses approved by the chairperson or deputy chair for advising.

b) All of the following: Biology 1001, 1002, ~~3001, 3002 or 3002W~~, 3003, 4016, 3006 or 3007W, ~~2011~~ 3011.

At least ~~5~~ 8 credits of the following: Biology 2001, 2002 or 2002W, 4001, 4002, 4011, 2071 or 2072W, 4010/Computer and Information Science 2810, Biology 2010, 2020/Psychology 2610, 4015, 4016, 4012, 4013, 4022, 3083, 5020, 5001 or 5010 or 5003W or 5014W or Interdisciplinary Studies 4101 or 4102, Chemistry 4570 or 4571 or other advanced courses approved by the chairperson or deputy chair for advising.

c) All of the following: Biology 1002, 1071, 1072, ~~3001, 3002 or 3002W~~, 3003, 3004, 3006 or 3007W, ~~2011~~ 3011.

At least ~~5~~ 8 credits of the following: Biology 2001, 2002 or 2002W, 4001, 4002, 4011, 2071 or 2072W, 4010/Computer and Information Science 2810, Biology 2010,

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

2020/Psychology 2610, 4015, 4016, 4012, 4013, 4022, 3083, 5020, 5001 or 5010 or 5003W or 5014W or Interdisciplinary Studies 4101 or 4102, Chemistry 4570 or 4571 or other advanced courses approved by the chairperson or deputy chair for advising.

d) All of the following: Biology 1001, 2073, 2074, ~~3001, 3002 or 3002W~~, 3003, 3004, 3006 or 3007W, ~~2011~~ 3011.

At least ~~5~~ 8 credits of the following: Biology 2001, 2002 or 2002W, 4001, 4002, 4011, 2071 or 2072W, 4010/Computer and Information Science 2810, Biology 2010, 2020/Psychology 2610, 4015, 4016, 4012, 4013, 4022, 3083, 5020, 5001 or 5010 or 5003W or 5014W or Interdisciplinary Studies 4101 or 4102, Chemistry 4570 or 4571 or other advanced courses approved by the chairperson or deputy chair for advising.

One of the following chemistry requirements, a), b), c), or d):

a) Chemistry 1100, (or both 1050 and 2050), and 2500.

b) Chemistry 1100, (or both 1050 and 2050), and 2100, and 3510 (or both 3511 and 3512).

c) Chemistry 1100 (or both 1050 and 2050), 2100, 3510 (or both 3511 and 3512), and 3520 (or both 3521 and 3522).

d) Chemistry 1100 (or both 1050 and 2050), and 2100 and 2500.

Mathematics 1201.

### **Department recommendations**

Chemistry 3510 (or both 3511 and 3512) and 3520 (or both 3521 and 3522) and Physics 1100 and 2100 are required for some professional programs and are strongly recommended for prospective graduate students in biology.

Students who anticipate majoring in biology must see a departmental adviser before the end of the sophomore year in order to plan their programs.

### **Additional requirements for a B.A. degree**

Candidates for a B.A. degree with a major in biology must complete at least 18 credits in advanced courses in the Biology department or allowed electives in other departments as described above (not including Biology 1071 and 1072 OR Biology 1001). These 18 credits must be completed with a grade of C- or higher in each course, and 10 or more credits must be completed at Brooklyn College. Specific course requirements for a B.A. degree are described above.

### **Rationale:**

1. The course number of Genetics is being moved up to a 3000 level course and those of Zoology lecture and labs are being moved down to 2000 level courses to

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

reflect its intended place in the sequence of courses taken for the major. The number of credits for Genetics is also increased from 2 to 3. These changes in course numbers and credits are reflected in the degree requirements of the biology major.

2. Zoology lecture and labs are being changed from 'required courses' to 'electives' in the biology major as part of the restructuring of the major.
3. The department of chemistry has restructured its courses in organic chemistry and since these are requirements in the biology major, the new course numbers are added to the degree requirements of the major.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

### **A-III: CHANGES IN DEGREE REQUIREMENTS**

#### **Department of Biology**

#### **B.S. degree program in biology**

HEGIS code 0401

#### **Department requirements (48-50.5 credits)**

To enroll in any of the following courses--Biology 1002, 2074, 2071 or 2072W, ~~3002 or 3002W~~ 2002 or 2002W, and 3004--students must have completed the appropriate pre- or co-requisite courses with a grade of C- or better. A student with a grade of D+ or lower in any biology course applied toward fulfillment of department requirements must repeat the course until the grade of C- or higher is earned, or offer another course of equal or higher rank. Any substitution of courses must be approved by the chairperson or deputy chair for advising. At least one course taken must be a writing intensive (W) course offered by the department of Biology. Students who completed Biology 1080 and 1081 before fall 2010 may substitute them for Biology 1001 and 1002 in all degree requirements

One of the following biology sequences: a), b), c), or d):

a) All of the following: Biology 2073, 1072, 1071 or 4019, 3006 or 3007W, ~~3004~~, 3003, ~~2011~~ 3011.

All of the following: Biology 2074, 2071 or 2072W, ~~3002 or 3002W~~, 3004.

At least ~~6~~ 9 credits of the following: Biology 2001, 2002 or 2002W, 4001, 4002, 4011, 4010 or Computer and Information Science 2810, Biology 2010, 2020 or Psychology 2610, Biology 4015, 4016, 4012, 4013, 4022, 3083, 5020, 5001 or 5010 or 5003W or 5014W or Interdisciplinary Studies 4101 or 4102, Chemistry 4570 or 4571 or other advanced courses approved by the chairperson or deputy chair for advising.

b) All of the following: Biology 1001, 1002, ~~3001, 3002 or 3002W~~, 3003, 3004, 3006 or 3007W, ~~2011~~ 3011.

At least ~~9~~ 12 credits of the following: Biology 2001, 2002 or 2002W, 4001, 4002, 4011, 2071 or 2072W, 4010 or Computer and Information Science 2810, Biology 2010, 2020 or Psychology 2610, Biology 4015, 4016, 4012, 4013, 4022, 3083, 5020, 5001 or 5010 or 5003W or 5014W or Interdisciplinary Studies 4101 or 4102, Chemistry 4570 or 4571, or other advanced courses approved by the chairperson or deputy chair for advising.

c) All of the following: Biology 1072, 1071, 1002, ~~3001, 3002 or 3002W~~, 3003, 3004, 3006 or 3007W, ~~2011~~ 3011.

At least ~~9~~ 12 credits of the following: Biology 2001, 2002 or 2002W, 4001, 4002, 4011, 2071 or 2072W, 4010 or Computer and Information Science 2810, Biology 2010, 2020

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

or Psychology 2610, Biology 4015, 4016, 4012, 4013, 4022, 3083, 5020, 5001 or 5010 or 5003W or 5014W or Interdisciplinary Studies 4101 or 4102, Chemistry 4570 or 4571, or other advanced courses approved by the chairperson or deputy chair for advising.

d) All of the following: Biology 1001, 2073, 2074, ~~3001, 3002 or 3002W~~, 3003, 3004, 3006 or 3007W, ~~2011~~ 3011.

At least ~~9~~ 12 credits of the following: Biology 2001, 2002 or 2002W, 4001, 4002, 4011, 2071 or 2072W, Biology 2010, 4010 or Computer and Information Science 2810, Biology 2010, 2020 or Psychology 2610, Biology 4015, 4016, 4012, 4013, 4022, 3083, 5020, 5001 or 5010 or 5003W or 5014W or Interdisciplinary Studies 4101 or 4102, Chemistry 4570 or 4571, or other advanced courses approved by the chairperson or deputy chair for advising.

All of the following: Chemistry 1100, ~~or both~~ 1050 and 2050; 2100, 3510 or both 3511 and 3512, 3520 or both 3521 and 3522. Mathematics 1201

### **Department recommendation**

Students who anticipate majoring in biology must see a departmental adviser before the end of the sophomore year in order to plan their programs.

### **Additional requirements for a B.S. degree**

Candidates for a B.S. degree with a major in biology must complete at least 60 credits in science and mathematics; 24 of these 60 credits must be completed in advanced courses in the Biology Department or required courses in other departments or allowed electives in other departments as described in items a), b), c) or d) above (not including Biology 1071 and 1072 OR 1001). These 24 credits must be completed at Brooklyn College with a grade of C- or higher in each course. Specific course requirements for a B.S. degree are described above.

The following courses may be applied toward the 60 credits in science and mathematics:

A) All courses in the departments of biology, chemistry, computer and information science, earth and environmental sciences, mathematics, physics and psychology.

B) Courses marked with a (\*) symbol in the Department of Health and Nutrition Sciences.

C) ---Anthropology and Archaeology 2201, 3230, 3240, 3250, 3260, 3199, 4665.

---Core Studies 5, 5.1, 5.2, 7.1, 7.2, 8.1, 8.2.

---Core Curriculum 1300 through 1399

---Core Curriculum 3301 through 3399

---Economics 3400, 4410, 3410, 4422.

---Philosophy 3203, 3204, 3601.

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

---Physical Education 3271, 3275, 3023, 4229, 4251.

---Sociology 2701

**Rationale:**

1. The course number of Genetics is being moved up to a 3000 level course and those of Zoology lecture and labs are being moved down to 2000 level courses to reflect its intended place in the sequence of courses taken for the major. The number of credits for Genetics is also increased from 2 to 3. These changes in course numbers and credits are reflected in the degree requirements of the biology major.
2. Zoology lecture and labs are being changed from 'required courses' to 'electives' in the biology major as part of the restructuring of the major.
3. The department of chemistry has restructured its courses in organic chemistry and since these are requirements in the biology major, the new course numbers are added to the degree requirements of the major.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

**SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**  
**Department of Biology**

**Minor in Biology**

**Department Requirements**

Both Biology 1001 and 1002, or all of the following courses: Biology 2073, 1072, 1071 or 4019, 2074, 2071.

Any two of the following elective courses: Biology 4001, 4002, 4010 or Computer and Information Science 2810, Biology 4011, 4012, 4016, 3006 or 3007W, ~~3004~~ 2001, 3003, 4013, 4015, 4022, 3083, 5020, 2010 , 2020 or Psychology 2610, ~~or~~ Biology ~~2011~~ 3011.

Each course must be completed at Brooklyn College with a grade of C- or higher.

**Rationale:**

1. The course number of Genetics is being moved up to a 3000 level course and those of Zoology lecture and labs are being moved down to 2000 level courses to reflect their intended place in the sequence of courses taken for the major. These changes in course numbers are reflected in the degree requirements of the biology minor.
2. The choice of courses to serve as electives in the minor has been updated.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**

### **Department of Childhood and Special Education**

#### **B.A. degree program for childhood education teacher (grades 1-6)**

HEGIS code 0802.00; SED program code 26829

#### **Program requirements**

Completion of the B.A. degree with a major in childhood education qualifies students to receive New York State initial teacher certification (grades 1-6) and prepares students for employment in the schools of New York City. Students majoring in the childhood education teacher program are expected to have satisfied the foreign language requirement in high school and must be exempt from assignment to a speech course.

In addition to fulfilling the Core Studies requirements, students must complete a liberal arts and sciences concentration (30 credits). Specific requirements apply for each concentration. Students should consult separate listings for the following departments and programs and should also consult with an adviser in the Office of Student Advisement in the School of Education Department of Childhood and Special Education: American studies; anthropology and archaeology; art; children's studies; classics; environmental studies; English; general science; health and nutrition sciences; history; Judaic studies; mathematics; modern languages and literatures (including Chinese, French, Italian, Russian, Spanish); music; philosophy; political science; psychology; Puerto Rican and Latino studies; sociology; theater; women's studies. (Additional concentrations may be offered.)

Students must also complete the following courses and their corequisites and prerequisites: One of the following social science courses: Africana Studies 3324, Anthropology 3135, Political Science 3141, Psychology 2040, Puerto Rican and Latino Studies 3325, Sociology 2200; one of the following arts and humanities courses: Art 62.10, Classics 1213, English 3180, Judaic Studies 3010, Philosophy 3323, Speech 1718, Theater 1003; Mathematics 1401, or a mathematics course numbered 1701 or higher and a passing score on a Mathematics Department proficiency examination; General Science 2040 or 2010 or 2020 or 2030 or 2050; Mathematics 1406; and General Science 3050 (17 credits).

In addition, students must complete the following pedagogical courses: Childhood and Special Education 2001, 2002, 3201, 3202, 3203, 3301, 3205, 3206, 3207, ~~4320~~, and ~~4321~~ 4201 (33 credits).

Each education course must be completed with a grade of C or higher.

Note: Students must present a GPA of 3.00 or higher in education courses prior to student teaching (Childhood and Special Education 4201).

**Rationale:** The childhood and special education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

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

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**

### **Department of Childhood and Special Education**

#### **B.A. degree program for childhood education teacher, bilingual (Spanish/English) education extension (grades 1-6)**

HEGIS code 0802.00; SED program code 26828

Childhood education teacher, bilingual (Spanish/English) is a writing-intensive major program.

#### **Program requirements**

Completion of the B.A. degree with a major in childhood education with an extension for bilingual education qualifies students to receive New York State initial teacher certification for childhood education (grades 1-6) with an extension of that certification to include teaching bilingual education. This program is offered to selected students interested in teaching children in Spanish/English bilingual programs to qualify for teacher certification in Spanish/English bilingual education. Students must demonstrate proficiency in English and Spanish. For courses in Spanish, students should seek counseling in the ~~School of Education~~ Department of Childhood and Special Education and in the Department of Puerto Rican and Latino Studies. Students majoring in childhood education with an extension for bilingual education are expected to have satisfied the foreign language requirement in high school and must be exempt from assignment to a speech course.

In addition to fulfilling the Core Studies requirements, students must complete a Puerto Rican and Latino Studies concentration by taking the following courses: Puerto Rican and Latino Studies 4410, 4415, 4420, 4425, 4430 as well as one course from each of the four following groups: Puerto Rican and Latino Studies 3105, 3120, 3125; Puerto Rican and Latino Studies 3215, 3220, 2005; Puerto Rican and Latino Studies 4645; and Puerto Rican and Latino Studies 4450, 3315, 4640 (31 credits).

Students must also complete the following courses and their corequisites and prerequisites: One of the following social science courses: Africana Studies 3324, Anthropology 3135, Political Science 3141, Psychology 2040, Puerto Rican and Latino Studies 3325, Sociology 26.4; one of the following arts and humanities courses: Classics 1213, English 3180, Judaic Studies 3010, Philosophy 3323, Speech 1718, Theater 1003; Mathematics 1401, or a mathematics course numbered 2000 or higher and a passing score on a Mathematics Department proficiency examination; General Science 2040 or 2010 or 2020 or 2030 or 2050; Mathematics 1406; and General Science 3050 (17 credits).

In addition, students must complete the following pedagogical courses: Childhood and Special Education 2001, 2002, 3201, 3202, 3203, 3301, 3205, 3206, 3207, ~~4320~~, and ~~4321~~ 4301 (33 credits).

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

Students must present a G.P.A. of at least 2.50 in liberal arts and science courses. Each required education course must be completed with a grade of C or higher.

Note: Students must present a G.P.A. of at least 3.00 in education courses prior to student teaching (Childhood and Special Education 4301).

**Rationale:** The childhood and special education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**

### **Department of Computer and Information Science**

#### **B.S. degree program in Multimedia Computing**

HEGIS code 0799; NYS SED program code 31604

#### **Department requirements (57-59 credits)**

This program trains specialists in developing and maintaining multimedia software, databases, and networks. The program includes basic computing background, mathematical training especially geared to multimedia design and production, specific courses in multimedia computing, and courses in digital arts.

A student excused, without credit, from a course may not take the course for credit later, except with permission of the chairperson.

The department chair, with the approval of the chair of the department's undergraduate curriculum committee, may allow substitutions for these requirements consistent with the educational goals of the program.

All of the following: Computer and Information Science 1110 or 1180, 1600, 2210, 3110, 3120, 3130, 3220, 3620, 3630, 3410 or 3415 or 3650 or 3660 or 3665, and 4900 or 5001.

One of the following: Computer and Information Science 3650 or 3660 or 3665.

~~Three~~Two additional courses chosen from the following: Computer and Information Science ~~3800, 3610, 3120, 3140, 3150, 3410, 3415, 3635, 4610, 4620, 3645, 3640, 3650, 3660, 3665.~~ 3140, 3150, 3410, 3415, 3610, 3650, 3660, 3665, 3810, 4610.

All of the following: Mathematics 1201, 1711 or 1206, 1716 or 2501.

Two courses chosen from among the following: Art 2811, 2812, 3812, 2820, 2821; Music 3260, 3261, 3262, 3322; Film 1201, 2701; Television and Radio 2420, 3861, 3871, 3951.

Program Recommendation: It is recommended that students in this program fulfill their writing-intensive course requirement with Computer and Information Science 2820W or Philosophy 3318W.

#### **Rationale:**

(1) The department does not offer courses in multimedia databases or multimedia networking, which is reflected in this change. (2) This change will allow more students to graduate more efficiently because of the department's ability to offer limited sections of advanced electives.

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

**Date of departmental approval:** February 14, 2012

**Effective date:** Fall 2012

**SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**  
**Department of Computer and Information Science**

**Minor in Multimedia Computing**

**Department Requirements** (25-27 credits)

A student with a major in Computer Science or Information Systems or another field may take a minor in Multimedia Computing. Any minor at Brooklyn College requires completing 12 advanced elective credits with an average of C- or better. The minor in Multimedia Computing requires 25-27 credits and includes the following courses.

All of the following: Computer and Information Science 1110 or 1180; 1600, 3110 and 3120 and 3130; and ~~3620~~ and or 3630.

Two of the following: Computer and Information Science ~~3610, 3415, 3635, 4610, 49.3, 3645, 3640, 3650, 3660, 3665, 3610, 3620, 3630, 3650, 3660, 3665, 4610.~~

Courses presented for the majors in Computer Science or Information Systems may also be used to satisfy the minor in Multimedia Computing.

**Rationale:**

This change adds the course CISC 3120 as a required course for the minor since it is needed as a prerequisite for many of the electives. To make room for additional choice, 3620 is now 'or'ed with 3630, and both are added to the choice of "Two of the following:" The change also puts the courses in numerical order. The courses CISC 3415, 3635, 3645, 3640 were removed from the choice of "Two of the following" because they are not as relevant to multimedia computing as the other courses. The course CIS 49.3 is obsolete.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

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

**B.A. degree program for early childhood education teacher (birth-grade 2)**  
HEGIS code 0823; NYS SED program code 26737

Early childhood education teacher is a writing-intensive major program.

**Program Requirements**

Completion of the B.A. degree with a major in early childhood education qualifies students to receive New York State initial teacher certification (birth through grade 2).

Students majoring in the early childhood education teacher program are expected to have satisfied the foreign language requirement in high school and must be exempt from assignment to a speech course.

In addition to fulfilling the Core Curriculum requirements, students must complete a liberal arts and sciences concentration (30 credits). Specific requirements apply for each concentration. Students should consult separate listings for the following departments and programs and should also consult with an adviser in the Office of Student Advisement in the Department of Early Childhood Education and Art Education: American studies; anthropology and archaeology; art; children's studies; classics; environmental studies; English; general science; health and nutrition sciences; history; Judaic studies; mathematics; modern languages and literatures (including Chinese, French, Italian, Russian, Spanish); music; philosophy; political science; psychology; Puerto Rican and Latino studies; sociology; theater; women's studies. (Additional concentrations may be offered.)

Students must also complete the following courses and their corequisites and prerequisites:

Psychology 3240 or Health and Nutrition Sciences 2170; Speech 1114; Mathematics 1401 or a mathematics course at an equivalent level such as Mathematics 1201 or higher, Mathematics 1406, and a ~~passing score of 80% or higher on Mathematics~~ the ECAE Department mathematics proficiency examination; ~~General Science 2040 or 2010 or 2020 or 2030 or 2050~~; and General Science 3050 (~~21-22~~ 18-19 credits).

In addition, students must complete the following pedagogical courses: Early Childhood and Art Education 2001, 2002, 2003, 2004, 3101, 3102, 3103, 3104, 3105; 3106, 3107, 3108, and 4001~~4020, and 4021~~ (~~33~~ 36 credits).

**Rationale:**

The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

Further, there is a new New York State mandate that requires all general education

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

teachers to have at least one stand-alone special education course, which includes supervised field. ECAE 2003 and 2004 are two new courses that have been added and ECAE 3108 has been revised to fulfill this mandate. Therefore, ALL undergraduate early childhood education (ECE) students seeking initial certification in Early Childhood Education (birth to 2<sup>nd</sup> Grade) will be required to take the two new courses ECAE 2003 (Infancy and Early Childhood: Family and Community Relationships) and ECAE 2004 (Early Childhood Education Foundations). They will also be required to take ECAE 3108 (Foundations and Pedagogy in Early Childhood Special Education).

These changes will improve the quality of the program and ensure that the students will be better equipped to teach children with special needs and work collaboratively with their families. In addition, all NYC school districts are now required to provide 'integrated co-teaching services' for children with special needs rather than placing them in special education schools. These program changes will better prepare our graduates to work in this expanding role.

**Date of department approval:** February 14, 2012

**Effective date of the change:** Fall 2012

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

**Dual certification for early childhood education teacher (birth through grade 2) and teaching students with disabilities in early childhood**  
HEGIS code 0823; SED program code 27988

Early childhood education teacher is a writing-intensive major program.

**Program Requirements**

Completion of the B.A. degree with a major in early childhood education qualifies students to receive New York State initial teacher certification (birth through grade 2). Students who meet additional requirements will qualify for dual certification in early childhood education and in teaching students with disabilities in early childhood.

Students majoring in the dual certification for early childhood education teacher and teaching students with disabilities in early childhood are expected to have satisfied the foreign language requirement in high school and must be exempt from assignment to a speech course.

In addition to fulfilling the Core Curriculum requirements, students must complete a liberal arts and sciences concentration (30 credits). Specific requirements apply for each concentration. Students should consult separate listings for the following departments and programs and should also consult with an adviser in the Office of Student Advisement in the Department of Early Childhood Education and Art Education: American studies; anthropology and archaeology; art; children's studies; classics; environmental studies; English; general science; health and nutrition sciences; history; Judaic studies; mathematics; modern languages and literatures (including Chinese, French, Italian, Russian, Spanish); music; philosophy; political science; psychology; Puerto Rican and Latino studies; sociology; theater; women's studies. (Additional concentrations may be offered.)

Students must also complete the following courses and their corequisites and prerequisites:

Psychology 3240 or Health and Nutrition Sciences 2170; Speech 1114; Mathematics 1401 or a mathematics course at an equivalent level such as Mathematics 1201 or higher, Mathematics 1406, and a ~~passing score of~~ 80% or higher on ~~Mathematics~~ the ECAE Department mathematics proficiency examination; ~~General Science 2040 or 2010 or 2020 or 2030 or 2050~~; and General Science 3050 (~~21-22~~ 18-19 credits).

In addition, students must complete the following pedagogical courses: Early Childhood and Art Education 2001, 2002, 2003, 2004, 3101, 3102, 3103, 3104, 3105; 3106, 3107, 3108, 3109, 4020, and ~~4021~~ 4001 (~~33~~ 42 credits).

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

Students wishing to obtain dual certification for early childhood education teacher and teaching students with disabilities in early childhood must complete Early Childhood and Art Education 3108, 3109, 4020 and their prerequisites as well as ~~50~~ 75 hours of field experience and ~~150 hours of student teaching~~ in settings for students with disabilities in early childhood education and 300 hours of student teaching in inclusive early childhood settings. Each Early Childhood and Art Education course must be completed with a grade of C or higher. Note: Students must present a G.P.A. of at least 3.00 in Early Childhood and Art Education courses prior to student teaching (Early Childhood and Art Education 40014020 and 4021).

**Rationale:**

The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education. Furthermore, to make certain that teacher-candidates in the dual certification for early childhood education and teaching students with disabilities in early childhood are better prepared to co-teach and collaborate with their teaching peers and parents in the classroom, as well as to administer formal and informal assessments, and provide more individualized instruction with children than in the past, teacher-candidates will be required to complete 75 hours of intensive fieldwork lab in early childhood special education settings in combination with a special education course prior to their required 300 hours of student teaching.

**Date of department approval:** March 13, 2012

**Effective date of the change:** Fall 2012

**SECTION A-III: CHANGES IN PROGRAM REQUIREMENTS**  
**Department of Earth and Environmental Sciences**

**B.A. degree program in adolescence education: earth science teacher**  
HEGIS code 1917.01; SED program code 32681

The ~~School of~~ Department of Secondary Education and the Department of Earth and Environmental Sciences jointly offer a program for students who plan to teach earth science in grades 7 through 12. Additional information may be obtained from the ~~School of~~ Department of Secondary Education or the Department of Earth and Environmental Sciences.

Students should consult a counselor as early as possible to plan their program. ~~Adolescence~~ Secondary education (grades 7-12) and special subject programs are writing intensive.

**Program requirements** (~~67~~ 66 - 71 credits)

All of the following:

a) Earth and environmental sciences 1101, 1201, 2100 or 2200, 2300, 3000, 3300 or 3350, 3400W, 3850, 3900.

~~b) At least six additional credits in earth and environmental sciences courses numbered 2000 or above.~~

e) Chemistry 1100 or its equivalent.

~~c) d) Mathematics 1201 or 1501, or Computer and Information Science 1110, or Earth and environmental sciences 3800~~

~~d) e)~~ One of the following courses in physics: Physics 1100 or 1150, or Core Curriculum 1331, or Earth and environmental sciences 3200.

~~e) f)~~ One of the following courses in biology: Biology 1001 or 1080, or Core Curriculum 1321.

The following pedagogical courses in ~~School of~~ Department of Secondary Education: Secondary Education 2001, 2002, 3401, 3402, 4404, 4410 (total of 21 credits):

This four-term sequence may be started in the lower-sophomore term, or upper-sophomore term: Secondary Education 2001, 2002, 3401, 3402 (12 credits).

The appropriate 5-credit course in student teaching: Secondary Education 4404: Seminar on Methods of Teaching Science, Student Teaching I.

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

The appropriate 4-credit course in student teaching: Secondary Education 4410: Advanced Seminar on Methods of Teaching Science, Student Teaching II.

Degree programs in adolescence education and in special subjects include a major in an appropriate department of the college and in the case of social studies may also include an approved selection of interdepartmental courses.

Completion of an ~~adolescence~~ secondary education program as part of a major in English, one of the appropriate social sciences, mathematics, one of the sciences, or a language other than English qualifies students for New York State initial certification in adolescence education for grades 7 through 12.

Students qualifying for the initial certification in secondary education may obtain an extension to teach English, social studies, mathematics, or one of the sciences in grades 5 and 6 by taking Secondary Education 3454.

Students, except music education majors, must complete 21 credits in the ~~School of~~ Department of Secondary Education as specified above.

### **Admission requirements and academic standing**

Students must have a GPA of 2.50 or higher based on a minimum of 30 credits in liberal arts and sciences to take Secondary Education 2001, 2002, 3401 or 3402;

an average of 2.75 in ~~Secondary Education 16 and 34~~ 2001 and 2002 is required to continue to Education 3401 and/or Education 3402;

to take Education 4413 or 4401-4406, students must have an overall GPA of 2.75 or higher and permission of the chairperson or deputy of the Department of Secondary Education;

to take ~~Secondary Education 4407-4406~~ 4412, students must earn a B- or higher in Secondary Education 4401-4406, a GPA of 2.75 or higher in their major, and the permission of the head of adolescence education and special subjects.

A student who takes Secondary Education 4407-4412 prior to ~~Secondary Education 4401-4413~~ 4406 must earn a B- or better grade in ~~4407-4412~~ 4406 to take Secondary Education 4401-4406.

**Rationale:** 2100 and 2200 both provide a background in basic mineral and rock identification. 3300 and 3350 both provide an introduction to fossil groups, their identification, and their time distribution. Given these pairs of courses provide a similar background that addresses state teaching standards, providing choice in courses will maintain standards but provide students with some flexibility which may help graduation rate.

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

The substitution of EESC 3800 for CISC 1110 as one of our quantitative reasoning requirements addresses the Middle States recommendation that Earth science teachers have a course in statistics.

The addition of EESC 3000 addresses the existing deficiency in topics related to crystalline rock.

The addition of EESC 3850 (Field Mapping) addresses the need for teachers to have direct experience with how geologists work and think in a practical setting. Our experiences with in-service teachers in our MAT program have demonstrated that teachers use their field experiences to demonstrate their credibility as earth scientists to their students.

**Date of departmental approval:** February 14, 2012

**Effective date of change:** Fall 2012

## **SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**

### **Department of History**

#### **B.A. degree program in history**

HEGIS code 2205; SED program code 02106

#### **Department requirements (33 credits)**

History 2001W. History 2001W is a prerequisite of all history courses numbered in the 4000s.

Twenty-four credits in lower-division courses including at least three credits in each of the following groups:

- a) Ancient, medieval, and early modern ~~European~~ history
- b) ~~Modern~~ European history
- c) Transnational and comparative history
- d) United States history
- e) African, Asian, Caribbean, Latin American, and Middle Eastern history.

Six credits in upper-division courses with a grade of C or higher in each course. One of these courses must be a colloquium.

History majors fulfilling program requirements described in earlier Bulletins should validate their programs with a department counselor at the time they declare the major. With permission of the chair, one course taken outside the department may count towards the major. With permission of the chair, in consultation with the department, a course taken in History may be substituted for another, where warranted and for distribution purposes.

**Rationale:** The changes reflect a desire to create more opportunities for students in any given semester.

The changes in the groups of courses appeared in a previous Bulletin but have disappeared from the current version. We are restoring that flexibility. Group A is pre-modern and need not be European for appropriate historical problems to be addressed. Group B will now include both pre-modern and modern European courses to expand student options in an area in which the department has experienced recent retirements.

Allowing one course to be taken outside the department permits students to take advantage of the presence of historians who happen to be members of other academic departments. Permitting a reasonable course substitution will facilitate progress towards graduation without sacrificing coherence.

**Date of Department Approval:** December 13, 2011.

**Effective Date:** Fall 2012.

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

**SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**  
**Department of Modern Languages and Literatures**

**B.A. degree program in French**

HEGIS code 1102; SED program code 02025

**Department requirements for majors in French (24-36 credits)**

There are two options for the major:

Option I: French (24 credits)

The following are required (24 credits in advanced courses): French 2030W and 3610.

At least one of the following culture courses: French 3515, 3520, 3510, or 3520.

The remaining courses are to be selected from French ~~2020~~ 2024, 2021, 2432, 2120, 3515, 3525, 3510, or 3520. Tier II, Tier III, Tier IV, and/or Modern Languages 2310 or higher.

A knowledge of Latin and/or another Language Other Than English is also helpful.

Option II: Language and Business (36 credits)

All of the following: French ~~2020~~ 2024 or 2030W; 2432; 3610; 3515 or 3525.

Four additional courses to be selected from French ~~2020~~ 2021, 2432 or 2030W, 2120 or 2120W, 3515, 3525, 3510, or 3520, Tier II, Tier III, Tier IV, and/or Modern Languages 2310 or higher.

Both of the following: Business 3100, 3170.

Two of the following: Business 3240, 3200, 3210, 3230, 3130, 3140.

The "W" designates a writing intensive course.

**Rationale:** In Spring 2011 Language 2020 (formerly 11.1) was renumbered 2024. The old Language 4 became an advanced course and was renumbered 2021 so that it could be counted as one of the courses taken for the major.

**Date of departmental approval:** February 14, 2012

**Effective date:** Fall 2012

## **SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**

### **Department of Modern Languages and Literatures**

#### **B.A. degree program in Italian**

HEGIS code 1104; SED program code 02033

#### **Department requirements for majors in Italian (24-36 credits)**

There are two options for the major:

##### Option I: Italian (24 credits)

The following are required (24 credits in advanced courses):

All of the following: Italian 2030W and 3610.

At least one of the following culture courses: Italian 3515, 3510, or 3518.

The remaining courses are to be selected from Italian ~~2020~~ 2024, 2021, 2432, 2120, 3515, 3525, 3510, or 3518. Tier II, Tier III, Tier IV, and/or Modern Languages 2310 or higher.

6 credits may be taken in courses outside the department related in content and purpose, which may be any of the following:

Interdisciplinary Studies 2025 - Italian-American Relations

English 3192 - Special Topics (Departmental approval required)

English 3164 - Introduction to Italian American Literature

History 3261 - Modern Italy

Art 3030\* - Early Renaissance Art in Italy

Art 3038\* - Sixteenth-Century Renaissance Art in Italy

Judaic Studies 4435 - Italian Jewry

Interdisciplinary Studies 2012 - Italians in America

\*only one art course can be taken.

Any other course requires departmental permission.

While courses taken toward completion of the major may be taught in English or Italian, majors in Italian Language and Literature are required, in the event of the former, to do the work in Italian.

A knowledge of Latin and/or another Language Other Than English is also helpful.

##### Option II: Language and Business (36 credits)

All of the following: Italian ~~2020~~ 2024 or 2030W; 2432; 3610; 3515 or 3525.

Four additional courses to be selected from Italian ~~2020~~ 2021, 2030 or 2030W, 2120 or 2120W, 3515, 3525, 3510, or 3518, Tier II, Tier III, Tier IV, and/or Modern Languages 2310 or higher.

Both of the following: Business 3100, 3170.

Two of the following: Business 3240, 3200, 3210, 3230, 3130, 3140.

The "W" designates a writing intensive course.

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

**Rationale:** In Spring 2011 Language 2020 (formerly 11.1) was renumbered 2024. The old Language 4 became an advanced course and was renumbered 2021 so that it could be counted as one of the courses taken for the major.

**Date of approval by department:** February 14, 2012

**Effective Date of the change:** Fall 2012

## **SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**

### **Department of Modern Languages and Literatures**

#### **B.A. degree program in Russian**

HEGIS code 1106; SED program code 02039

#### **Department requirements for majors in Russian (24-36 credits)**

There are two options for the major:

##### **Option I: Russian (24 credits)**

The following are required (24 credits in advanced courses):

Russian 2030 and 3610.

Russian 2120W.

At least one of the following culture courses: Russian 3515 or 3510.

The remaining courses are to be selected from Russian ~~2020-2024~~, 2021, 2432, 2120, 3515, 3525, 3510, or 3518. Tier II, Tier III, Tier IV, and/or Modern Languages 2310 or higher.

A knowledge of Latin and/or another Language Other Than English is also helpful.

##### **Option II: Language and Business (36 credits)**

All of the following: Russian ~~2020~~ 2024 or 2030; 2432, 3610, 3515 or 3525.

Four additional courses to be selected from Russian ~~2020~~ 2021, 2030 or 2030W, 2120 or 2120W, 3515, 3525, 3510, or 3520, Tier II, Tier III, Tier IV, and/or Modern Languages 2310 or higher.

Both of the following: Business 3100, 3170.

Two of the following: Business 3240, 3200, 3210, 3230, 3130, 3140.

The "W" designates a writing intensive course.

**Rationale:** In Spring 2011 Language 2020 (formerly 11.1) was renumbered 2024. The old Language 4 became an advanced course and was renumbered 2021 so that it could be counted as one of the courses taken for the major.

**Date of approval by department:** February 14, 2012

**Effective Date of the change:** Fall 2012

## **SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**

### **Department of Modern Languages and Literatures**

#### **B.A. degree program in Spanish**

HEGIS code 1105; SED program code 02034

#### **Department requirements for majors in Spanish (24-36 credits)**

There are two options for the major:

##### **Option I: Spanish (24 credits)**

The following are required (24 credits in advanced courses): Spanish 2030W and 3610.

At least one of the following culture courses: Spanish 3515, 3520, 3510, or 3520.

The remaining courses are to be selected from Spanish ~~2020~~ 2024, 2021, 2432, 2120, 3515, 3525, 3510, or 3520. Tier II, Tier III, Tier IV, and/or Modern Languages 2310 or higher.

A knowledge of Latin and/or another Language Other Than English is also helpful.

##### **Option II: Language and Business (36 credits)**

All of the following: Spanish ~~2020~~ 2024 or 2030W; 2432; 3610; 3515 or 3525.

Four additional courses to be selected from Spanish ~~2020~~ 2021, 2432 or 2030W, 2120 or 2120W, 3515, 3525, 3510, or 3520, Tier II, Tier III, Tier IV, and/or Modern Languages 2310 or higher.

Both of the following: Business 3100, 3170.

Two of the following: Business 3240, 3200, 3210, 3230, 3130, 3140.

The "W" designates a writing intensive course.

#### **Rationale**

In Spring 2011 Language 2020 (formerly 11.1) was renumbered 2024. The old Language 4 became an advanced course and was renumbered 2021 so that it could be counted as one of the courses taken for the major.

**Date of approval by department:** February 14, 2012

**Effective Date of the change:** Fall 2012

## **SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**

### **Department of Modern Languages and Literatures**

#### **B.A. degree program in adolescence education: French teacher**

HEGIS code 1102.01; SED program code 26796

The ~~School of~~ Department of Secondary Education and the Department of Modern Languages and Literatures jointly offer a program for students who plan to teach French in grades 7 through 12. Adolescent education (grades 7-12) programs are writing intensive. Additional information may be obtained from the ~~School of~~ Department of Secondary Education or the Department of Modern Languages and Literatures. Students should consult a counselor as early as possible to plan their program.

#### **Program requirements (51 credits)**

Thirty credits in the content area are required for New York state certification to teach a language Other Than English at the secondary level. Twenty-four of those credits must be taken in the Department of Modern Languages and Literatures as follows (~~Language = French, Italian, or Spanish~~):

All of the following: ~~Language~~ French 2030W and 3610, and Modern Languages 3350.

Two of the following culture courses: ~~Language~~ French 3515, 3525, 3510, or 3520.

Nine credits to be selected from ~~Language~~ French ~~2020~~ 2024, 2021, 2432, 2120, 3515, 3525, 3510, 3520. Tier II, Tier III, Tier IV; and/or Modern Languages 2310 or higher.

The remaining six credits may be selected from the following options:

- 1) Up to two courses in the major language and/or from Modern Languages 2310 or higher.
- 2) Two courses in a second language, Language 2021 or above.
- 3) Up to two courses in related areas, subject to department approval.

An average of B or higher in the major is required for student teaching.

In addition, students must complete the following pedagogical courses in ~~School of the~~ Department of Secondary Education: Secondary Education 2001, 2002, 3401, 3402, 4405, and 4411 (total of 21 credits).

This four-term sequence may be started in the lower-sophomore term, or upper-sophomore term.

Secondary Education 2001, 2002, 3401, 3402 (12 credits).

The appropriate 5-credit course in student teaching:

Secondary Education 4405 Seminar on Methods of Teaching Modern Languages, Student Teaching I

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

The appropriate 4-credit course in student teaching:

Secondary Education 4411 Advanced Seminar on Methods of Teaching Modern Languages, Student Teaching II

This program reflects changes in teacher certification requirements recently implemented by the New York State Education Department.

Degree programs in adolescence education and in special subjects include a major in an appropriate department of the college and in the case of social studies may also include an approved selection of interdepartmental courses.

Completion of an adolescence education program as part of a major in English, one of the appropriate social sciences, mathematics, one of the sciences, or a language other than English qualifies students for New York State initial certification in adolescence education for grades 7 through 12.

Students qualifying for the initial certification in adolescence education may obtain an extension to teach English, social studies, mathematics, or one of the sciences in grades 5 and 6 by taking Secondary Education 3454.

Students, except music education majors, must complete 21 credits in the ~~School of~~ Department of Secondary Education as specified above.

### **Admission requirements and academic standing**

Students must have a GPA of 2.50 or higher based on a minimum of 30 credits in liberal arts and sciences to take Secondary Education 2001, 2002, 3401 or 3402;

an average of 2.75 in Secondary Education 2001 and 2002 is required to continue to Secondary Education 3401 and/or Secondary Education 3402;

to take Secondary Education 4413 or 4401-4406, students must have an overall GPA of 2.75 or higher and permission of the head of adolescence education and special subjects;

to take Secondary Education 4407-4412 4406, students must earn a B- or higher in Secondary Education 4401-4406, a GPA of 2.75 or higher in their major, and the permission of the chair or deputy of the Department of Secondary Education ~~head of the program in adolescent education and special subjects~~.

A student who takes Secondary Education 4407-4412 prior to Secondary Education 4401-4406 must earn a B- or better grade in 4407-4412 to take Secondary Education 4401-4406.

**Rationale:** In Spring 2011 Language 2020 (formerly 11.1) was renumbered 2024. The old Language 4 became an advanced course and was renumbered 2021 so that it could be counted as one of the courses taken for the major.

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

Formerly the French, Italian, and Spanish teacher majors were grouped under one heading, which explains the wording “(Language = French, Italian, or Spanish)”. Now that these majors are under separate headings the generic word “Language” should be eliminated and replaced with the specific name, French, Italian, or Spanish.

**Date of approval by department:** February 14, 2012.

**Effective Date of the change:** Fall 2012.

**SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**  
**Department of Modern Languages and Literatures**

**B.A. degree program in adolescence education: Italian teacher**  
HEGIS code 1104.01; SED program code 26804

The ~~School of~~ Department of Secondary Education and the Department of Modern Languages and Literatures jointly offer a program for students who plan to teach French in grades 7 through 12. Adolescent education (grades 7-12) programs are writing intensive. Additional information may be obtained from the ~~School of~~ Department of Secondary Education or the Department of Modern Languages and Literatures. Students should consult a counselor as early as possible to plan their program.

**Program requirements** (51 credits)

Thirty credits in the content area are required for New York state certification to teach a language Other Than English at the secondary level.

Twenty-four of those credits must be taken in the Department of Modern Languages and Literatures as follows (~~Language = French, Italian, or Spanish~~):

All of the following: ~~Language~~ Italian 2030W and 3610, and Modern Languages 3350.

Two of the following culture courses: ~~Language~~ Italian 3515, 3525, 3510, or 3518.

Nine credits to be selected from ~~Language~~ Italian ~~2020~~ 2024, 2021, 2432, 2120, 3515, 3525, 3510, 3518. Tier II, Tier III, Tier IV; and/or Modern Languages 2310 or higher.

The remaining six credits may be selected from the following options:

- 1) Up to two courses in the major language and/or from Modern Languages 2310 or higher.
- 2) Two courses in a second language, language 2021 or above.
- 3) Up to two courses in related areas, subject to department approval.

An average of B or higher in the major is required for student teaching.

In addition, students must complete the following pedagogical courses in ~~School of the~~ Department of Secondary Education: Secondary Education 2001, 2002, 3401, 3402, 4405, and 4411 (total of 21 credits).

This four-term sequence may be started in the lower-sophomore term, or upper-sophomore term.

Secondary Education 2001, 2002, 3401, 3402 (12 credits).

The appropriate 5-credit course in student teaching:

Secondary Education 4405 Seminar on Methods of Teaching Modern Languages, Student Teaching I

The appropriate 4-credit course in student teaching:

Secondary Education 4411 Advanced Seminar on Methods of Teaching Modern Languages, Student Teaching II

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

This program reflects changes in teacher certification requirements recently implemented by the New York State Education Department.

Degree programs in adolescence education and in special subjects include a major in an appropriate department of the college and in the case of social studies may also include an approved selection of interdepartmental courses.

Completion of an adolescence education program as part of a major in English, one of the appropriate social sciences, mathematics, one of the sciences, or a language other than English qualifies students for New York State initial certification in adolescence education for grades 7 through 12.

Students qualifying for the initial certification in adolescence education may obtain an extension to teach English, social studies, mathematics, or one of the sciences in grades 5 and 6 by taking Secondary Education 3454.

Students, except music education majors, must complete 21 credits in the ~~School of~~ Department of Secondary Education as specified above.

### **Admission requirements and academic standing**

Students must have a GPA of 2.50 or higher based on a minimum of 30 credits in liberal arts and sciences to take Secondary Education 2001, 2002, 3401 or 3402;

an average of 2.75 in Secondary Education 2001 and 2002 is required to continue to Secondary Education 3401 and/or Secondary Education 3402;

to take Secondary Education 4413 or 4401-4406, students must have an overall GPA of 2.75 or higher and permission of the head of adolescence education and special subjects;

to take Secondary Education 4407-4412 4406, students must earn a B- or higher in Secondary Education 4401-4406, a GPA of 2.75 or higher in their major, and the permission of the chair or deputy of the Department of Secondary Education ~~head of the program in adolescent education and special subjects~~.

A student who takes Secondary Education 4407-4412 prior to Secondary Education 4401-4406 must earn a B- or better grade in 4407-4412 to take Secondary Education 4401-4406.

**Rationale:** In Spring 2011 Language 2020 (formerly 11.1) was renumbered 2024. The old Language 4 became an advanced course and was renumbered 2021 so that it could be counted as one of the courses taken for the major.

Formerly the French, Italian, and Spanish teacher majors were grouped under one heading, which explains the wording "(Language = French, Italian, or Spanish)". Now that these majors are under separate headings the generic word "Language" should be eliminated and replaced

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

with the specific name, French, Italian, or Spanish.

**Date of approval by department:** February 14, 2012.

**Effective Date of the change:** Fall 2012.

## **SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**

### **Department of Modern Languages and Literatures**

#### **B.A. degree program in adolescence education: Spanish teacher**

HEGIS code 1105.01; SED program code 26801

The ~~School of~~ Department of Secondary Education and the Department of Modern Languages and Literatures jointly offer a program for students who plan to teach French in grades 7 through 12. Adolescent education (grades 7-12) programs are writing intensive. Additional information may be obtained from the ~~School of~~ Department of Secondary Education or the Department of Modern Languages and Literatures. Students should consult a counselor as early as possible to plan their program.

#### **Program requirements (51 credits)**

Thirty credits in the content area are required for New York state certification to teach a language Other Than English at the secondary level.

Twenty-four of those credits must be taken in the Department of Modern Languages and Literatures as follows: (~~Language – French, Italian, or Spanish~~):

All of the following: ~~Language~~ Spanish 2030W and 3610, ~~and Modern Languages 3350.~~

Two of the following culture courses: ~~Language~~ Spanish 3515, 3525, 3510, or 3520.

Nine credits to be selected from ~~Language~~ Spanish 2020, 2024, 2021, 2432, 2120, 3515, 3525, 3510, 3520. Tier II, Tier III, Tier IV; and/or Modern Languages 2310 or higher.

The remaining six credits may be selected from the following options:

- 1) Up to two courses in the major language and/or from Modern Languages 2310 or higher.
- 2) Two courses in a second language, Language 2021 or above.
- 3) Up to two courses in related areas, subject to department approval.

An average of B or higher in the major is required for student teaching.

In addition, students must complete the following pedagogical courses in ~~School of the~~ Department of Secondary Education: Secondary Education 2001, 2002, 3401, 3402, 4405, and 4411 (total of 21 credits).

This four-term sequence may be started in the lower-sophomore term, or upper-sophomore term.

Secondary Education 2001, 2002, 3401, 3402 (12 credits).

The appropriate 5-credit course in student teaching:

Secondary Education 4405 Seminar on Methods of Teaching Modern Languages, Student Teaching I

The appropriate 4-credit course in student teaching:

Secondary Education 4411 Advanced Seminar on Methods of Teaching Modern Languages,

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

## Student Teaching II

This program reflects changes in teacher certification requirements recently implemented by the New York State Education Department.

Degree programs in adolescence education and in special subjects include a major in an appropriate department of the college and in the case of social studies may also include an approved selection of interdepartmental courses.

Completion of an adolescence education program as part of a major in English, one of the appropriate social sciences, mathematics, one of the sciences, or a language other than English qualifies students for New York State initial certification in adolescence education for grades 7 through 12.

Students qualifying for the initial certification in adolescence education may obtain an extension to teach English, social studies, mathematics, or one of the sciences in grades 5 and 6 by taking Secondary Education 3454.

Students, except music education majors, must complete 21 credits in the ~~School of~~ Department of Secondary Education as specified above.

### **Admission requirements and academic standing**

Students must have a GPA of 2.50 or higher based on a minimum of 30 credits in liberal arts and sciences to take Secondary Education 2001, 2002, 3401 or 3402;

an average of 2.75 in Secondary Education 2001 and 2002 is required to continue to Secondary Education 3401 and/or Secondary Education 3402;

to take Secondary Education 4413 or 4401-4406, students must have an overall GPA of 2.75 or higher and permission of the head of adolescence education and special subjects;

to take Secondary Education 4407-4412 4406, students must earn a B- or higher in Secondary Education 4401-4406, a GPA of 2.75 or higher in their major, and the permission of the chair or deputy of the Department of Secondary Education ~~head of the program in adolescent education and special subjects~~.

A student who takes Secondary Education 4407-4412 prior to Secondary Education 4401-4406 must earn a B- or better grade in 4407-4412 to take Secondary Education 4401-4406.

**Rationale:** In Spring 2011 Language 2020 (formerly 11.1) was renumbered 2024. The old Language 4 became an advanced course and was renumbered 2021 so that it could be counted as one of the courses taken for the major.

Formerly the French, Italian, and Spanish teacher majors were grouped under one heading, which explains the wording "(Language = French, Italian, or Spanish)". Now that these majors

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

are under separate headings the generic word “Language” should be eliminated and replaced with the specific name, French, Italian, or Spanish.

**Date of approval by department:** February 14, 2012.

**Effective Date of the change:** Fall 2012.

**SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**  
**Department of Modern Languages and Literatures**

**Minor in Chinese**

**Department Requirements**

A minimum of 12 credits in advanced courses in Chinese ~~2020~~ 2021 and above.

**Rationale:** In Spring 2011 Language 2020 (formerly 11.1) was renumbered 2024. The old Language 4 became an advanced course and was renumbered 2021 so that it could be counted as one of the courses taken for the minor.

**Date of approval by department:** February 14, 2012.

**Effective Date of the change:** Fall 2012.

**SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**  
**Department of Modern Languages and Literatures**

**Minor in French**

**Department Requirements**

A minimum of 12 credits in advanced courses in French ~~2020~~ 2021 and above.

**Rationale:** In Spring 2011 Language 2020 (formerly 11.1) was renumbered 2024. The old Language 4 became an advanced course and was renumbered 2021 so that it could be counted as one of the courses taken for the minor.

**Date of approval by department:** February 14, 2012.

**Effective Date of the change:** Fall 2012.

**SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**  
**Department of Modern Languages and Literatures**

**Minor in German**

**Department Requirements**

A minimum of 12 credits in advanced courses in German ~~2020~~ 2021 and above.

**Rationale:** In Spring 2011 Language 2020 (formerly 11.1) was renumbered 2024. The old Language 4 became an advanced course and was renumbered 2021 so that it could be counted as one of the courses taken for the minor.

**Date of approval by department:** February 14, 2012.

**Effective Date of the change:** Fall 2012.

**SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**  
**Department of Modern Languages and Literatures**

**Minor in Italian**

**Department Requirements**

A minimum of 12 credits in advanced courses in Italian ~~2020~~ 2021 and above.

**Rationale:** In Spring 2011 Language 2020 (formerly 11.1) was renumbered 2024. The old Language 4 became an advanced course and was renumbered 2021 so that it could be counted as one of the courses taken for the minor.

**Date of approval by department:** February 14, 2012.

**Effective Date of the change:** Fall 2012.

**SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**  
**Department of Modern Languages and Literatures**

**Minor in Italian International Studies**

**Department Requirements**

A grade of C or higher in each of the five courses offered for the minor.

All of the following: Italian 2444, ~~Modern Languages and Literatures 20.07~~ Italian 3240,  
Interdisciplinary Studies 2012 or 2025.

Two of the following: Art 3030 or 3038; English 3192 with the approval of the Modern Languages chairperson when the topic is relevant to this minor; History 3261; Interdisciplinary Studies 2012, with the approval of the Modern Languages chairperson when the topic is relevant to this minor; Italian 3510 or 3910; Political Science 3302.

**Rationale:** Modern Languages and Literatures 20.07 is now Italian 3240.

**Date of approval by department:** February 14, 2012.

**Effective Date of the change:** Fall 2012.

**SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**  
**Department of Modern Languages and Literatures**

**Minor in Spanish**

**Department Requirements**

A minimum of 12 credits in advanced courses in Spanish ~~2020~~ 2021 and above.

**Rationale:** In Spring 2011 Language 2020 (formerly 11.1) was renumbered 2024. The old Language 4 became an advanced course and was renumbered 2021 so that it could be counted as one of the courses taken for the minor.

**Date of approval by department:** February 14, 2012.

**Effective Date of the change:** Fall 2012.

## **SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**

### **Conservatory of Music**

#### **B.A. degree program in music**

HEGIS code 1005; SED program code 02021

Music is a writing intensive major.

#### **Department requirements** (48 credits plus foreign language or proficiency)

All of the following:

Music 3211, 3212, 3213, 3214 (8 credits)

Music 3221, 3222, 3223, 3224 (4 credits)

Music 3231 and 3232, or 3235; 3233 or 3236; 3234 or 3237 (12 credits)

Music 11.2 or 3241, 11.3 or 3242, 11.4 or 3243 (12 credits)

Music 4430 or 4431 or 4440 or 4450 or 4460 or 4470; and 3791, 3792 (7 credits)

Two credits in ensemble performance from Music 3700 through 3781 as assigned by the Conservatory of Music.

One seminar in music numbered in the 4900s or a suitable advanced course in another department or program, approved in advance by the director.

All music courses offered to satisfy the requirements for a major in music must be completed with a grade of C or higher.

#### **Program prerequisite**

Students who do not demonstrate the performing proficiency required for admission to Music 3791 must prepare to demonstrate proficiency in an audition at the end of their first semester of residency and must pass the audition not later than the end of their second semester in residency.

#### **Rationale:**

These changes rectify the omission of stating the music theory course equivalencies when we changed last year from four 3-credit music theory courses to three 4-credit music theory courses.

The program pre-requisite with regard to Music 3791 has been a Conservatory policy for the B.A. in Music degree to insure that students who are unable to pass a performance audition within a reasonable time have ample opportunity to select another major without significantly prolonging their undergraduate study.

**Date of departmental approval:** March 13, 2012.

**Effective Date of Change or addition of a program:** Fall 2012.

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

## **SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**

### **Conservatory of Music**

#### **B.Mus. degree program in composition**

HEGIS code 1004.10; SED program code 02019

Music is a writing intensive major.

#### **Department requirements** (66 credits plus foreign language or proficiency)

All of the following:

Music 3211, 3212, 3213, 3214 (8 credits)

Music 3221, 3222, 3223, 3224 (4 credits)

Music 3231 and 3232, or 3235; 3233 or 3236; 3234 or 3237 (12 credits)

Music {11.2} or 3241, {11.3} or 3242, {11.4} or 3243 (12 credits)

Music 3251, 3252, 3253, 3254, 3255, 3256 (18 credits)

Music 3315 or 4360; 4430 or 4431 or 4440 or 4450 or 4460 or 4470 or one seminar in music numbered in the 4900s; and both 3791, and 3792 (10 credits);

Two credits in ensemble performance from Music 3700 through 3781 as assigned by the Conservatory of Music.

In addition to the courses listed above, a faculty approved portfolio and approval of the Conservatory faculty are required for the bachelor of music degree. The portfolio will consist of representative works from required (Music 3251 through Music 3256), electives, and honors composition courses. Students must submit a portfolio of work for review by a composition jury at the end of each semester of Music 3251-3256 or 4861-4862 (Composition). A special jury for students in Music 3252 includes evaluation of overall progress in the program, on the basis of which permission to continue in the composition program is granted or denied.

All music courses offered to satisfy the requirements for a major in music must be completed with a grade of C or higher.

#### **Program prerequisite**

Students who do not demonstrate the performing proficiency required for admission to Music 3791 must prepare to demonstrate proficiency in an audition not later than the beginning of their junior year.

**Rationale:** These changes rectify the omission of stating the music theory course equivalencies when we changed last year from four 3-credit music theory courses to three 4-credit music theory courses.

**Date of departmental approval:** March 13, 2012.

**Effective Date:** Fall 2012.

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

## **SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**

### **Conservatory of Music**

#### **B.Mus. degree program in performance**

HEGIS code 1004; SED program code 02018

Music is a writing intensive major.

#### **Department requirements** (59 credits plus foreign language or proficiency)

All of the following:

Music 3211, 3212, 3213, 3214 (8 credits)

Music 3221, 3222, 3223, 3224 (4 credits)

Music 3231 and 3232, or 3235; 3233 or 3236; 3234 or 3237 (12 credits)

Music 11.2 or 3241, 11.3 or 3242, 11.4 or 3243 (12 credits)

Music 4430 or 4431 or 4440 or 4450 or 4460 or 4470 or one seminar in music numbered in the 4900s. (3 credits);

Music 3791, 3792, 3793, 3794, 3795, 3796 (12 credits).

Eight credits in ensemble performance from Music 3700 through 3781 as assigned by the Conservatory of Music.

In addition to the course listings above, an approved recital, and approval of the faculty are required for the bachelor of music degree. A successful jury examination in performance must be completed at the conclusion of each semester of Music 3791 - 3796 or 4841 (Performance). Students taking Music 3793 will present to the faculty a longer performance jury, at which time their overall progress in the program will be evaluated, and permission to continue in the program granted or denied. Music majors aiming toward professional careers as performers are strongly urged to take additional ensembles each semester, including at least two terms of Music 3741, 3742, 3743, 3780 or 3781 (i.e., Contemporary Music Ensemble, Brass Ensemble, Woodwind Chamber Music, Jazz Ensemble or Small Jazz Ensemble).

All music courses offered to satisfy the requirements for a major in music must be completed with a grade of C or higher.

**Rationale:** These changes rectify the omission of stating the music theory course equivalencies when we changed last year from four 3-credit music theory courses to three 4-credit music theory courses.

**Date of departmental approval:** March 13, 2012.

**Effective date of the change or addition of a program:** Fall 2012.

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

## **SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**

### **Conservatory of Music**

#### **B.Mus. degree program in music education**

HEGIS code 0832; SED program code 26815

Adolescence education (grades 7-12) and special subject programs are writing intensive.

**Departmental Requirements:** (88 credits plus foreign language or proficiency)

Students must complete the Conservatory of Music and ~~School of~~ Department of Secondary Education requirements in sections I, II, and III below for the B.Mus. degree program in music education.

#### I. Music core (57 credits)

Music 3211, 3212, 3213, 3214 (8 credits);

Music 3221, 3222, 3223, 3224 (4 credits);

Music 3231 and 3232, or 3235; 3233 or 3236; 3234 or 3237 (12 credits);

Music 11.2 or 3241, 11.3 or 3242, 11.4 or 3243 (12 credits);

Music 4430, 4431, or 4440, or a course in American or non-western cultures approved by the director of the Conservatory of Music (3 credits);

Music 3700-3781 (as assigned by the Conservatory of Music) (6 credits);

Music 3791, 3792, 3793, 3794, 3795 and 3796 (12 credits).

#### II. Music education courses (19 credits)

Music 3350 or 3352 (3 credits)

Music 2510 (0 credits; minimum of four terms of 2510 required)

Music 2520 (1 credit)

Music 3581, 3582, and 3583 (9 credits)

Music 3590 (2 credits)

Music 3600-3661 (4 credits chosen from these courses)

#### III. Education courses (12 credits)

In addition to the required Bachelor of Music in Music Education curriculum, music education majors must complete the following pedagogical courses, including student teaching (12 credits):

Secondary Education 2001 and 2002 (6 credits).

Secondary Education 4413 (6 credits).

Music education majors must complete 12 credits in the ~~School of~~ Department of Secondary Education as specified above. In the case of music, the major must be in the Bachelor of Music in Music Education program in order to meet the state requirements. Completion of a special subjects program as part of a major in music education qualifies students for New York State initial certification in special subjects for all grades.

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

Students qualifying for the initial certification in adolescence education may obtain an extension to teach English, social studies, mathematics, or one of the sciences in grades 5 and 6 by taking Secondary Education 3454.

**Admission requirements and academic standing:**

Students must have a GPA of 2.50 or higher based on a minimum of 30 credits in liberal arts and sciences to take Secondary Education 2001, 2002, 3401 or 3402; an average of 2.75 in Secondary Education 2001 and 2002 is required to continue to Secondary Education 3401 and/or 3402;

To take Secondary Education 4413 or 4401-4406, students must have an overall GPA of 2.75 or higher and permission of the chairperson or deputy of the Department of Secondary Education;

to take Secondary Education 4407-4412, students must earn a B- or higher in Education 4401-4406, a GPA of 2.75 or higher in their major, and the permission of the chairperson or deputy of the Department of Secondary Education;

A student who takes Education 4407-4412 prior to Education 4401-4406 must earn a B- or better grade in 4407-4412 to take Education 4401-4406.

All music courses offered to satisfy the requirements for a major in music must be completed with a grade of C or higher.

**Program recommendations**

Music majors should complete Music 3211 and 3221 in the lower-freshman term. Students planning to obtain New York State music teacher certification (all grades) should consult a Conservatory of Music counselor in their first term.

**Rationale:** These changes rectify the omission of stating the music theory course equivalencies when we changed last year from four 3-credit music theory courses to three 4-credit music theory courses.

The C grade or higher rule for music major courses is a general policy for all undergraduate music degrees. It was omitted from the degree listing for the Music Education program by mistake.

**Date of departmental approval:** March 13, 2012.

**Effective Date:** Fall 2012.

**SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**  
**Department of Puerto Rican and Latino Studies**

**B.A. degree program in Puerto Rican and Latino studies**  
HEGIS code 0308; SED program code 01976

**Department requirements**

Fulfillment of the college foreign language requirement in Spanish. Knowledge of Spanish as established in an interview with a faculty member of the Puerto Rican and Latino Studies Department or successful completion of Puerto Rican and Latino Studies 4415 or 4430.

One of the following: a) or b).

**a) Puerto Rican and Latino Studies (30 credits)**

Puerto Rican and Latino Studies 1001, 3320W and one seminar taken from among: Puerto Rican and Latino Studies 4510, 4615 through 5710.

One five of the following courses: Puerto Rican and Latino Studies 2105, 3105 through 3125, 3205, 3210 (same as Anthropology and Archaeology 3520), 3305, 3310, 4505 4510, 4635, 5710, 5715.

~~Puerto Rican and Latino Studies 3320W and o~~ One of the following courses: Puerto Rican and Latino Studies 2300, 3205 through 3225, 2105, 2505, 3215, 3220, 3330, 3335, 4610, 4645.

~~Two~~ One of the following courses: Puerto Rican and Latino Studies 3305, 3310, 3325 through 3340, 4450, 3105, 3110, 3115, 3125, 3315, 4640.

One of the following courses: Puerto Rican and Latino Studies 2505, 4505 through 4610.

Three additional Puerto Rican and Latino Studies courses; Puerto Rican and Latino Studies 5715 and 5720 are also options.

**b) Puerto Rican/Latino Studies and Business (36 credits)**

All of the following: Puerto Rican and Latino Studies 1001, 3215, 3220, 3320W, 4505, 4510, 4515; Business 3170.

One of the following: Caribbean Studies 1001; Puerto Rican and Latino Studies 2300, 3205, 3210 (same as Anthropology and Archaeology 3520), 3335, 4610 or 4635, 4615, 4645, 5710, 5715.

Three of the following: Business 3100, 3200, 3130, 3140.

With permission of the departmental curriculum committee, appropriate PRLS course substitutions are allowed in the major under special circumstances.

**Courses in Puerto Rican and Latino studies and elementary education**

The School of Education and the Puerto Rican and Latino Studies Department offer courses for majors in the areas of early childhood education, childhood education, and bilingual education. Students interested in teaching Spanish-speaking children may

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

qualify for certification in bilingual education in Spanish by completing the sequence of courses approved and advised by counselors in the School of Education and the Department of Puerto Rican and Latino Studies.

**Rationale:** The course substitutions clause allows for the department, which has the expertise, to determine which courses are suitable as substitutions. The curriculum changes allow for the inclusion of indispensable courses in the major plus the addition of greater flexibility in the options of courses available to students that will enable them to graduate in a timely manner, since the Department can only offer a majority of our courses one section at a time and once per year.

Overall, the changes included in this curriculum document are two-fold: a reorganization of courses within the majors and PRLS-education concentrations, including requiring a base set of courses that highlight the program goals already established, and inclusion of already existing courses that are well suited for the respective programs. The increase of one credit in the PRLS Early Childhood/Childhood concentration will now be equivalent in credit numbers to the PRLS Childhood Education--Bilingual concentration, which does not take the students over the 120 credit limit. One cross-listed course was created and included as an option among the requirements in all of our programs.

**Date of departmental approval:** March 13, 2012

**Effective Date of the change:** Fall 2012

**SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**  
**Department of Puerto Rican and Latino Studies**

**Minor in Puerto Rican and Latino Studies**

A program of ~~12~~ 15 credits in ~~advanced electives in~~ Puerto Rican and Latino studies; Puerto Rican and Latino Studies 1001 and 12 elective credits, including one seminar in Puerto Rican and Latino Studies 4510 or 4615 through 5710, each completed with a grade of C or higher. Students should confer with a departmental adviser to plan an appropriate sequence of courses.

With permission of the departmental curriculum committee, appropriate PRLS course substitutions are allowed in the minor under special circumstances.

**Rationale:** The course substitutions clause allows for the department, which has the expertise, to determine which courses are suitable as substitutions. The change in the minor is for the transparent inclusion of the introduction course.

**Date of departmental approval:** March 13, 2012

**Effective Date of the change:** Fall 2012

## **SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**

### **Department of Puerto Rican and Latino Studies**

#### **Puerto Rican and Latino studies concentration for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6)**

The requirements for the teacher education programs indicated above are described in the “Education” Childhood and Art Education and the Secondary and Special Education sections of this *Bulletin*. Students who major in either of these programs and who elect a concentration in Puerto Rican and Latino studies must complete ~~30~~ 31 credits in the Puerto Rican and Latino Studies Department with a grade of C or higher in each course. Students must meet with a department adviser to declare their intention to complete this sequence.

#### **Concentration requirements:**

All of the following courses: Puerto Rican and Latino Studies 1001, 2005, 3325, and 4420. Six ~~Four~~ of the following courses: Puerto Rican and Latino Studies 2300, 3105, 3120, 3125, 3205 through 3320W, or 3210 (same as Anthropology and Archaeology 3520); 3215, 3220, 3305, 3310, 3325, 3330. ~~Three of the following courses: Puerto Rican and Latino Studies 3320W, 2005, 4450, 4510, 4615, 4510, 4635, 4640, 4645.~~

~~Two of the following courses: Puerto Rican and Latino Studies 3105, 3120, 3125. One of the following courses: Puerto Rican and Latino Studies 4450, 3315, 4640. (Puerto Rican and Latino Studies 3315 is the same as Africana Studies 3240 and Comparative Literature 3623.)~~

With permission of the departmental curriculum committee, appropriate PRLS course substitutions are allowed in the concentration under special circumstances.

**Rationale:** The course substitutions clause allows for the department, which has the expertise, to determine which courses are suitable as substitutions. The curriculum changes allow for the inclusion of indispensable courses in the concentration plus the addition of greater flexibility in the options of courses available to the students that will enable them to graduate in a timely manner, since the Department can only offer a majority of our courses one section at a time and once per year.

Overall, the changes included in this curriculum document are two-fold: a reorganization of courses within the majors and PRLS-education concentrations, including requiring a base set of courses that highlight the program goals already established, and inclusion of already existing courses that are well suited for the respective programs. The increase of one credit in the PRLS Early Childhood/ Childhood concentration will now be equivalent in credit numbers to the PRLS Childhood Education--Bilingual concentration, which does not take the students over the 120 credit limit. One cross-

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

listed course was created and included as an option among the requirements in all of our programs.

**Date of departmental approval:** March 13, 2012

**Effective Date of the change:** Fall 2012

**SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**  
**Department of Puerto Rican and Latino Studies**

**Puerto Rican and Latino studies concentration for majors in childhood education (grades 1–6) with an extension of the certificate for bilingual (Spanish/English) education**

The requirements for the teacher education program indicated above are described in the ~~Education~~ section of this *Bulletin* relating to the Department of Childhood and Special Education. Students who major in this program must complete 31 credits in the Puerto Rican and Latino Studies Department with a grade of C or higher in each course. Students must meet with a department adviser to declare their intention to complete this sequence.

**Concentration requirements:**

Puerto Rican and Latino Studies 2005, 4410, 4415, 4420, 4425, 4430.

Three ~~One~~ of the following courses: Puerto Rican and Latino Studies 1001, 2300, 3105, 3120, 3125, 3205, 3210, ~~One of the following courses: Puerto Rican and Latino Studies 3215, 3220, 2005. Puerto Rican and Latino Studies 3315 (same as Africana Studies 3240 and Comparative Literature 3623), 3320W, 3325, or 4645.~~ One of the following courses: Puerto Rican and Latino Studies 3315, 4450, 4510, 4615, 4635, 4640, 4645. (~~Puerto Rican and Latino Studies 3315 is the same as Africana Studies 3240 and Comparative Literature 3623.~~)

With permission of the departmental curriculum committee, appropriate PRLS course substitutions are allowed in the concentrations under special circumstances.

**Rationale:** The course substitutions clause allows for the department, which has the expertise, to determine which courses are suitable as substitutions. The curriculum changes allow for the inclusion of indispensable courses in the major plus the addition of greater flexibility in the options of courses available to the students that will enable them to graduate in a timely manner, since the Department can only offer a majority of our courses one section at a time and once per year.

Overall, the changes included in this curriculum document are two-fold: a reorganization of courses within the majors and PRLS-education concentrations, including requiring a base set of courses that highlight the program goals already established, and inclusion of already existing courses that are well suited for the respective programs. One cross-listed course was created and included as an option among the requirements in all of our programs.

**Date of departmental approval:** March 13, 2012

**Effective Date of the change:** Fall 2012

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

**A-III Changes in Degree Requirements**  
**Department of Secondary Education**

~~**B.A. degree program in adolescence education: social studies teacher**~~  
~~**HEGIS code 2201.01; SED program code 26754**~~

~~Adolescence education (grades 7-12) and special subject programs are writing intensive.~~

---

~~Program requirements~~

---

~~Students who wish to pursue a bachelor of arts degree in adolescence education for social studies teacher must complete a major in one of the following: Africana studies, American studies, anthropology, economics, history, political science, Puerto Rican and Latino studies, or sociology.~~

~~Study must include within the major, or in addition to courses in the major, study in economics, government, and at least 21 credits in the history and geography of the United States and the world.~~

~~The following pedagogical courses in the School of Education: Education 2001, 2002, 3401, 3402, 4402, 4408 (total of 21 credits): This four-term sequence may be started in the lower-sophomore term or upper-sophomore term.~~

~~Education 2001, 2002, 3401, 3402 (12 credits).~~

~~The appropriate 5-credit course in student teaching:~~

~~Education 4402 Seminar on Methods of Teaching Social Studies, Student Teaching I~~

~~The appropriate 4-credit course in student teaching:~~

~~Education 4408 Advanced Seminar on Methods of Teaching Social Studies, Student Teaching II~~

~~This program reflects changes in teacher certification requirements recently implemented by the New York State Education Department. Students completing majors in secondary education or in special subjects under the former requirements should refer to the 2000-2003 Undergraduate Bulletin.~~

~~Degree programs in adolescence education and in special subjects include a major in an appropriate department of the college and in the case of social studies may also include an approved selection of interdepartmental courses.~~

~~Completion of an adolescence education program as part of a major in English, one of the appropriate social sciences, mathematics, one of the sciences, or a language other~~

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

~~than English qualifies students for New York State initial certification in adolescence education for grades 7 through 12.~~

~~Students qualifying for the initial certification in adolescence education may obtain an extension to teach English, social studies, mathematics, or one of the sciences in grades 5 and 6 by taking Education 3454.~~

~~Students, except music education majors, must complete 21 credits in the School of Education as specified above.~~

---

~~Admission requirements and academic standing~~

---

~~Students must have a GPA of 2.50 or higher based on a minimum of 30 credits in liberal arts and sciences to take Education 2001, 2002, 3401 or 3402; an average of 2.75 in Education 2001 and 2002 is required to continue to Education 3401 and/or Education 3402; to take Education 4413 or 4401-4406, students must have an overall GPA of 2.75 or higher and permission of the head of adolescence education and special subjects; to take Education 4407-4406, students must earn a B- or higher in Education 4401-4406, a GPA of 2.75 or higher in their major, and the permission of the head of adolescence education and special subjects. A student who takes Education 4407-4412 prior to Education 4401-4406 must earn a B- or better grade in 4407-4412 to take Education 4401-4406.~~

**Bachelor's degree programs for adolescence education (grades 7-12):**  
**The Department of Secondary Education offers certification programs in the following areas:**

- **7-12 programs:** biology, chemistry, earth science, English, mathematics, modern languages (French, Italian, Spanish), physics, social studies (Africana studies, American studies, anthropology, economics, history, political science, Puerto Rican and Latino studies, sociology), and
- **Special special subjects (all grades):** music, physical education.

**See the corresponding academic department section for information regarding specific HEGIS and SED codes and additional major requirements.**

---

~~Adolescence education (grades 7-12) and special subject programs~~ All programs are writing-intensive. These programs reflect changes in teacher certification requirements recently implemented by the New York State Education Department.

~~Students completing majors in secondary education or in special subjects under the former requirements should refer to the 2000-2003 Undergraduate Bulletin.~~

Degree programs in ~~adolescence~~ secondary education and in special subjects include a major in an appropriate department of the college and in the case of social studies may also include an approved selection of interdepartmental courses. Completion of an ~~adolescence education program as part of a major in~~

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

~~English, one of the appropriate social sciences, mathematics, one of the sciences, or a language other than English~~ any of the specific programs in secondary education along with a major in the appropriate subject area qualifies students for New York State initial certification in ~~adolescence~~ their particular subject area ~~education~~ for grades 7 through 12. Completion of a special subjects program as part of a major in music education or physical education qualifies students for New York State initial certification in ~~special~~ those subjects for all grades.

Students qualifying for the initial certification in ~~adolescence education~~ may obtain an extension to teach English, social studies, mathematics, or one of the sciences may obtain an extension to teach in grades 5 and 6 by taking Education Secondary Education 3454.

Students, except music education majors, must complete 21 credits in the ~~School of Education~~ Department of Secondary Education as specified below. ~~Music education majors must complete 12 credits in the School of Education as specified below. Music education majors should see below and consult the listing in the "Music" section of the undergraduate Bulletin.~~

~~This four-term sequence may be started in the lower sophomore term, or upper-sophomore term:  
Education 2001, 2002, 3401, 3402 (12 credits).~~

~~The appropriate 5-credit course in student teaching:  
Education 4401-4406, Seminar on Methods of Teaching, Student Teaching I.~~

~~The appropriate 4-credit course in student teaching:  
Education 4407 Advanced Seminar on Methods of Teaching, Student Teaching II.~~

~~In addition to the required Bachelor of Music in Music Education curriculum, music education majors must complete the following courses, including student teaching (12 credits):  
Education 2001 and 2002 (6 credits)  
Education 4413 (6 credits).~~

~~A major in a department of the college.~~

Students pursuing Initial Certification in English, Social Studies, Mathematics, Science, Modern Languages, or Physical Education must take the following:

12 credits in General Education courses:

- Secondary Education 2001 The Art, Philosophy, and Culture of Teaching
- Secondary Education 2002 Urban Children and Adolescents: Development and Education
- Secondary Education 3401 Language and Literacy Development in Adolescence Education and Special Subjects

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

- Secondary Education 3402 Integrative and Multidisciplinary Teaching and Learning

And

- Secondary Education 4401 Seminar on Methods of Teaching English, Student Teaching I, or
- Secondary Education 4402 Seminar on Methods of Teaching Social Studies, Student Teaching I, or
- Secondary Education 4403 Seminar on Methods of Teaching Mathematics, Student Teaching I, or
- Secondary Education 4404 Seminar on Methods of Teaching Science, Student Teaching I, or
- Secondary Education 4405 Seminar on Methods of Teaching Modern Languages, Student Teaching I, or
- Secondary Education 4406 Seminar on Methods of Teaching Physical Education, Student Teaching I

And

The appropriate 4-credit course in student teaching:

- Secondary Education 4407 Advanced Seminar on Methods of Teaching English, Student Teaching II, or
- Secondary Education 4408 Advanced Seminar on Methods of Teaching, Student Social Studies Teaching II, or
- Secondary Education 4409 Advanced Seminar on Methods of Teaching Mathematics, Student Teaching II, or
- Secondary Education 4410 Advanced Seminar on Methods of Teaching Science, Student Teaching II, or
- Secondary Education 4411 Advanced Seminar on Methods of Teaching Modern Languages, Student Teaching II, or
- Secondary Education 4412 Advanced Seminar on Methods of Teaching Physical Education, Student Teaching II

This four-term sequence may be started in the lower-sophomore term, or upper-sophomore term: ~~Education 2001, 2002, 3401, 3402 (12 credits).~~

The four-term 21 credits sequence may be started in the lower-sophomore term, or upper-sophomore term.

Students must also take a major in the appropriate department. Consult the appropriate departmental section in this Bulletin for the major requirements.

### **Social Studies Teacher**

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

HEGIS code 2201.01; SED program code 26754

~~Students must complete an appropriate major in another department of the college. Consult the appropriate departmental section in this Bulletin for the major requirements. In the case of social studies, in addition to the above 21 credits in Secondary Education, students must complete a major in one of the following: Africana studies, American studies, anthropology, economics, history, political science, Puerto Rican and Latino studies, or sociology. Study must include within the major, or in addition to courses in the major, study in economics, government, and at least 21 credits in the history and geography of the United States and the world. In the case of music, the major must be in the Bachelor of Music in Music Education in order to meet the state requirements.~~

### **Music Education**

In addition to the required Bachelor of Music in Music Education curriculum, music education majors must complete the following courses, including student teaching (12 credits):

Secondary Education 2001 and 2002 (6 credits)

Secondary Education 4413 (6 credits)

Students pursuing Initial Certification in music must complete the Bachelor of Music in Music Education in order to meet the state requirements.

### **Admission requirements and academic standing**

Students must have a GPA of 2.50 or higher based on a minimum of 30 credits in liberal arts and sciences to take Secondary Education 2001, 2002, 3401 or 3402;

an average of 2.75 in Secondary Education 2001 and 2002 is required to continue to Secondary Education -3401 and/or Secondary Education 3402;

to take Secondary Education 4413 or 4401-4406, students must have an overall GPA of 2.75 or higher and permission of the program chair or deputy head of adolescence education and special subjects;

to take Secondary Education 4407-4412 4406, students must ~~earn~~ have a B- or higher in Secondary Education 4401-4406, a GPA of 2.75 or higher in their major, and the permission of the appropriate department chair or deputy head of adolescence education and special subjects.

A student who takes Secondary Education 4407-4412 prior to Secondary Education 4401-4406 must earn a B- or better grade in Secondary Education 4407-4412 to take Secondary Education 4401-4406.

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

**Rationale:** This reflects the division of the School of Education into separate departments, including the Department of Secondary Education.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

## **SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**

### **Department of Secondary Education**

#### **Concentration in general science for majors in the following programs: early childhood education teacher (birth–grade 2); childhood education teacher (grades 1–6)**

The requirements for early childhood education teacher (birth-grade 2) are described under the Department of Early Childhood and Art Education in the Undergraduate Bulletin. ~~and The requirements for childhood education teacher (grades 1-6) programs are described in the "Education" section under the Department of Childhood and Special Education in of the Undergraduate Bulletin.~~ Students who major in either of these programs and who elect a concentration in general science must complete a program of 30 credits in general science and one of the following departments: biology, chemistry, earth and environmental science, physics. A grade of C or higher is required in each course.

#### **Concentration requirements (30 credits):**

General Science 3050 and 5050 ~~and twenty-five~~ or at least one additional course in science numbered 3000 or above and additional credits in science as described below:

At least three credits from each and at least ~~12~~ 9 credits in one of the following strands:

Biology: Core Curriculum 1321, 3307, General Science 2020, 2030, Health and Nutrition Sciences 2300, 2301, Anthropology 24.4 3440, Physical Education and Exercise Science 3275, 4271, or any course in biology.

Chemistry: Core Curriculum 1322, General Science 2040, 2050, Environmental Studies 1001, or any course in chemistry.

Earth and environmental science: Core Curriculum 1332, 3302, 3304, 3309, 3311, General Science 2030, 2040, 2050 or any course in geology or earth and environmental science.

Physics: Core Curriculum 1331, 3301, 3302, 3303, 3308, General Science 2040, 2010 or any course in physics.

~~Core Curriculum 33xx may be applied to the twenty-five credit requirement. Core Curriculum 33xx may be used to satisfy a strand requirement with permission of the program coordinator.~~

Core Curriculum 3310, 3305, and 3306 may be used to satisfy program requirements. New Core Curriculum courses numbered 33xx, as developed and offered, may also be used to satisfy program requirements.

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

The course of study must include at least one of the following courses: General Science 2040, 2010, 2020, 2030, 2050.

**Rationale:** The majority of students choosing this concentration are transfer students. The proposed changes facilitate on-time graduation for transfer students and reduce administrative tasks. The change in minimum grade from C to C- brings the program requirement into alignment with minimum grade standards in other science majors. The total course credit requirement is adequate to determine proper number of additional credits. Reducing the strand requirement from 12 to 9 credits allows students to graduate within the 30 credit requirement when entering with advanced standing in science courses above the minimum of 3 credits in more than one strand, (for example, 6 in biology and 6 in chemistry.) Capstone course GSCI 5050 is not offered regularly enough to allow students to graduate in 4 years; a course numbered 3000 or above satisfies the program requirement of an upper tier science course. PEES 3275 and 3271 are courses in human anatomy and physiology relevant to the biology strand. GSCI 2050 Environmental Science is relevant to the Earth and Environmental Science strand. Anthropology 24.4 was a typographical error. The course should be Anthropology 24.2 Zooarcheology now numbered 3440. Core courses described below are explicitly included in relevant content strands.

ANTH 24.2 Introduction to Zooarchaeology ANTH, now 3440

PEES 3271 Human Physiology

PEES 3275 Human Anatomy

CORC 3307 Studies in Forensic Science

CORC 3302 Energy Use and Climate Change

CORC 3304 Exploring the Earth System

CORC 3309 Climate Change - Torn Between Myth and Fact

CORC 3311 Society and the Ocean

CORC 3301 Cosmology

CORC 3308 The Making of the Atomic Bomb

CORC 3303 Exploring Robotics

CORC 3306 Scientific Revolutions

CORC 3310 Paradoxes and the Limits of Knowledge

CORC 3305 Exploring Scientific Issues: Methodology, Theory, and Ethics in the Sciences

**Clearances:** Childhood and Special Education, Early Childhood and Art Education, Physics, Biology, Chemistry, Earth and Environmental Science

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

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

## **SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**

### **Department of Theater**

#### **B.A. degree program in theater**

HEGIS code 1007; SED program code 76210

#### **Department requirements (46 credits)**

Students must earn a grade of C or higher in each theater course numbered 2000 or above that is applied toward the fulfillment of department requirements. Any substitution of courses must be approved by the chairperson or designee/ undergraduate deputy chair.

All of the following: Theater 1001, 1101, 1201, 1202, 1203, 3501 or 3502W, 3503.  
Four credits from the following courses: Theater 1202, 1203, 1204, 1205, 1206, 1207.  
(Students may not exceed more than 9 credits in practicum courses.)

Two of the following courses: Theater 2201, 2202, 2310, 2311, 2312, 2313, 2320, 3321, 3330, 3331, 3333, 3341, 4701, 4702, 4703, 4704, 4705, 4706, 2001. (Students may take Business 3200 or 3100 as a substitute for Theater 2001).

Two of the following courses: Theater 2102, 2103, 3102, 3103, 3601, 3602, 3620, 3701, 4710, 4620.

One of the following: Theater 2002, 2501, 3504, 3505, 2502, 3506.

Additional credits in Department of Theater courses; Classics 3220; Comparative Literature 3610, 3611; or English 3306, 3307, 3122, 3123, 3124, 3132, 3170, to total a minimum of forty-six credits.

#### **Rationale:**

Despite efforts to simplify the degree requirements and minimize the submission of substitution requests to the Committee on Course and Standing, there continue to be substitution/waiver situations that arise. These are best handled within the department, by the chairperson or designee/deputy chair and should be designated as such. The new language will clarify the approval process.

**Date of departmental approval:** February 28, 2012

**Effective date of change:** Fall 2012

## **SECTION A-III: CHANGES IN DEGREE PROGRAM**

### **Department of Theater**

#### **B.F.A. degree program in theater**

HEGIS code 1007; (SED program code 83119)

#### **Department requirements** (61–68 credits)

##### **Acting** (61 credits)

The B.F.A. degree program has two areas of specialization: acting, and design and technical production (which includes scenic, lighting, and costume design). Students must achieve a grade of C or higher in each theater course numbered 10 or above that is applied toward the fulfillment of department requirements. Any substitution of courses must be approved by the chairperson or designee/ undergraduate deputy chair.

Courses marked with the symbol “&” are for B.F.A. acting majors only.

#### **Department requirements** (61–68 credits)

##### **Acting** (61 credits)

All of the following: Theater 1201, 1202, 1203, 3401, 3402, 3403, 3404, 3405, 3406, 3407, ~~3420, 3421, 3431, 3432, 3422, 3423,~~ 3201, 3202, 3203, 3204, 3205, 3206, 3436, 4400, 3502, 3503. (Students entering the program who have no transferable credits in theater must pass a department examination on general theater knowledge. Students who fail to pass this examination must register for Theater 1 in their first semester of the program.)

Four credits from the following courses: 1202, 1203, 1204, 1205, 1206, 1207. (Students may not exceed more than 9 credits in practicum courses.)

One of the following: Theater 4701, 4702, 4703, 4704, 4705, 4706.

One of the following: Theater ~~3445, 3446~~ 3426, 3427.

~~Six~~ Four additional credits in Department of Theater courses.

#### **Design and Technical Production** (66-68 credits)

All of the following: Theater 1001, 1202, 1203, 2310, 2320, 3321, 3330, 3331, 3341, 2201, 3501 or 3502W, 3503. (Students with no previous experience may need to complete Theater 1201 before registering for more advanced technical courses. See course prerequisites.)

Four credits from the following courses: Theater 1202, 1203, 1204, 1205, 1206, 1207. (Students may not exceed more than 9 credits in practicum courses.)

One acting course or Speech 1717.

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

Two of the following: Theater 2501, 3504, 3505, 2502. (One of the following may substitute for one of the above: Classics 3220, Comparative Literature 3305, 3610, 3611, English 3122, 3124, 3132, 3170.)

**Rationale:**

1) Change in Requirements Language: Despite efforts to simplify the degree requirements and minimize the submission of substitution requests to the Committee on Course and Standing, there continue to be substitution/waiver situations that arise. These are best handled within the department, by the chairperson or designee/deputy chair and should be designated as such. The new language will clarify the approval process.

2) Change in Numerical Sequencing: Errors were made during the original course re-numbering process, and the sequence of Dynamics courses were assigned numbers that conflicted with the actual order in which students are required to take them. As per several meetings, we were given a numerical sequence to assign to these courses that accurately represents the correct sequence within the major. We agree that the new sequence will be less confusing to students.

2) Change in Elective Credits: A previous curricular change that added two required credits in Movement was intended to be passed simultaneously with a companion document in which the number of advanced elective credits was reduced from six to four. The Department only realized later that only one document was submitted, that was successfully passed while the Curriculum Committee Chair was on leave. This proposal, if successful, would result in the total number of required credits correctly adding up to 61.

**Date of departmental approval:** February 28, 2012.

**Effective date of change:** Fall 2012.

**SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**  
**Department of Theater**

**Minor in Acting (for TV and Radio Majors)**

**Department Requirements:**

Theater 1001, 1101, 1201, 1202, 1203, and 1204; and twelve credits chosen from the following courses, each completed with a grade of C or higher: Theater 2102, 2103, 3102, 3103, 2110, 2111, 2112, 2113, 3620, 3701, ~~4701, 4702, 4703, 4704, 4705, 4706, 4620~~, 4710. Any substitution of courses must be approved by the chairperson or designee/ undergraduate deputy chair.

**Rationale:** Despite efforts to simplify the degree requirements and minimize the submission of substitution requests to the Committee on Course and Standing, there continue to be substitution/waiver situations that arise. These are best handled within the department, by the chairperson or designee/ deputy chair and should be designated as such. The new language will clarify the approval process.

The proposal also corrects the courses that satisfy the minor requirements.

**Date of departmental approval:** February 28, 2012

**Effective date of change:** Fall 2012

**SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**

**Department of Theater**

**Minor in Theater**

**Department Requirements:**

A major in Television and radio; Theater 1201, 1202, 1203, 1204; and all of the following courses each completed with a grade of C or higher: Theater 2310, 3330, and two other technical courses approved by the department. Any substitution of courses must be approved by the chairperson or designee/ undergraduate deputy chair.

**Rationale:** Despite efforts to simplify the degree requirements and minimize the submission of substitution requests to the Committee on Course and Standing, there continue to be substitution/waiver situations that arise. These are best handled within the department, by the chairperson or designee/ deputy chair and should be designated as such. The new language will clarify the approval process.

**Date of departmental approval:** February 28, 2012

**Effective date of change:** Fall 2012

**SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**

**Department of Theater**

**Minor in Theater Production for TV and Radio Majors**

**Department Requirements:**

A major in Television and radio; Theater 1201, 1202, 1203, 1204; and all of the following courses each completed with a grade of C or higher: Theater 2310, 3330, and two other technical courses approved by the department. Any substitution of courses must be approved by the chairperson or designee/ undergraduate deputy chair.

**Rationale:** Despite efforts to simplify the degree requirements and minimize the submission of substitution requests to the Committee on Course and Standing, there continue to be substitution/waiver situations that arise. These are best handled within the department, by the chairperson or designee/ deputy chair and should be designated as such. The new language will clarify the approval process.

**Date of departmental approval:** February 28, 2012

**Effective date of change:** Fall 2012

## **SECTION A-III: CHANGES IN DEGREE REQUIREMENTS**

### **Department of Theater**

#### **Concentration(s) for majors in early childhood and childhood education teacher programs: Theater**

The requirements for the teacher education programs indicated above are described in the "Education" section of the Undergraduate Bulletin relating to the Department of Early Childhood Education and Art Education and the Department of Childhood and Special Education. Students must meet with a Theater Department adviser to declare their intention to complete this concentration. They should also meet with an adviser in the School of appropriate Education department regarding the appropriate sequence of teacher education courses. Any substitution of courses must be approved by the Department of Theater chairperson or designee/undergraduate deputy chair.

#### **Concentration requirements:**

Theater 1001, 1101, 1201, 1202, 1203, 2102, 2103. Students should be aware that Theater 2102 and 2103 have crew co-requisites; see "Department crew requirements" section in the bulletin.

Three additional courses from the following: Theater 2501, 2502, 3501, 3502, 3503, 3504, 3505, 3506; Comparative Literature 3610, 3611; English 3122, 3123, 3124, 3132, 3170, 3184; Africana Studies 3201, 3205; Anthropology 3197.

Additional credits necessary to total a minimum of 30 credits for the Concentration, chosen from among the following: any Theater Department courses; Comparative Literature 3610, 3611, English 3122, 3123, 3124, 3132, 3170, 3184; Africana Studies 3201, 3205; Anthropology 3197.

(Students may take Theater 1003 only if it has not been taken as a paired course with Education 3202.)

#### **Rationale:**

Despite efforts to simplify the degree requirements and minimize the submission of substitution requests to the Committee on Course and Standing, there continue to be substitution/waiver situations that arise. These are best handled within the department, by the chairperson or designee/ deputy chair and should be designated as such. The new language will clarify the approval process.

The proposal also adds courses that were previously left out of the requirements.

**Date of departmental approval:** February 28, 2012

**Effective date of change:** Fall 2012

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

**SECTION A-IV: NEW COURSES**

**Department of Africana Studies**

**3328 Race and Ethnicity**

3 hours lecture; 3 credits

Sociological approaches to the study of racial and ethnic relations. Historical and contemporary constructions of identity, assimilation, stratification, and interaction between groups. This course is the same as Sociology 2601.

Prerequisite: Core Curriculum 1230 with a grade of B- or higher or Core Studies 3 with a grade of B- or higher, or Sociology \*1101 or permission of the chairperson.

**Frequency of offering:** 1 section per year

**Projected enrollment:** 30 students (total number of students from both departments)

**Clearance:** Sociology

**Rationale:** This course has been offered by the Sociology department (SOCY 2601) for at least a decade and is standard in race and ethnicity studies in the United States and elsewhere. We are cross-listing this course because of its importance in the study of this subject. It is a natural fit with our current curriculum. This course will allow our department to expand its offerings in the Social Sciences and give our students a stronger foundation in Social Science methodologies. As well, SOCY 2601 has been, for more than a decade, one of the course options for students to complete a minor in African American Studies.

**Department goals addressed by the course:**

- To provide in-depth examinations of the experiences of various racial and ethnic groups that shape and reflect the lives of people in the United States.
- To foster critical thinking and analytical skills through interrogating the ideological, methodological, cultural, and social ways of looking at interactions between racial and ethnic populations.
- To articulate one's thoughts orally and in writing effectively, with clarity and precision.

**Date of approval by department:** March 13, 2012

**Effective Date:** Fall 2012

**SECTION A-IV: NEW COURSES**

**Department of Art**

**2723 Digital Photography**

1 hour recitation, 1 hour lecture, 2 hours laboratory; 3 credits

Digital photography as creative art. Understanding and using digital cameras. Using Photoshop to edit and enhance digital photographs. Students must supply their own digital cameras.

Prerequisite: Art 2710

**Frequency of Offering:** Every semester

**Projected enrollment:** 16

**Clearances:** none

**Rationale:** The development of personal computer technology has greatly influenced many aspects of modern life and photography is no exception. Anyone working with photography, photographers, or photographs, as well as web design and presentation will benefit from a basic understanding of digital photography. Digital photography has almost unlimited potential for creative, artistic expression and endeavors. The Art Department wishes to offer its students an opportunity to learn the methods and materials of this rapidly evolving field of study. The Art Department has long offered analogue photography courses and this course is a logical addition.

**Department goals addressed by this course:** Students will create a body of work consisting of photographs in color and black and white using the latest digital technology.

**Date of Department Approval:** March 13, 2012

**Effective date:** Fall 2012

**SECTION A-IV: NEW COURSES**  
**Program in Children and Youth Studies**

**2120 Generation Next: Adolescence and Youth Culture in Cross Cultural Perspective**

3 hours; 3 credits

Critical overview of youth-in-context - how youth actively engage with the world around them, how youth are talked about, how they talk about themselves. Analysis of who youth are from an interdisciplinary, theoretical approach including cultural anthropology, sociology, psychology, psychological anthropology, feminism, gender theory, postcolonial theory, political economy, and critical race theory. Readings include African literature, memoirs, international labor policy research, urban ethnography, theory texts, and journal articles.

Prerequisite: English 1012 or the permission of the program director.

**Frequency of offering:** every Fall.

**Projected enrollment:** 25.

**Clearance:** None.

**Rationale:** The Children and Youth Studies Program requires a course focused specifically on youth, with an investigation of the challenges they face, the agency they possess, and the complex social position they hold. **This proposal provides the Children and Youth Studies Program with such a course.**

**Program goals addressed by the course:** The Children and Youth Studies Program wishes to expand its current curriculum by adding a course focused specifically on youth. The course addresses the following program goals:

- provides students with a range of theoretical concepts that support the framework of the interdisciplinary perspective of Children and Youth Studies.
- provides students with a range of research perspectives that support the framework of the interdisciplinary perspective of Children and Youth Studies.
- introduces students to the international and domestic interpersonal, cultural, and social realities that give shape to the lives of young people.
- introduces students to the cross cultural perspectives that give shape to the social categories of “youth”, “adolescent”, or “teenager.”
- enables a deep understanding of the relationship amongst the lived experiences of young people and the historical and social context they live in.
- teaches and develops critical thinking skills used in this course to better assess youth in context.

**Date of program approval:** March 19, 2012.

**Effective date:** Fall 2012.

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

**SECTION A-IV: NEW COURSES**  
**Core Curriculum Upper Tier**  
**Exploring Science**

**Sponsor:** Department of Anthropology and Archaeology. (It is understood that any department with qualified faculty can teach an upper-tier course.)

**CORC 3315 Fossils and Extinction**

3 hours; 3 credits

Introduction to (1) the history of evolution of life known from fossils; (2) the role of extinction in shaping life as we know it today; and (3) the causes of extinction during ancient times and now. The difference in causes and effects of ecologically normal extinction as compared to mass extinctions. Using fossil examples, evaluation of the effect new species have on competition for resources. Comparison with invasive species that humans have introduced to recent ecosystems using current and archaeological examples.

*Prerequisite:* Junior standing or completion of the requirements of three lower-tier Core courses

**Frequency of offering:** 2 times per year

**Projected enrollment:** 45 students per semester

**Clearances:** Earth and Environmental Sciences

**Rationale:** This course is designed to give students a broader perspective on the evolution of life, focusing on back-boned (vertebrate) animals with a survey of the fossil record using a basically chronological organization. It also reviews the major extinction events that have punctuated animal and plant communities through time, and examines the role of physical, biotic, and anthropological factors in these events.

This course helps students understand human origins and existence in the broadest physical context possible. It also helps students understand the significance of the impact humans have had on the environment and organisms in it by contrasting and comparing recent environmental changes and species extinctions to those that took place prior to human influence.

Finally, the course presents the concept that factors affecting the survival of ecological communities and species within them are often similar to those affecting the survival of human societies. These factors mainly relate to loss of balance among variables in the environment, resource availability, and the requirements of the community.

**Common Goals Addressed by Core course:**

- 1) Students will learn the evidence behind scientific perspectives.

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

- 2) Students will learn to weigh the physical evidence for scientific theories, as well as the epistemological significance of "gaps" in that evidence.
- 3) Students will learn the syndromes, both realized and predicted, that result from global warming, and recognize which predictions are based on paleontological examples.
- 4) Students will learn how to use comparative analysis, which is key for understanding the fundamental potential for relationships among superficially disparate observations, experiences, and datasets.

**Date of approval by department:** February 16, 2012.

**Date of Approval by Core Committee:** March 5, 2012.

**Effective Date:** Fall 2012.

**SECTION A-IV: NEW COURSES**  
**Core Curriculum Upper Tier**  
**Exploring Science**

**Sponsor:** Department of Earth and Environmental Sciences (It is understood that any department with qualified faculty can teach an upper-tier course.)

**CORC 3316 Exploring Issues in Sustainable Water Resources Management**  
3 credits; 3 hours

An overview of water resources management from different perspectives, water use and development in early civilizations, physical and chemical characteristics of water, the hydrologic cycle, surface water hydrology (rivers, lakes, flood events), groundwater hydrology, municipal water systems, dams (basics, impacts, hydropower potential, landscape modification), water allocation and regulation laws, Federal, regional and state water agencies, water components and quality standards, water pollution (inorganic, organic, microorganisms), drinking water and wastewater treatment, water wars, constraints on global water supplies, sustainability of global water supplies. Prerequisites: Junior standing or completion of the requirements of three lower-tier Core courses

**Frequency of Offering:** Once per semester

**Projected Enrollment:** 30

**Rationale:** The proposed course is being offered within the framework of the College Core Courses as an Upper Tier Core. It has been widely recognized that the supply and management of water for the global community is one of the persistent and, perhaps, critical challenges for the 21st century and beyond. Furthermore, being that the availability of natural resources may no longer be taken for granted, an educated citizenry should have an in-depth knowledge of this resource so critical to the existence and maintenance of human life. Hence, this course is designed to both expose and familiarize the students with the tools and skills germane to an understanding of various aspects of water resources development including, in particular, approaches to sustainable management. Hence, the proposed course has a place in the repertory of upper tier core courses.

**Common Goals Addressed by Core Courses:**

1. To develop the ability to think critically, to reason quantitatively and to express one's thoughts in writing with clarity and precision (9, 11, 15).
2. To acquire the tools required to understand and respect the natural universe (5, 17).

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

3. To understand what knowledge is and how it is acquired by the use of differing methods in different disciplines (*2 and 17*).
4. To be capable of integrating knowledge from diverse sources (*28*).
6. To produce informed and responsible citizens (*1 and 8*).
7. To establish a foundation for life-long learning and the potential for leadership (*3, 8 and 30*).

**Date of Approval by Core Committee:** March 7, 2012

**Effective date:** Fall 2012

**SECTION A-IV: NEW COURSES**  
**Department of Political Science**

**3105 Campaigns and Elections** [*Insert in Bulletin under "American Politics"*]  
4 hours; 4 credits

Overview of the American electoral system and voting behavior of the citizens. Strategic decisions of candidates, political parties, interest groups, and voters in presidential, congressional, and state/local elections. Discussion on government responsiveness, representation, and election reform.

Prerequisite: Core Curriculum 1230 or Political Science 1001 or 1002

**Clearance:** None.

**Frequency of offering:** one section in every even-numbered year

**Projected enrollment:** 25 students per section

**Rationale:** The material in this course will help students meet the learning goals of the department, as stated below.

**Departmental goals addressed by the course:** According to the Political Science Department's missions and goals, political science courses allow students to "develop the critical skills and practical capabilities necessary to improve the human condition and to become an active participant in political life". This course will satisfy the department's stated goals for student learning by helping students to:

- understand and evaluate the basic rules and structure of the American electoral system,
- understand and analyze the strategic decisions of candidates, political parties, the media, and interest groups, and
- understand the decisions of voters.

By the end of this course, students should be in a good position to consume, summarize, and interpret information about the elections, so that they critically review the opinions and ideas by pundits and commentators in the media, academic journals, and political campaigns.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

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

**SECTION A-IV: NEW COURSES**  
**Department of Political Science**

**3346 Politics of Happiness** [*Insert in Bulletin under "Comparative Politics"*]  
4 hours; 4 credits

Overview of happiness studies in social sciences. Conceptual definition and measurement of happiness, life satisfaction, and subjective well-being. Individual-level determinants of happiness, including income, personality, political orientation, religiosity, and interpersonal networks. Country-level determinants of happiness, including economic inequality, labor union density, and good governance. Discussion on the relationship between happiness and policies.

Prerequisite: Core Curriculum 1230 or Political Science 1001 or 1002

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

**Projected enrollment:** 25 students per section.

**Clearance:** Economics, Philosophy

**Rationale:** This course will help students meet the departmental outcomes, as described below.

**Departmental Goals Addressed by The Course:** According to the Political Science Department's missions and goals, political science courses allow students to "develop the critical skills and practical capabilities necessary to improve the human condition and to become an active participant in political life". Also, we expect students taking political science courses to learn to understand frameworks for comparing nation-states, addressing important social and political issues.

This course will satisfy the department's stated goals for student learning by helping students:

- understand how happiness, life satisfaction, and quality of life have been examined in various sub-fields of social sciences, e.g., economics, psychology, sociology, and political science;
- gain the skills they need to interpret and explain the political phenomena related to so-called "good governance";
- explore contemporary policy issues related to happiness;
- understand how to use quantitative methods to interpret their own lived experience.

**Clearance:** None

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

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

**A-IV: New Courses**  
**Department of Political Science**

**3244 Political Economy of Migration** [*Insert under "International Politics"*]  
4 hours; 4 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.

**Prerequisites:** Core Curriculum 1230 or Political Science 1001 or 1002

**Frequency of offering:** One section per year

**Projected enrollment:** 25 students per section

**Rationale:** The course is integral to student understanding of the transformation of global political economy. Students are expected to advance an understanding of the forces that structure international politics. Contemporary international politics is shaped ever more by population mobility across national boundaries that influence global economic and environmental relations and national politics. Today the foreign populations comprise 10 percent of the average population of all nation states. Knowledge of the phenomena of migration will enable students to develop competencies in areas crucial to the field of political science: including: business and capitalism, political development and remittances, environment, climate, and biodiversity, genocide, public health, human rights and refugees, national immigration laws and controls, labor and political economy, race, gender, ethnicity, transnationalism, and war. Drawing from the study and the range of perspectives in political economy, the course encourages examination and research on correlations between historical and contemporary political economy and poverty, labor mobility, political marginalization, and climate change.

**Department Goals Addressed By Course:** This course will serve several of the department's stated goals for student learning: it will:

- advance understanding and knowledge of political economy of international migration;
- introduce students to migration and the major government, multilateral, institutional, and structural forces in capitalism that drives population mobility in the contemporary era;
- demonstrate the range of perspectives on migration and the major advances in research in the field that concern international political economy;

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

- utilize the most recent scholarly literature as well as important historiographic work related to the study of migration and political economy;
- examine the relevance and significance of migration to understanding the global political economy, focusing on the forces that drive mobility of labor across borders, including capitalism, establishment of nation states, and the significance of the reserve army of labor;
- examine the intersection of race and gender as the study of the political economy of migration.

**Clearance:** None

**Date of department approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-IV: NEW COURSES**

### **Department of Psychology**

#### **2001 Laboratory Experience**

Minimum of 9 hours conference and independent work; 3 credits  
Faculty-supervised independent research that includes data collection and analysis and/or theoretical work. Weekly conference. Final report must be submitted to the department.

*Prerequisite:* Psychology 1000 and permission of the chairperson.

**Frequency of offering:** every semester

**Projected enrollment:** 25 students per year

**Clearance:** None

**Rationale:** Students majoring in psychology and interested in applying to graduate school programs must show several semesters of research experience to be competitive. Currently, the only courses that allow students to participate in the research process are PSYC 5001-4 Independent Research series; however, PSYC 5000 courses have several prerequisites (PSYC 3400 Statistics, PSYC 3450W Experimental Psychology, as well as a minimum of 6 additional credits in advanced psychology department courses), which typically restricts enrollment to 3<sup>rd</sup>, and most often, 4<sup>th</sup> year students and means students only rarely take PSYC 5002-4. In addition, the existing PSYC 5001-4 Independent Research courses are honors courses. Therefore, a new course at the 2000 level is necessary to allow students earlier in their Major to gain research experience, and will allow them to take the honors courses at a later time once they have fulfilled all requirements.

**Department Goals Addressed by Course:** Allow students to gain experience in all aspects of the research process by actively participating in research studies. Both student and faculty researchers in the department benefit from having students trained over a longer period of time, thus allowing more in-depth training in research design and methods. The students further benefit from advisors' in-depth knowledge of their performance when writing letters of recommendation for graduate school applications.

**Date of Departmental Approval:** March 13, 2012.

**Effective date:** Fall 2012.

**SECTION A-IV: NEW COURSES**  
**Department of Puerto Rican and Latino Studies**

**2300 Urban Caribbean Diaspora**

3 hours lecture, 3 credits

Introduction to urban issues facing transnational communities; political, economic and sociological analyses of Caribbean Diaspora, with a focus on African descendants, in urban environments; problem-based and place-based approaches; data analysis, group projects. This course is the same as Sociology 2300.

Prerequisite: Sociology 1101 or Puerto Rican and Latino Studies 1001

**Frequency of offering:** Every Spring.

**Projected enrollment:** 35 students.

**Clearances:** Sociology, Africana Studies, American Studies.

**Rationale:** This course will discuss current issues pertaining to urban transnationalism in the U.S. and the Caribbean. New York City has a long history of Caribbean immigration, but it also has the largest concentration of Caribbean immigrants outside of the Caribbean Basin. Currently, 40% of our current majors are black, majority from Caribbean descent and many have expressed interest in such a course. Developing such a course will introduce some of the contemporary issues Caribbeans and the diaspora are facing in the 21<sup>st</sup> century.

Students will be able to use place-based experiences in the research field while addressing the urban context of Brooklyn and New York City at large. This course offering will make students more attractive to potential employers if they can demonstrate a broader understanding of urban social issues after graduation as well as prepare them for the rigors of a graduate program if they choose to further their education. This course would fulfill the social science requirement of Caribbean Studies majors while preparing students to enter the workforce with a well-rounded sociological lens. Students with such course backgrounds obtain employment in environmental organizations, NGO's (non-profit organizations), the public school system, embassies, transportation and travel services, management and marketing/business services, international law, finance, agriculture, urban development and others. In an increasingly diverse workplace, it is imperative that our students are prepared to enter a variety of fields. This course would also fulfill Brooklyn College's commitment to outreach in the Caribbean community of Brooklyn as well as the commitment to use place-based learning.

**Department Goals Addressed by Course:**

1. Develop a contextual understanding of Puerto Rico, U.S. Puerto Ricans/ Latin@s/Hispanics, and the Caribbean and use Brooklyn as a laboratory to

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

understanding global issues.

2. Develop an understanding of the dynamics of diversity in a globally interdependent world.

**Date of departmental approval:** March 16, 2012.

**Effective date:** Fall 2012.

## **SECTION A-IV: NEW COURSES**

### **Department of Sociology**

#### **2300 Urban Caribbean Diaspora**

3 hours lecture, 3 credits

Introduction to urban issues facing transnational communities; political, economic and sociological analyses of Caribbean Diaspora, with a focus on African descendants, in urban environments; problem-based and place-based approaches; data analysis, group projects. This course is the same as Puerto Rican and Latino Studies 2300.

Prerequisite: Sociology 1101 or Puerto Rican and Latino Studies 1001

**Frequency of offering:** Every Spring

**Projected enrollment:** 35 students

**Clearances:** Africana Studies, Puerto Rican and Latino Studies, American Studies

**Rationale:** This course will discuss current issues pertaining to urban transnationalism in the U.S. and the Caribbean. New York City serves as a model of having a long history of Caribbean immigration, but it also has the largest concentration of Caribbean immigrants outside of the Caribbean Basin. Currently, 40% of our current sociology majors are black, majority from Caribbean descent and many have expressed interest in such a course.

Developing such a course will introduce some of the contemporary structural and institutional issues Anglophone, Francophone, and Spanish speaking Caribbeans and the Diaspora are facing in the 21<sup>st</sup> century. Students will be able to use place-based experiences in the research field while addressing the urban context of Brooklyn and New York City at large as an example of Diaspora. This course offering will make our majors more attractive to potential employers if they can demonstrate a broader understanding of urban social issues after graduation as well as prepare them for the rigors of a graduate program if they choose to further their education. This course would fulfill the social science requirement of Caribbean Studies majors while preparing all sociology students to enter the workforce with a well-rounded sociological lens. Students with such course backgrounds obtain employment in environmental organizations, NGO's (non-profit organizations), the public school system, embassies, transportation and travel services, management and marketing/business services, international law, finance, agriculture, urban development and others. In an increasingly diverse workplace, it is imperative that our students are prepared to enter a variety of fields. This course would fulfill Brooklyn College's commitment to outreach in the Caribbean community of Brooklyn as well as the commitment of the college to use place-based learning.

**Department goals addressed by the course:**

1. To develop curricula that provide an in depth focus on urban problems including the urban environment using social science methodology training and Brooklyn as a laboratory to understanding global issues.
2. Promote student research excellence by helping students develop strong critical thinking skills, research, writing, and speaking skills by synthesizing various forms of data and evaluating evidence and arguments.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Africana Studies**

Change in course title and prerequisite

#### **From:**

#### **3101 Africa to 1800**

3 hours; 3 credits

Themes in the history of Africa south of the Sahara from earliest times to 1800. Salient themes include Nile Valley civilizations, trans-Saharan trade, early social and economic systems, West African states, especially the Empire of Mali, Islamic influences, state formation, Swahili coastal city states, and Indian Ocean trade. Origins, development, and consequences of the Atlantic slave trade. This course is the same as History 3560. Prerequisite: one of the following: Africana Studies 1001 [0.12], Core Studies 4 or 9, Core Curriculum 1220, ~~History 1, 2, 3, 4, 41.8, or 41.9~~, or permission of the chairperson.

#### **To:**

#### **3101 States, Kingdoms and Trade: Africa to 1800**

3 hours; 3 credits

Themes in the history of Africa south of the Sahara from earliest times to 1800. Salient themes include Nile Valley civilizations, trans-Saharan trade, early social and economic systems, West African states, especially the Empire of Mali, Islamic influences, state formation, Swahili coastal city states, and Indian Ocean trade. Origins, development, and consequences of the Atlantic slave trade. This course is the same as History 3560. Prerequisite: one of the following: Africana Studies 1001, Core Studies 4 or 9, Core Curriculum 1220, or permission of the chairperson.

**Rationale:** The change in the title of AFST 3101 better reflects the major themes and subjects covered in the course and represents the more recent evolutions in the field. The elimination of the above History courses as prerequisites reflects changes in the bulletin, as they are inactive.

**Date of department approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Africana Studies**

Change in course title and prerequisite

#### **From:**

#### **~~3102 Africa From 1800~~**

3 hours; 3 credits

Themes drawn from all regions of the continent of Africa south of the Sahara from 1800 to the present. The Islamic revolutions, the Zulu Empire and political evolution in South Africa, the rise of legitimate trade, the impact of European missionaries and explorers, imperialism, the colonial state, nationalist independence movements, and post-independence challenges. This course is the same as History 3561.

Prerequisite: one of the following: Africana Studies 1001, Core Studies 4 or 9, Core Curriculum 1220, ~~History 1, 2, 3, 4, 41.8, or 41.9~~, or permission of the chairperson.

#### **To:**

#### **3102 Contact, Contest and Independence: Africa Since 1800**

3 hours; 3 credits

Themes drawn from all regions of the continent of Africa south of the Sahara from 1800 to the present. The Islamic revolutions, the Zulu Empire and political evolution in South Africa, the rise of legitimate trade, the impact of European missionaries and explorers, imperialism, the colonial state, nationalist independence movements, and post-independence challenges. This course is the same as History 3561.

Prerequisite: one of the following: Africana Studies 1001, Core Studies 4 or 9, Core Curriculum 1220, or permission of the chairperson.

**Rationale:** The change in the title of AFST 3102 better reflects the major themes and subjects covered in the course and represents the more recent evolutions in the field. The elimination of the above History courses as prerequisites reflects changes in the bulletin, as they are inactive.

**Date of department approval:** March 13, 2012.

**Effective Date of the change:** Fall, 2012.

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

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Africana Studies**

Change in course prefix, prerequisites and co-requisite

#### **From:**

#### **3344 Caribbean Communities in North America**

3 hours; 3 credits

Analysis of the factors responsible for the movement of Caribbean peoples to mainland North America; achievements, frustrations, and contributions of Caribbean communities to the host country; linkages between Caribbean-Americans and the Caribbean.  
Prerequisite: Africana Studies 1040 or 17.

#### **To:**

#### **3344 Caribbean Communities in North America**

3 hours; 3 credits

Analysis of the factors responsible for the movement of Caribbean peoples to mainland North America; achievements, frustrations, and contributions of Caribbean communities to the host country; linkages between Caribbean-Americans and the Caribbean.  
Prerequisite: one of the following: Africana Studies 1040, 17, 3140, 3145, or Core Studies 3, 4, 9, or Core Curriculum 1220, 1230, 3207.

**Rationale:** The addition of several prerequisite options for students 1) corrects an oversight by the department as we moved from a paper bulletin to an online bulletin and 2) best reflects the variety of courses that, either by way of subject material or methodological approach, would prepare students to take this course.

**Date of department approval:** March 13, 2012.

**Effective Date of the change:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of Biology

Change in course number and exclusion

#### From:

~~3001~~ Organismic Biology II, Zoology  
2 hours; 2 credits

Key concepts in the structure and development of animals with special reference to those species used as models in contemporary developmental biology. (~~Not open to students who have completed Biology 3080 or 3081~~)  
Prerequisite: Biology 1002 or both Biology 2073 and 1072.

#### To:

2001 Organismic Biology II, Zoology  
2 hours; 2 credits

Key concepts in the structure and development of animals with special reference to those species used as models in contemporary developmental biology.  
Prerequisite: Biology 1002 or both Biology 2073 and 1072.

**Rationale:** The course number is being moved down to a 2000 level course to reflect its intended place in the sequence of courses taken for the major. Reference to obsolete courses is removed.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of Biology

Change in course number, exclusion and prerequisites

#### From:

#### **3002 Animal Form and Function Laboratory**

4 hours; 2 credits

Dissection and microscopic examination of the structure and development of animals.  
(~~Not open to students who have completed Biology 3080 or 3081~~)

~~Prerequisite: Any two of the following: Biology 2073, 1072, 4019, 3006, 3003, 2011.~~

~~Corequisite: Biology 3001.~~

#### To:

#### **2002 Animal Form and Function Laboratory**

4 hours; 2 credits

Dissection and microscopic examination of the structure and development of animals.

Prerequisite: Biology 1002 or both Biology 2073 and 1072.

Corequisite: Biology 2001.

**Rationale:** The course number is being moved down to a 2000 level course to reflect its intended place in the sequence of courses taken for the major. Prerequisites are updated accordingly. Reference to obsolete courses is removed.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of Biology

Change in course number, exclusion and prerequisites

#### From:

#### **3002W Animal Form and Function Laboratory**

5 hours; 3 credits

Dissection and microscopic examination of the structure and development of animals. Introduction to major ideas of evolution and changes in animal body plans. Emphasis on current experimental techniques to measure animal behavior, including critical scientific literature review, field observations of animal behavior, multiple working-hypotheses generation, testing of mutually exclusive predictions using modern ethological techniques (ethogram construction and time-budget analysis), and simple statistical analysis of behavioral data. Emphasis is on how ecological variation and selection impacts animal behavior and on measuring and analyzing animal behavior in a rigorous way. Literature review, weekly writings, a field animal-behavior project, a group presentation and a major research paper will be required. Writing intensive course. (Not open to students who have completed Biology 3002, ~~3080, or 3081.~~)

Prerequisite: English 1012 and ~~any two of the following: Biology 1072, 2011, 2073, 3003, 3006 or 3007W, 4019~~

Corequisite: Biology ~~3001~~

#### To:

#### **2002W Animal Form and Function Laboratory**

5 hours; 3 credits

Dissection and microscopic examination of the structure and development of animals. Introduction to major ideas of evolution and changes in animal body plans. Emphasis on current experimental techniques to measure animal behavior, including critical scientific literature review, field observations of animal behavior, multiple working-hypotheses generation, testing of mutually exclusive predictions using modern ethological techniques (ethogram construction and time-budget analysis), and simple statistical analysis of behavioral data. Emphasis is on how ecological variation and selection impacts animal behavior and on measuring and analyzing animal behavior in a rigorous way. Literature review, weekly writings, a field animal-behavior project, a group presentation and a major research paper will be required. Writing intensive course. (Not open to students who have completed Biology 3002.)

Prerequisite: English 1012 and Biology 1002 or both Biology 2073 and 1072.

Corequisite: Biology 2001

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

**Rationale:** The course number is being moved down to a 2000 level course to reflect its intended place in the sequence of courses taken for the major. Prerequisites are updated accordingly. Reference to obsolete courses is removed.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Biology**

Changes in prerequisite

#### **From:**

##### **3006 Evolution**

2 hours; 2 credits

Introduction to major ideas and models of evolution; emphasis on genetic mechanisms, natural selection, and other processes in explaining structures and functions of individuals and populations; current ideas to account for the biodiversification of life on earth. (Not open to students who have completed Biology 3007W or Biology 4080.)  
Prerequisite: Biology 1002 or Biology 2073 and either 1072 or 1071 and Biology ~~2014~~.

#### **To:**

##### **3006 Evolution**

2 hours; 2 credits

Introduction to major ideas and models of evolution; emphasis on genetic mechanisms, natural selection, and other processes in explaining structures and functions of individuals and populations; current ideas to account for the biodiversification of life on earth. (Not open to students who have completed Biology 3007W or Biology 4080.)  
Prerequisite: Biology 1002 or Biology 2073, and either 1072 or 1071, and Biology 3011.

**Rationale:** The course number for Genetics is being changed to Biology 3011.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGE IN AN EXISTING COURSE**

### **Department of Biology**

Change in prerequisite

#### **From:**

##### **3007W Evolution**

3 hours; 3 credits

Introduction to major ideas and models of evolution; emphasis on genetic mechanisms, natural selection, and other processes in explaining structures and functions of individuals and populations; current ideas to account for the biodiversification of life on earth. Weekly writings, a group presentation and a major paper will be required. Writing intensive course. (Not open to students who have completed Biology 3006 or 4080.) Prerequisite: Biology 1002 or both 2073 and 1072 and ~~2011~~; English 1012.

#### **To:**

##### **3007W Evolution**

3 hours; 3 credits

Introduction to major ideas and models of evolution; emphasis on genetic mechanisms, natural selection, and other processes in explaining structures and functions of individuals and populations; current ideas to account for the biodiversification of life on earth. Weekly writings, a group presentation and a major paper will be required. Writing intensive course. (Not open to students who have completed Biology 3006 or 4080.) Prerequisite: Biology 1002 or both 2073 and 1072 and 3011; English 1012.

**Rationale:** The course number for Genetics is being changed to Biology 3011.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Biology**

Change in course number, hours, and credits

#### **From:**

#### **~~2011~~ Genetics**

~~2~~ hours; ~~2~~ credits

Principles and problems of heredity, including gene transmission, mutation, recombination, and function. (Not open to students who have completed Biology 2080)  
Prerequisite: Biology 1002 or both Biology 2073 and 1072.

#### **To:**

#### **3011 Genetics**

3 hours; 3 credits

Principles and problems of heredity, including gene transmission, mutation, recombination, and function. (Not open to students who have completed Biology 2080)  
Prerequisite: Biology 1002 or both Biology 2073 and 1072.

**Rationale:** The course number is being moved up to a 3000 level course to reflect its intended place in the sequence of courses taken for the major. The number of hours and credits is increased from 2 to 3 because currently, time constraints limit the number of topics, and depth of coverage including some modern principles and concepts in genetics; the additional hour will meet this shortfall while enabling the incorporation of modern active learning tools in the course.

**Date of departmental approval:** March 13, 2012.

**Effective date of change:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Biology**

Changes in prerequisite

#### **From:**

#### **4015 Recombinant DNA Technology**

2 hours lecture, 1 hour recitation; 3 credits

Introduction to recombinant DNA technology. Application to current biological research. Basic biological understanding that supports recombinant DNA laboratory technology. Prerequisite: Biology 1002 or ~~2073 or 2010 and 2011 or permission of the chairperson.~~

#### **To:**

#### **4015 Recombinant DNA Technology**

2 hours lecture, 1 hour recitation; 3 credits

Introduction to recombinant DNA technology. Application to current biological research. Basic biological understanding that supports recombinant DNA laboratory technology. Prerequisite: Biology 1002 or both 2073 and 2074.

Rationale: The prerequisites are being updated to fit the current restructured curriculum of the major.

**Date of departmental approval:** March 13, 2012.

**Effective date of change:** Fall 2012.

## **Section A-V: CHANGES IN EXISTING COURSES**

### **Department of Childhood and Special Education**

Summary of changes in department prefix

**These tables are for information only, the actual change proposals appear in the subsequent pages. However, there is a substantive change in that each CBSE course description will contain, at the end, the phrase “(Not open to students who have taken EDUC xxxx)” where xxxx is the number of the course whose discipline rubric is being modified.**

#### **From:**

~~EDUC 2001~~ The Art, Philosophy, and Culture of Teaching  
~~EDUC- 2002~~ Urban Children and Adolescents: Development and Education  
~~EDUC- 3201~~ Education and Society: Teaching the Social Sciences  
~~EDUC 3202~~ Education and Literacy: An Interdisciplinary Approach to the Language Arts  
~~EDUC 3203~~ Education and Science/Mathematics/Technology  
~~EDUC 3204~~ Integrated Methodologies for Literacy Instruction.  
~~EDUC 3205~~ Teaching the Creative Arts  
~~EDUC- 3206~~ Teaching Mathematics: Childhood Education  
~~EDUC 3207~~ Teaching Science: Childhood Education  
~~EDUC 3301~~ Integrated Methodologies for Bilingual Literacy Instruction  
~~EDUC 3456~~ English, Curriculum Methods of Teaching Students with Special Needs  
~~EDUC 4201~~ Seminar and Comprehensive Student Teaching: Childhood Education  
~~EDUC. 4220~~ Seminar and Comprehensive Student Teaching I: Childhood Education  
~~EDUC. 4221~~ Seminar and Comprehensive Student Teaching II: Childhood Education  
~~EDUC 4301~~ Seminar and Comprehensive Student Teaching: Bilingual Education  
~~EDUC 4320~~ Seminar and Comprehensive Student Teaching I: Bilingual Education  
~~EDUC 4321~~ Seminar and Comprehensive Student Teaching II: Bilingual Education

#### **To:**

CBSE 2001 The Art, Philosophy, and Culture of Teaching  
CBSE 2002 Urban Children and Adolescents: Development and Education  
CBSE 3201 Education and Society: Teaching the Social Sciences  
CBSE 3202 Education and Literacy: An Interdisciplinary Approach to the Language Arts  
CBSE 3203 Education and Science/Mathematics/Technology  
CBSE 3204 Integrated Methodologies for Literacy Instruction.  
CBSE 3205 Teaching the Creative Arts  
CBSE 3206 Teaching Mathematics: Childhood Education  
CBSE 3207 Teaching Science: Childhood Education  
CBSE 3301 Integrated Methodologies for Bilingual Literacy Instruction  
CBSE 3456 Teaching Students with Special Needs  
CBSE 4201 Seminar and Comprehensive Student Teaching: Childhood Education  
CBSE 4220 Seminar and Comprehensive Student Teaching I: Childhood Education  
CBSE 4221 Seminar and Comprehensive Student Teaching II: Childhood Education  
CBSE 4301 Seminar and Comprehensive Student Teaching: Bilingual Education  
CBSE 4320 Seminar and Comprehensive Student Teaching I: Bilingual Education  
CBSE 4321 Seminar and Comprehensive Student Teaching II: Bilingual Education

**Rationale:** The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education.

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

***Date of departmental approval: March 13, 2012.***

***Effective date: Fall 2012.***

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of Childhood and Special Education

Change in department prefix, description and exclusion

#### FROM:

#### **EDUG 2001 The Art, Philosophy, and Culture of Teaching**

4 hours recitation, 25 hours field experience; 3 credits

Study of teaching, linking theory and practice and connecting the philosophical, historical, and cultural foundations of education with curriculum and the art of teaching. Relation of significant educational movements, philosophies, and teaching practices to all students' educational experiences, including students with special needs and English language learners, from birth through adolescence. Opportunities through class discussion, portfolio preparation, and field experiences for reflection on interactions between school and community, teachers' roles, and issues of diversity and social justice. (~~Not open to students who are enrolled in or have completed Education 14 and~~ open only to students who have completed at least 30 credits in liberal arts and sciences with a grade point average of 2.50 or higher.)

Prerequisite: English 1010.

#### TO:

#### **CBSE 2001 The Art, Philosophy, and Culture of Teaching**

4 hours recitation, 25 hours field experience; 3 credits

Study of teaching, linking theory and practice and connecting the philosophical, historical, and cultural foundations of education with curriculum and the art of teaching. Relation of significant educational movements, philosophies, and teaching practices to all students' educational experiences, including students with special needs and English language learners, from birth through adolescence. Opportunities through class discussion, portfolio preparation, and field experiences for reflection on interactions between school and community, teachers' roles, and issues of diversity and social justice. (Open only to students who have completed at least 30 credits in liberal arts and sciences with a grade point average of 2.50 or higher. This course is the same as Secondary Education 2001).

Prerequisite: English 1010.

**Rationale:** The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

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

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of Childhood and Special Education

Change in department prefix, description and prerequisite

#### FROM:

#### **EDUC-2002 Urban Children and Adolescents: Development and Education**

3 hours recitation, 25 hours field experience; 3 credits

Relationships between basic developmental processes of children and adolescents and their educational experiences in schools and communities. Role of culture, ethnicity, race, gender, and social class upon biological and psychological processes. Emphasis on children in urban, multicultural schools, including students with special needs and those who are English language learners, from birth through adolescence. Field trips to a variety of educational sites; observations and interviews of children; continuation of portfolio development; reflection upon field experiences of 25 hours.

Prerequisite or corequisite: ~~Education~~ 2001.

#### TO:

#### **CBSE 2002 Urban Children and Adolescents: Development and Education**

3 hours recitation, 25 hours field experience; 3 credits

Relationships between basic developmental processes of children and adolescents and their educational experiences in schools and communities. Role of culture, ethnicity, race, gender, and social class upon biological and psychological processes. Emphasis on children in urban, multicultural schools, including students with special needs and those who are English language learners, from birth through adolescence. Field trips to a variety of educational sites; observations and interviews of children; continuation of portfolio development; reflection upon field experiences of 25 hours. This course is the same as Secondary Education 2002.

Prerequisite or corequisite: Childhood And Special Education 2001.

**Rationale:** The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Childhood and Special Education**

Change in department prefix, exclusion and prerequisite

#### **FROM:**

#### **EDUC-3201 Education and Society: Teaching the Social Sciences**

2 hours recitation, 2 hours supervised field experience; 3 credits

The teaching of social science contributions to the teaching of social studies. The influence of culture, class, ethnicity, gender and race, as well as factors in the home, school, and community, on students' readiness to learn, and on the creation of a sense of active citizenship, sense of community, and respect for one another. Approaches to the social studies curriculum that address multiple research-validated instructional strategies, the uses of technology, and assessment methods for all students, including English language learners and students with special needs. Continuation of portfolio development. Fieldwork in classrooms. ~~(Not open to students who are enrolled in or have completed Education 48.5 or 58.5.)~~

Prerequisite: Education 2001 and 2002.

Corequisite: Education 3205 and one of the following: Africana Studies 3324, Anthropology 3135, Political Science 3141, Psychology 2040, Puerto Rican and Latino Studies 3325, Sociology 2200. A student who receives a failing grade in Education 3201 and a grade of C or higher in the corequisite social science course may with departmental permission, repeat Education 3201 without a corequisite requirement.

#### **TO:**

#### **CBSE 3201 Education and Society: Teaching the Social Sciences**

2 hours recitation, 2 hours supervised field experience; 3 credits

The teaching of social science contributions to the teaching of social studies. The influence of culture, class, ethnicity, gender and race, as well as factors in the home, school, and community, on students' readiness to learn, and on the creation of a sense of active citizenship, sense of community, and respect for one another. Approaches to the social studies curriculum that address multiple research-validated instructional strategies, the uses of technology, and assessment methods for all students, including English language learners and students with special needs. Continuation of portfolio development. Fieldwork in classrooms.

Prerequisite: Childhood and Special Education 2001 and 2002.

Corequisite: Childhood and Special Education 3205 and one of the following: Africana Studies 3324, Anthropology 3135, Political Science 3141, Psychology 2040, Puerto Rican and Latino Studies 3325, Sociology 2200. A student who receives a failing grade in Childhood and Special Education 3201 and a grade of C or higher in the corequisite

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

social science course may with departmental permission, repeat Childhood and Special Education 3201 without a corequisite requirement.

**Rationale:** The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of Childhood and Special Education

Change in department prefix and prerequisite

#### FROM:

#### **EDUC 3202 Education and Literacy: An Interdisciplinary Approach to the Language Arts**

3 hours recitation, 2 hours supervised field experience; 3 credits

Framework for integrating the humanities with related teaching arts. Identification of the learning processes, motivation, communication, and classroom organization skills necessary for language acquisition and literacy development. Study of multiple literacies and narrative structures. Curriculum development and planning, individualized instruction and assessment strategies for teaching the language arts to all children, including English language learners and students with special needs. Psycholinguistic and sociolinguistic factors in literacy. Emphasis on multiethnic children's literature and arts experiences. Continuation of portfolio development.

Prerequisite: Education 2001-and 2002.

Corequisite: Education 3204 and one of the following: Art 3260, Classics 1213, English 3180, Judaic Studies 3010, Philosophy 3323, Speech 1718, Theater 1003. A student who receives a failing grade in Education 3202 and a grade of C or higher in the corequisite humanities course may, with departmental permission, repeat Education 3202 without a corequisite requirement.

#### TO:

#### **CBSE 3202 Education and Literacy: An Interdisciplinary Approach to the Language Arts**

3 hours recitation, 2 hours supervised field experience; 3 credits

Framework for integrating the humanities with related teaching arts. Identification of the learning processes, motivation, communication, and classroom organization skills necessary for language acquisition and literacy development. Study of multiple literacies and narrative structures. Curriculum development and planning, individualized instruction and assessment strategies for teaching the language arts to all children, including English language learners and students with special needs. Psycholinguistic and sociolinguistic factors in literacy. Emphasis on multiethnic children's literature and arts experiences. Continuation of portfolio development.

Prerequisite: Childhood and Special Education 2001 and 2002.

Corequisite: Childhood and Special Education 3204 and one of the following: Art 3260, Classics 1213, English 3180, Judaic Studies 3010, Philosophy 3323, Speech 1718, Theater 1003. A student who receives a failing grade in Childhood and Special

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

Education 3202 and a grade of C or higher in the corequisite humanities course may, with departmental permission, repeat Childhood and Special Education 3202 without a corequisite requirement.

**Rationale:** The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Childhood and Special Education**

Change in department prefix and prerequisite

#### **FROM:**

#### **EDUC 3203 Education and Science/Mathematics/Technology**

2 hours; 2 credits

Integrates study of the sciences, mathematics, technology, and education. Analysis of the processes of scientific investigation that students experience in General Science 2040, 2010, 2020, 2030, or 2050, and development of the ability to make effective use of these experiences in teaching. Models of instruction, such as cooperative learning and inquiry-based learning. Continuation of portfolio development. Examination of mathematics, science, and technology in the current and historical social context. Influence of attitudes towards science on learning. Use of the Internet and computer software in education. National, state, and local mathematics, science, and technology teaching and curriculum standards.

Prerequisite: Education 2002 and Mathematics 1401.

Corequisite: General Science 2040, 2010, 2020, 2030 or 2050. A student who receives a failing grade in Education 3203 and a grade of C or higher in General Science 2040, 2010, 2020, 2030 or 2050 may, with departmental permission, repeat Education 3203 without a corequisite requirement.

#### **TO:**

#### **CBSE 3203 Education and Science/Mathematics/Technology**

2 hours; 2 credits

Integrates study of the sciences, mathematics, technology, and education. Analysis of the processes of scientific investigation that students experience in General Science 2040, 2010, 2020, 2030, or 2050, and development of the ability to make effective use of these experiences in teaching. Models of instruction, such as cooperative learning and inquiry-based learning. Continuation of portfolio development. Examination of mathematics, science, and technology in the current and historical social context. Influence of attitudes towards science on learning. Use of the Internet and computer software in education. National, state, and local mathematics, science, and technology teaching and curriculum standards.

Prerequisite: Childhood and Special Education 2002 and Mathematics \*1401 :

Corequisite: General Science 2040, 2010, 2020, 2030 or 2050. A student who receives a failing grade in Childhood and Special Education 3203 and a grade of C or higher in General Science 2040, 2010, 2020, 2030 or 2050 may, with departmental permission, repeat Childhood and Special Education 3203 without a corequisite requirement.

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

**Rationale:** The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Childhood and Special Education**

Change in department prefix and prerequisite

#### **FROM:**

#### **EDUC 3204 Integrated Methodologies for Literacy Instruction.**

2 hours recitation, 2 hours supervised field experience; 3 credits

An integrated approach to teaching literacy to all children, including English language learners and students with special needs. Appropriate multiple research-validated instructional strategies; formal and informal assessment methods for evaluating student learning and improving instruction. Continuation of portfolio development. Supervised field experiences.

Prerequisite: Education 2001 and 2002.

Corequisite: Education 3202.

#### **TO:**

#### **CBSE 3204 Integrated Methodologies for Literacy Instruction.**

2 hours recitation, 2 hours supervised field experience; 3 credits

An integrated approach to teaching literacy to all children, including English language learners and students with special needs. Appropriate multiple research-validated instructional strategies; formal and informal assessment methods for evaluating student learning and improving instruction. Continuation of portfolio development. Supervised field experiences.

Prerequisite: Childhood and Special Education 2001 and 2002.

Corequisite: Childhood and Special Education 3202.

**Rationale:** The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Childhood and Special Education**

Change in department prefix and description

#### **FROM:**

#### **EDUG 3205 Teaching the Creative Arts**

2 hours recitation, 2 hours supervised field experience; 3 credits

Analysis and application of theories and educational research in learning to the teaching of the visual arts, music, dance, and drama. Strategies for developing creative skills, aesthetic sensitivity, and an understanding of the role of materials and performance in artistic expression and classroom practice. Role and value of the arts in individual and social development in a society of varied cultures, communities, and families.

Approaches and techniques that foster and deepen all children's creativity and thinking skills. Continuation of portfolio development. Work with a variety of artistic forms and media; guided field trips and supervised field experience.

Prerequisite: Education 2001.

Corequisite: Education 3201.

#### **TO:**

#### **CBSE 3205 Teaching the Creative Arts**

2 hours recitation, 2 hours supervised field experience; 3 credits

Analysis and application of theories and educational research in learning to the teaching of the visual arts, music, dance, and drama. Strategies for developing creative skills, aesthetic sensitivity, and an understanding of the role of materials and performance in artistic expression and classroom practice. Role and value of the arts in individual and social development in a society of varied cultures, communities, and families.

Approaches and techniques that foster and deepen all children's creativity and thinking skills. Continuation of portfolio development. Work with a variety of artistic forms and media; guided field trips and supervised field experience.

Prerequisite: Childhood and Special Education 2001.

Corequisite: Childhood and Special Education 3201.

**Rationale:** The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

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

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Childhood and Special Education**

Change in department prefix and prerequisite

#### **FROM:**

#### **EDUC-3206 Teaching Mathematics: Childhood Education**

2 hours laboratory, 2 hours supervised field experience; 2 credits

Study of how children learn mathematics. Curriculum development; research-based instruction; multiple forms of assessment. Approaches to teaching mathematics to all students, including English language learners and students with special needs.

Technology as a tool for student learning and a resource for teaching. Application of course content in field placement and development of reflective practice. Continuation of portfolio development. Taught in coordination with Mathematics 1406.

Prerequisite: Education 3203, General Science 2040, or 2010, or 2020, or 2030, or 2050, and Mathematics 1401.

Corequisite: Mathematics 1406.

#### **TO:**

#### **CBSE 3206 Teaching Mathematics: Childhood Education**

2 hours laboratory, 2 hours supervised field experience; 2 credits

Study of how children learn mathematics. Curriculum development; research-based instruction; multiple forms of assessment. Approaches to teaching mathematics to all students, including English language learners and students with special needs.

Technology as a tool for student learning and a resource for teaching. Application of course content in field placement and development of reflective practice. Continuation of portfolio development. Taught in coordination with Mathematics 1406.

Prerequisite: Childhood and Special Education 3203, General Science 2040, or 2010, or 2020, or 2030 or 2050, and Mathematics 1401.

Corequisite: Mathematics 1406.

**Rationale:** The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

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

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Childhood and Special Education**

Change in department prefix and prerequisite

#### **FROM:**

#### **EDUC-3207 Teaching Science: Childhood Education**

1 hour recitation, 2 hours supervised field experience; 2 credits

Methods of teaching basic science concepts and processes to children. Focus on promoting scientific curiosity and developing literacy through inquiry and active learning needed for science explorations. Methods of teaching science to all students, including English language learners and children with special needs. Application of course content in field sites with emphasis on developing reflective practice. Continuation of portfolio development. Taught in coordination with General Science 3050.

Prerequisite: Education 3203 and General Science 2040, or 2010, or 2020, or 2030, or 2050.

Corequisite: General Science 3050.

#### **TO:**

#### **CBSE 3207 Teaching Science: Childhood Education**

1 hour recitation, 2 hours supervised field experience; 2 credits

Methods of teaching basic science concepts and processes to children. Focus on promoting scientific curiosity and developing literacy through inquiry and active learning needed for science explorations. Methods of teaching science to all students, including English language learners and children with special needs. Application of course content in field sites with emphasis on developing reflective practice. Continuation of portfolio development. Taught in coordination with General Science 3050.

Prerequisite: Childhood and Special Education 3203 and General Science 2040, or 2010, or 2020, or 2030, or 2050.

Corequisite: General Science 3050.

**Rationale:** The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

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

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Childhood and Special Education**

Change in department prefix and prerequisite

#### **FROM:**

#### **EDUC 3301 Integrated Methodologies for Bilingual Literacy Instruction**

2 hours recitation, 2 hours supervised field experience; 3 credits

An integrated approach to teaching literacy to all children, including students with special needs, with a primary focus on literacy development and language acquisition in bilingual (Spanish/English) programs. Appropriate multiple research-validated instructional strategies; formal and informal assessment methods for evaluating student learning and improving instruction. Supervised field experiences.

Prerequisite: Education 2001 and 2002.

Corequisite: Education 3202.

#### **TO:**

#### **CBSE 3301 Integrated Methodologies for Bilingual Literacy Instruction**

2 hours recitation, 2 hours supervised field experience; 3 credits

An integrated approach to teaching literacy to all children, including students with special needs, with a primary focus on literacy development and language acquisition in bilingual (Spanish/English) programs. Appropriate multiple research-validated instructional strategies; formal and informal assessment methods for evaluating student learning and improving instruction. Supervised field experiences.

Prerequisite: Childhood and Special Education 2001 and 2002.

Corequisite: Childhood Special Education 3202.

**Rationale:** The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of Childhood and Special Education

Change in department prefix, title, hours, description and prerequisite

#### FROM:

#### **EDUC 3456 ~~English, Curriculum Methods of Teaching Students with Special Needs~~**

~~3 hours recitation, 2 hours laboratory; 3 credits~~

~~Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources applied to teaching special needs preadolescents and adolescents in secondary schools. Making subject matter understandable to students in a wide range of disabilities. Mastering, improvising, and adapting techniques for special-needs students. Motivation and evaluation for special-needs students.~~

~~Prerequisite or corequisite: Education 60.1 and 60.2~~

#### TO:

#### **CBSE 3456 Teaching Students with Special Needs**

45 hours; 3 credits

Objectives, variations and clinical practice in collaborative and co-teaching methodology and curriculum development, evaluation, regulatory compliance, and application of early interventions to teaching children and youth with special needs. Making subject matter in the content areas understandable to students with a wide range of disabilities.

Mastering, improvising, and adapting techniques for students with special-needs.

Motivation and evaluation for children and youth with special-needs. This course is the same as Secondary Education 3456.

**Rationale:** To meet requirements contained in “Regulation Changes for All Teacher Education Programs and Restructuring Students with Disabilities,” New York State Education Department Revised Guidance, November 5, 2010. The requirement compels teacher education programs to have a stand-alone course that focuses on preparing teachers in the content areas to teach students with disabilities. Because the course now serves two departments and because the State mandates a content intensive course, we have removed “2 hours lab” and increased the number of seminar hours.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

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

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Childhood and Special Education**

Change in department prefix, exclusion and prerequisite

#### **FROM:**

#### **EDUC 4201 Seminar and Comprehensive Student Teaching: Childhood Education**

3 hours recitation, weekly supervised teaching (at least 300 hours); 9 credits

Student teaching. Application of the principles of teaching to all aspects of the curriculum, including literacy instruction in both childhood classroom settings, grades 1-3 and 4-6; long- and short-term planning. Focus on self-reflective teaching and assessment procedures to address the learning needs of a diverse student population, including English language learners and students with special needs. Preparation in development of school-community relationships and collaborative learning; integration of instructional technology; culmination of portfolio development. Readings and discussions on significant issues related to classroom teaching and professional development, including preventing child abduction, substance abuse, safety education, and child abuse awareness. Focus on skills in fostering effective relationships and interactions to support all students and urban schools and the process of school change. ~~(Not open to students who are enrolled in or have completed any of the following: Education 75.1, 75.2, 75.3, 76.1, 76.2, 4220, 4320, 4221, 4321.~~ Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses.)

Prerequisite: Education 3205, 3206, 3207.

#### **TO:**

#### **CBSE 4201 Seminar and Comprehensive Student Teaching: Childhood Education**

3 hours recitation, weekly supervised teaching (at least 300 hours); 9 credits

Student teaching. Application of the principles of teaching to all aspects of the curriculum, including literacy instruction in both childhood classroom settings, grades 1-3 and 4-6; long- and short-term planning. Focus on self-reflective teaching and assessment procedures to address the learning needs of a diverse student population, including English language learners and students with special needs. Preparation in development of school-community relationships and collaborative learning; integration of instructional technology; culmination of portfolio development. Readings and discussions on significant issues related to classroom teaching and professional development, including preventing child abduction, substance abuse, safety education, and child abuse awareness. Focus on skills in fostering effective relationships and interactions to support all students and urban schools and the process of school

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

change. Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses.)

Prerequisite: Childhood and Special Education 3205, 3206, 3207.

**Rationale:** The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Childhood and Special Education**

Change in department prefix, description, exclusion and prerequisite

#### **FROM:**

#### **EDUC 4220 Seminar and Comprehensive Student Teaching I: Childhood Education**

2 hours recitation, weekly supervised teaching (at least 150 hours); 4 credits

Student teaching. Application of the principles of teaching to all aspects of the curriculum, including literacy instruction in childhood classrooms (grades 1–6); long- and short-term planning; development of an interdisciplinary approach to teaching. Focus on self-reflective teaching and assessment procedures to address the learning needs of a diverse student population, including English language learners and students with special needs. Preparation in development of school-community relationships and collaborative learning; integration of instructional technology; culmination of portfolio development. Readings and discussions on significant issues, related to classroom teaching and professional development, including preventing child abduction, substance abuse, safety education, and child abuse awareness. Focus on skills in fostering effective relationships and interactions to support all students. ~~(Not open to students who are enrolled in or have completed any of the following: Education 75.1, 75.2, 75.3. Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses. This course is in the process of being revised. Please consult the School of Education Office of Student Advisement.)~~

Prerequisite: Education ~~43~~, 44, and 45.

#### **TO:**

#### **CBSE 4220 Seminar and Comprehensive Student Teaching I: Childhood Education**

2 hours recitation, weekly supervised teaching(at least 150 hours); 4 credits

Student teaching. Application of the principles of teaching to all aspects of the curriculum, including literacy instruction in childhood classrooms (grades 1–6); long- and short-term planning; development of an interdisciplinary approach to teaching. Focus on self-reflective teaching and assessment procedures to address the learning needs of a diverse student population, including English language learners and students with special needs. Preparation in development of school-community relationships and collaborative learning; integration of instructional technology; culmination of portfolio development. Readings and discussions on significant issues, related to classroom teaching and professional development, including preventing child abduction, substance

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

abuse, safety education, and child abuse awareness. Focus on skills in fostering effective relationships and interactions to support all students. Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses.

Prerequisite: Childhood and Special Education 3205, 3206, and 3207.

**Rationale:** The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Childhood and Special Education**

Change in department prefix, exclusion and prerequisite

#### **FROM:**

#### **EDUC 4221 Seminar and Comprehensive Student Teaching II: Childhood Education**

3 hours recitation, weekly supervised teaching (at least 150 hours); 5 credits

Student teaching. Application of the principles of teaching to all aspects of the curriculum, including literacy instruction in childhood classrooms (grades 1–6); long- and short-term planning. Focus on self-reflective teaching and assessment procedures to address the learning needs of a diverse student population, including English language learners and students with special needs. Preparation in development of school-community relationships and collaborative learning; integration of instructional technology; culmination of portfolio development. Readings and discussions on significant issues related to classroom teaching and professional development, including preventing child abduction, substance abuse, safety education, and child abuse awareness. Focus on urban schools and the process of school change. ~~(Not open to students who are enrolled in or have completed any of the following: Education 76.1, 76.2. Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses. This course is in the process of being revised. Please consult the School of Education Office of Student Advisement.)~~  
*Prerequisite:* Education 44, 45, and 75.

#### **TO:**

#### **CBSE 4221 Seminar and Comprehensive Student Teaching II: Childhood Education**

3 hours recitation, weekly supervised teaching(at least 150 hours); 5 credits

Student teaching. Application of the principles of teaching to all aspects of the curriculum, including literacy instruction in childhood classrooms (grades 1–6); long- and short-term planning. Focus on self-reflective teaching and assessment procedures to address the learning needs of a diverse student population, including English language learners and students with special needs. Preparation in development of school-community relationships and collaborative learning; integration of instructional technology; culmination of portfolio development. Readings and discussions on significant issues related to classroom teaching and professional development,

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

including preventing child abduction, substance abuse, safety education, and child abuse awareness. Focus on urban schools and the process of school change. Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses.

Prerequisite: Childhood and Special Education 3206, 3207, and 4220.

**Rationale:** The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Childhood and Special Education**

Change in department prefix, exclusion and prerequisite

#### **FROM:**

#### **EDUC 4301 Seminar and Comprehensive Student Teaching: Bilingual Education**

3 hours recitation, weekly supervised teaching (at least 300 hours); 9 credits

Student teaching. Application of the principles of teaching to all aspects of the curriculum, including literacy instruction in both childhood classroom settings, grades 1-3 and 4-6; long- and short-term planning. Methods of teaching native language arts to bilingual (Spanish/English) language learners; methods of teaching content areas using Spanish and English. Focus on self-reflective teaching and assessment procedures to address the learning needs of a diverse student population, including English language learners and students with special needs. Preparation in development of school-community relationships and collaborative learning; integration of instructional technology; culmination of portfolio development. Readings and discussions on significant issues related to classroom teaching and professional development, including preventing child abduction, substance abuse, safety education, and child abuse awareness. Focus on skills in fostering effective relationships and interactions to support all students and urban schools and the process of school change. (Not open to students who are enrolled in or have completed any of the following: Education 75.1, 75.2, 75.3, 76.1, 76.2, 4220, 4320, 4221, 4321. Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses.)

Prerequisite: Education 3205, 3206, 3207.

#### **TO:**

#### **CBSE 4301 Seminar and Comprehensive Student Teaching: Bilingual Education**

3 hours recitation, weekly supervised teaching (at least 300 hours); 9 Credits

Student teaching. Application of the principles of teaching to all aspects of the curriculum, including literacy instruction in both childhood classroom settings, grades 1-3 and 4-6; long- and short-term planning. Methods of teaching native language arts to bilingual (Spanish/English) language learners; methods of teaching content areas using Spanish and English. Focus on self-reflective teaching and assessment procedures to address the learning needs of a diverse student population, including English language learners and students with special needs. Preparation in development of school-community relationships and collaborative learning; integration of instructional technology; culmination of portfolio development. Readings and discussions on

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

significant issues related to classroom teaching and professional development, including preventing child abduction, substance abuse, safety education, and child abuse awareness. Focus on skills in fostering effective relationships and interactions to support all students and urban schools and the process of school change. (Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses.)

Prerequisite: Childhood and Special Education 3205, 3206, 3207.

**Rationale:** The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of Childhood and Special Education

Change in department prefix, exclusion and prerequisite

#### FROM:

#### **EDUC 4320 Seminar and Comprehensive Student Teaching I: Bilingual Education**

2 hours recitation, supervised teaching (175 hours); 4 credits

Student teaching. Application of the principles of teaching to all aspects of the curriculum in bilingual and non-bilingual classrooms, including literacy instruction in childhood classrooms, (grades 1–6); long- and short term planning; methods of teaching native language arts to bilingual (Spanish/English) language learners; methods of teaching content areas using the native language and English; development of an interdisciplinary approach to teaching. Focus on self-reflective teaching and assessment procedures to address the learning needs of a diverse student population, including English language learners and students with special needs. Preparation in development of school-community relationships and collaborative learning; integration of instructional technology; and culmination of portfolio development. Readings and discussions of significant issues related to classroom teaching and professional development, including preventing child abduction, substance abuse, safety education, and child abuse awareness. Focus on skills in fostering effective relationships and interactions to support all students. (~~Not open to students who are enrolled in or have completed any of the following: Education 75, 75.1, 75.3.~~ Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and science courses.)

*Prerequisite:* Education 44 and 45.

#### TO:

#### **CBSE 4320 Seminar and Comprehensive Student Teaching I: Bilingual Education**

2 hours recitation, supervised teaching (175 hours); 4 credits

Student teaching. Application of the principles of teaching to all aspects of the curriculum in bilingual and non-bilingual classrooms, including literacy instruction in childhood classrooms, (grades 1–6); long- and short term planning; methods of teaching native language arts to bilingual (Spanish/English) language learners; methods of teaching content areas using the native language and English; development of an interdisciplinary approach to teaching. Focus on self-reflective teaching and assessment procedures to address the learning needs of a diverse student population, including English language learners and students with special needs. Preparation in development of school-community relationships and collaborative learning; integration of instructional technology; and culmination of portfolio development. Readings and discussions of

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

significant issues related to classroom teaching and professional development, including preventing child abduction, substance abuse, safety education, and child abuse awareness. Focus on skills in fostering effective relationships and interactions to support all students. (Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and science courses.)

**Rationale:** The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Childhood and Special Education**

Change in department prefix, exclusion and prerequisite

#### **FROM:**

#### **EDUC 4321 Seminar and Comprehensive Student Teaching II: Bilingual Education**

3 hours recitation, weekly supervised teaching (175 hours); 5 credits

Student teaching. Application of the principles of teaching to all aspects of the curriculum in bilingual and non-bilingual classrooms, including literacy instruction in childhood classrooms, grades 1–6; long- and short-term planning; methods of teaching native language arts to bilingual (Spanish/English) language learners; methods of teaching content areas using Spanish and English. Focus on self-reflective teaching and assessment procedures to address the learning needs of a diverse student population, including English language learners and students with special needs. Preparation in development of school-community relationships and collaborative learning; integration of instructional technology; and culmination of portfolio development. Readings and discussions on significant issues related to classroom teaching and professional development, including preventing child abduction, substance abuse, safety education, and child abuse awareness. Focus on urban schools and the process of school change. ~~(Not open to students who are enrolled in or have completed any of the following: Education 76, 76.1.~~ Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, in and a grade point average of 2.75 or higher in liberal arts and science courses.)  
Prerequisite: ~~Education 44, 45, and 75.2.~~

#### **TO:**

#### **CBSE 4321 Seminar and Comprehensive Student Teaching II: Bilingual Education**

3 hours recitation, weekly supervised teaching (175 hours); 5 credits

Student teaching. Application of the principles of teaching to all aspects of the curriculum in bilingual and non-bilingual classrooms, including literacy instruction in childhood classrooms, grades 1–6; long- and short-term planning; methods of teaching native language arts to bilingual (Spanish/English) language learners; methods of teaching content areas using Spanish and English. Focus on self-reflective teaching and assessment procedures to address the learning needs of a diverse student population, including English language learners and students with special needs. Preparation in development of school-community relationships and collaborative learning; integration of instructional technology; and culmination of portfolio development. Readings and discussions on significant issues related to classroom teaching and professional development, including preventing child abduction, substance

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

abuse, safety education, and child abuse awareness. Focus on urban schools and the process of school change. (Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, in and a grade point average of 2.75 or higher in liberal arts and science courses.)

Prerequisite: Childhood and Special Education 3206, 3207 and 4320.

**Rationale:** The Childhood and Special Education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Early Childhood Education and Art Education**

Summary of changes in department prefix

**These tables are for information only, the actual change proposals appear in the subsequent pages. However, there is a substantive change in that each ECAE course description will contain, at the end, the phrase “(Not open to students who have taken EDUC xxxx)” where xxxx is the number of the course whose discipline rubric is being modified.**

#### **FROM:**

<b>ECAE 2003</b>	<b>Infancy and Early Childhood: Family and Community Relationships</b>
<b>ECAE 2004</b>	<b>Early Childhood Education Foundations</b>
<u>EDUC 3101</u>	<u>Social Studies in Early Childhood Education: General and Special Education</u>
<u>EDUC 3102</u>	<u>Development of Language &amp; Literacy in Young Children: General and Special Education</u>
<u>EDUC 3103</u>	<u>Early Education and Care of Infants and Toddlers: General and Special Education</u>
<u>EDUC 3104</u>	<u>Literacy Teaching and Learning in ECE: General and Special Education</u>
<u>EDUC 3105</u>	<u>Arts in Early Childhood Curriculum: General and Special Education</u>
<u>EDUC 3106</u>	<u>Teaching Mathematics in the Early Years: General and Special Education</u>
<u>EDUC 3107</u>	<u>Science Inquiry for Young Children: General and Special Education</u>
<b>ECAE 3108</b>	<b>Foundations and Pedagogy in Early Childhood Special Education</b>
<b>ECAE 3109</b>	<b>Environments and Curriculum Adaptation for Young Learners with Special Needs</b>
<u>EDUC 4001</u>	<u>Seminar and Comprehensive Student Teaching: Early Childhood Education</u>
<u>EDUC 4020</u>	<u>Seminar and Comprehensive Student Teaching I: General and Special Education</u>
<u>EDUC 4021</u>	<u>Seminar and Comprehensive Student Teaching II: General and Special Education</u>

#### **TO:**

<b>ECAE 2003</b>	<b>Infancy and Early Childhood: Family and Community Relationships</b>
<b>ECAE 2004</b>	<b>Early Childhood Education Foundations</b>
<u>ECAE 3101</u>	<u>Social Studies in Early Childhood Education: General and Special Education</u>
<u>ECAE 3102</u>	<u>Development of Language &amp; Literacy in Young Children: General and Special Education</u>
<u>ECAE 3103</u>	<u>Early Education and Care of Infants and Toddlers: General and Special Education</u>
<u>ECAE 3104</u>	<u>Literacy Teaching and Learning in ECE: General and Special Education</u>
<u>ECAE 3105</u>	<u>Arts in Early Childhood Curriculum: General and Special Education</u>
<u>ECAE 3106</u>	<u>Teaching Mathematics in the Early Years: General and Special Education</u>
<u>ECAE 3107</u>	<u>Science Inquiry for Young Children: General and Special Education</u>
<b>ECAE 3108</b>	<b>Foundations and Pedagogy in Early Childhood Special Education</b>
<b>ECAE 3109</b>	<b>Environments and Curriculum Adaptation for Young Learners with Special Needs</b>
<u>ECAE 4001</u>	<u>Seminar and Comprehensive Student Teaching: Early Childhood Education</u>
<u>ECAE 4020</u>	<u>Seminar and Intensive <u>Fieldwork in Early Childhood</u> Special Education</u>
<u>ECAE 4021</u>	<u>Seminar and Comprehensive Student Teaching II: General and Special Education</u>

**Note: Courses in bold (2003, 2004, 3108, 3109) were approved by Faculty Council on 2/14/12 (Document 205). However, 3109 has a corequisite change so it is being resubmitted.**

**Rationale:** The early childhood education program and the art education program are updating all their course prefixes to reflect the new departmental structure in the School of Education.

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

***Date of departmental approval:*** *March 13, 2012.*

***Effective date:*** *Fall 2012.*

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Early Childhood Education and Art Education**

Change in prerequisite and department prefix

#### **FROM:**

#### **EDUC 3101 Social Studies in Early Childhood Education: General and Special Education**

2 hours recitation, 2 hours supervised field experience, 3 credits

Social studies curriculum for young children with diverse learning needs and of differing cultural and linguistic backgrounds in varied school, family, and community settings. Study of social science texts and materials, curriculum, and pedagogic methods, including culturally developmentally appropriate practices and play-based curriculum for young children. Field experience in schools and community settings. Development of teaching portfolio.

Prerequisite: Education ~~2001~~ and ~~2002~~.

#### **TO:**

#### **ECAE 3101 Social Studies in Early Childhood Education: General and Special Education**

2 hours recitation, 2 hours supervised field experience, 3 credits

Social studies curriculum for young children with diverse learning needs and of differing cultural and linguistic backgrounds in varied school, family, and community settings. Study of social science texts and materials, curriculum, and pedagogic methods, including culturally developmentally appropriate practices and play-based curriculum for young children. Field experience in schools and community settings. Development of teaching portfolio.

Prerequisite: Early Childhood and Art Education 2003 and 2004.

**Rationale:** The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of Early Childhood Education and Art Education

Change in prerequisite and department prefix

#### FROM:

#### **EDUC 3102 Development of Language and Literacy in Young Children: General and Special Education**

2 hours recitation, 2 hours supervised field experience; 3 credits

Language acquisition in the early years; typical and atypical development. Planning and implementing curriculum for emergent literacy. Psycholinguistic and sociolinguistic factors in literacy; narrative structures in children's oral language and in children's literature. Consideration of the needs of English language learners. Role of families and cultural communities in language and literacy development, with a particular focus on the urban experience. Study of children's literature, texts, and materials, including on-line resources. Communication and early literacy in an integrated early childhood curriculum that includes the arts and the humanities. Development of teaching portfolio. Prerequisite: Education ~~2001 and 2002~~.

Prerequisite or corequisite: Education 3101.

#### TO:

#### **ECAE 3102 Development of Language and Literacy in Young Children: General and Special Education**

2 hours recitation, 2 hours supervised field experience; 3 credits

Language acquisition in the early years; typical and atypical development. Planning and implementing curriculum for emergent literacy. Psycholinguistic and sociolinguistic factors in literacy; narrative structures in children's oral language and in children's literature. Consideration of the needs of English language learners. Role of families and cultural communities in language and literacy development, with a particular focus on the urban experience. Study of children's literature, texts, and materials, including on-line resources. Communication and early literacy in an integrated early childhood curriculum that includes the arts and the humanities. Development of teaching portfolio. Prerequisite: Early Childhood and Art Education 2003 and 2004.

Prerequisite or corequisite: Early Childhood and Art Education 3101.

**Rationale:** The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

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

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Early Childhood Education and Art Education**

Change in prerequisite and department prefix

#### **FROM:**

#### **EDUC 3103 Early Education and Care of Infants and Toddlers: General and Special Education**

2 hours recitation, 1 hour supervised field experience; 2 credits

This course addresses developmental needs and appropriate practices in the education and care of infants and toddlers. Prospective teachers will study current research in typical and atypical early development and learn to create nurturing and learning environments for all children. Introduction to models of infant and toddler programs, including early intervention, with a focus on culturally diverse, urban settings. Establishing partnerships with families and caregivers; developing community resources. Consultation and collaboration with other professionals in education and related services. Development of teaching portfolio. Field assignments.

Prerequisite: Education ~~2004~~ and ~~2002~~.

Prerequisite or corequisite: Education 3101 and 3102.

#### **TO:**

#### **ECAE 3103 Early Education and Care of Infants and Toddlers: General and Special Education**

2 hours recitation, 1 hour supervised field experience; 2 credits

This course addresses developmental needs and appropriate practices in the education and care of infants and toddlers. Prospective teachers will study current research in typical and atypical early development and learn to create nurturing and learning environments for all children. Introduction to models of infant and toddler programs, including early intervention, with a focus on culturally diverse, urban settings. Establishing partnerships with families and caregivers; developing community resources. Consultation and collaboration with other professionals in education and related services. Development of teaching portfolio. Field assignments.

Prerequisite: Early Childhood and Art Education 2003 and 2004.

Prerequisite or corequisite: Early Childhood and Art Education 3101 and 3102.

**Rationale:** The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

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

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Early Childhood Education and Art Education**

Change in prerequisite and department prefix

#### **FROM:**

#### **EDUG 3104 Literacy Teaching and Learning in Early Childhood: General and Special Education**

2 hours recitation, 2 hours supervised field experience; 3 credits

Nature and basis of literacy teaching and learning for young children; curriculum development strategies; print and on-line resources for emergent and early literacy. Approaches to integrating early literacy throughout the curriculum for all children, including English language learners and children with special needs. The role of families and communities in literacy teaching and learning.

Prerequisite: Education ~~2001, 2002~~, 3101, 3102, and 3103.

Prerequisite or corequisite: Education 3105.

#### **TO:**

#### **ECAE 3104 Literacy Teaching and Learning in Early Childhood: General and Special Education**

2 hours recitation, 2 hours supervised field experience; 3 credits

Nature and basis of literacy teaching and learning for young children; curriculum development strategies; print and on-line resources for emergent and early literacy. Approaches to integrating early literacy throughout the curriculum for all children, including English language learners and children with special needs. The role of families and communities in literacy teaching and learning.

Prerequisite: Early Childhood and Art Education ~~2003, 2004~~, 3101, 3102, and 3103.

Prerequisite or corequisite: Early Childhood and Art Education 3105.

**Rationale:** The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012

**Effective date:** Fall 2012

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

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Early Childhood Education and Art Education**

Change in prerequisite and department prefix

#### **FROM:**

#### **EDUC 3105 Arts in Early Childhood Curriculum: General and Special Education**

2 hours recitation, 2 hours supervised field experience, 3 credits

Analysis and application of theory and research to the teaching of the visual arts, music and movement, dance, and drama for all young children, birth through grade two, including culturally and linguistically diverse children, as well as children with special needs. Role of materials and performance as they apply to artistic learning in young children. Approaches to integrating the arts in early childhood curriculum; place of the arts in diverse cultures and communities, with a focus on the urban experience. Development of teaching portfolio. Work with a variety of artistic forms and media, field trips, and supervised field experience.

Prerequisite: Education ~~2001, 2002~~, 3101, 3102, and 3103.

Corequisite: Education 3104.

#### **TO:**

#### **ECAE 3105 Arts in Early Childhood Curriculum: General and Special Education**

2 hours recitation, 2 hours supervised field experience, 3 credits

Analysis and application of theory and research to the teaching of the visual arts, music and movement, dance, and drama for all young children, birth through grade two, including culturally and linguistically diverse children, as well as children with special needs. Role of materials and performance as they apply to artistic learning in young children. Approaches to integrating the arts in early childhood curriculum; place of the arts in diverse cultures and communities, with a focus on the urban experience. Development of teaching portfolio. Work with a variety of artistic forms and media, field trips, and supervised field experience.

Prerequisite: Early Childhood and Art Education 2003, 2004, 3101, 3102, and 3103.

Corequisite: Early Childhood and Art Education 3104.

**Rationale:** The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

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

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of Early Childhood Education and Art Education

Change in description, prerequisite and department prefix

#### FROM:

#### **EDUC 3106 Teaching Mathematics in the Early Years: General and Special Education**

2 hours mathematics laboratory, 2 hours supervised field experience; 2 credits

Approaches to the teaching of mathematics with an emphasis on the curricular and instructional topics emphasized in early childhood. These include the development of mathematical thinking processes in young children; curricular guidelines from New York State, National Association for the Education of Young Children, and National Council of Teachers of Mathematics; integration of mathematical experiences into all curricular areas; needs of special populations, including English language learners; familial involvement; appropriate use of technology; and multiple perspectives on assessment. Development of early childhood teaching portfolio. ~~Taught in coordination with Mathematics \*1406.~~

Prerequisite: Education ~~2001, 2002, 3101, 3102, 3103, 3104, 3105,~~ and Mathematics \*1401.

Corequisite: Education 3107; ~~Mathematics \*1406.~~

#### TO:

#### **ECAE 3106 Teaching Mathematics in the Early Years: General and Special Education**

2 hours mathematics laboratory, 2 hours supervised field experience; 2 credits

Approaches to the teaching of mathematics with an emphasis on the curricular and instructional topics emphasized in early childhood. These include the development of mathematical thinking processes in young children; curricular guidelines from New York State, National Association for the Education of Young Children, and National Council of Teachers of Mathematics; integration of mathematical experiences into all curricular areas; needs of special populations, including English language learners; familial involvement; appropriate use of technology; and multiple perspectives on assessment. Development of early childhood teaching portfolio.

Prerequisite: Early Childhood and Art Education 2003, 2004, 3101, 3102, 3103, 3104, 3105, and Mathematics 1401 and 1406; 80% or above on the Early Childhood and Art Department math competency exam.

Prerequisite or corequisite: Early Childhood and Art Education 3107.

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

**Rationale:** The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education. Also, early childhood students need to demonstrate knowledge of math content to be better prepared how to teach math to young children.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Early Childhood Education and Art Education**

Change in prerequisite and department prefix

#### **FROM:**

#### **EDUC 3107 Science Inquiry for Young Children: General and Special Education**

1 hour recitation, 2 hours supervised field experience; 2 credits

Creation of environments that promote scientific curiosity and playful exploration in all children, including children with special needs and English language learners. Integration of science within the early childhood curriculum; the role of movement, music, and the performing arts in representing, refining, reviewing, and communicating science learning. Exploration of technologies and community resources, with a particular focus on urban environments. Review of professional, state, and local curriculum standards. Family involvement in science education. Development of teaching portfolio. Taught in coordination with General Science 3050.

Prerequisite: Education ~~2001, 2002~~, 3101, 3102, 3103, 3104, and 3105.

Corequisite: Education 3106; General Science 3050.

#### **TO:**

#### **ECAE 3107 Science Inquiry for Young Children: General and Special Education**

1 hour recitation, 2 hours supervised lab and field experience; 2 credits

Creation of environments that promote scientific curiosity and playful exploration in all children, including children with special needs and English language learners. Integration of science within the early childhood curriculum; the role of movement, music, and the performing arts in representing, refining, reviewing, and communicating science learning. Exploration of technologies and community resources, with a particular focus on urban environments. Review of professional, state, and local curriculum standards. Family involvement in science education. Development of teaching portfolio. Taught in coordination with General Science 3050.

Prerequisite: Early Childhood and Art Education 2003, 2004, 3101, 3102, 3103, 3104, and 3105.

Prerequisite or corequisite: Early Childhood and Art Education 3106; General Science 3050.

**Rationale:** The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

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

## SECTION A-V: CHANGES IN EXISTING COURSE

### Department of Early Childhood Education and Art Education

Change in description and corequisite

#### FROM:

#### **ECAE 3109 Environments and Curriculum Adaptation for Young Learners with Special Needs**

3 hours recitation, 1 hour supervised field experience; 3 credits

Introduction to planning, implementing, and evaluating instruction for young children with special needs. Designing environments, curricular planning and modification to implement inclusive programs, including work in developmental and curriculum areas and positive behavior supports. Working with related service professionals; assessment and interventions with children and families; interagency collaborations. Focus on young children from diverse cultural and linguistic backgrounds in urban settings.

Prerequisite: Early Childhood and Art Education 2003, 2004, and 3108.

#### TO:

#### **ECAE 3109 Environments and Curriculum Adaptation for Young Learners with Special Needs**

3 hours recitation, 1 hour supervised field experience; 3 credits

Introduction to planning, implementing, and evaluating instruction for young children with special needs. Designing environments, curricular planning and modification to implement inclusive programs, including work in developmental and curriculum areas and positive behavior supports. Working with related service professionals; assessment and interventions with children and families; interagency collaborations. Focus on young children from diverse cultural and linguistic backgrounds in urban settings. Must be taken with the paired section of Early Childhood and Art Education 4020.

Prerequisite: Early Childhood and Art Education 2003, 2004, and 3108.

Corequisite: Early Childhood and Art Education 4020.

**Rationale:** The early childhood education program updated the course prefix and prerequisites for ECAE 3109 to reflect the new departmental structure in the School of Education, which was approved in Faculty Council (2/14/12). To increase program quality, we have now paired ECAE 3109 with an intensive field work course (ECAE 4020) providing students with more direct experience working with young children with special needs and their families prior to their student teaching experience.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

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

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of Early Childhood Education and Art Education

Change in prerequisite, hours and credits, department prefix, title and description

#### FROM:

#### **EDUC 4020 Seminar and ~~Comprehensive Student Teaching I: General and Special Education~~**

2 hours seminar, supervised teaching (at least 225 hours/semester); 4 credits

Role of materials and resources in the early childhood years; classroom organization and curriculum modification for children of different age levels and with diverse learning needs in culturally and linguistically diverse, urban settings. Families and communities in early childhood education; special topics in early childhood education. Development of teaching portfolio. ~~Students will complete at least 225 hours of student teaching in one of the following age levels: preschool, kindergarten, grades 1 and 2. They will complete student teaching requirements in Education 4021 [75.12] in a second age level in order to qualify for the initial certificate in early childhood education. Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses.~~

~~Prerequisite: Education 2001, 2002, 3101, 3102, 3103, 3104, 3105, 3106, and 3107.~~

~~Corequisite: For dual certification in early childhood education and early childhood special education: Education 3108.~~

#### TO:

#### **ECAE 4020 Seminar and Intensive Fieldwork in Early Childhood Special Education**

1 hour seminar, 4 hours supervised fieldwork and lab; 3 credits

Development of co-teaching and cooperative models and methods, the role of materials and adaptive resources in the early childhood years; classroom organization and curriculum modification for young children of different age levels and with diverse learning needs in culturally and linguistically diverse, urban settings; formal and informal assessment, including curriculum-based assessment. Families and communities in early childhood special education; special topics in early childhood special education, with emphasis on collaboration with other professionals and parents. Development of teaching portfolio and IFSP/IEP goals. Intensive field experience with young children with special needs and their parents. Must be taken with the paired section of Early Childhood and Art Education 3109.

Prerequisite: Early Childhood and Art Education 2003, 2004, 3101, 3102, 3103, 3104,

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

3105, 3106, 3107, and 3108.

Corequisite for dual early childhood education and early childhood special education certification: Early Childhood and Art Education 3109.

**Rationale:** The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education. Also, to ensure that early childhood students have more direct experience working with young children with special needs and their families prior to their 300 hours of student teaching, an intensive fieldwork course (ECAE 4020) has been included and paired with ECAE 3109 (Environments and Curriculum Adaptation for Young Learners with Special Needs). These changes will increase program quality.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of Early Childhood Education and Art Education

Change in description, prerequisite and department prefix

#### FROM:

#### **EDUC 4001 Seminar and Comprehensive Student Teaching: Early Childhood Education**

3 hours recitation; weekly supervised teaching (at least 300 hours); 9 Credits

Design of developmentally appropriate environments, curricula and pedagogy for young children birth-grade 2. Classroom organization and curriculum modification for children of different age levels and with diverse learning needs in culturally and linguistically diverse, urban settings, including children with special needs and English language learners. Families and communities in early childhood education. Development of teaching portfolio. 300 hours of student teaching in one or more of the following age levels: preschool, kindergarten, grades 1 and 2 as required for the initial certificate in early childhood education. (Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses.)

Prerequisite: Education ~~2001, 2002, 3101, 3102, 3103, 3104, 3105, 3106, and 3107.~~  
Additional prerequisites for dual early childhood/special education certification: ~~3108 and 3109.~~

#### TO:

#### **ECAE 4001 Seminar and Comprehensive Student Teaching: Early Childhood Education**

3 hours recitation; weekly supervised teaching (at least 300 hours); 9 Credits

Design of developmentally appropriate environments, curricula and pedagogy for young children birth-grade 2. Classroom organization and curriculum modification for children of different age levels and with diverse learning needs in culturally and linguistically diverse, urban settings, including children with special needs and English language learners. Families and communities in early childhood education. Development of teaching portfolio. 300 hours of student teaching in one or more of the following age levels: preschool, kindergarten, grades 1 and 2 as required for the initial certificate in Early Childhood and Art Education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses.)

Prerequisite: Early Childhood and Art Education 2003, 2004, 3101, 3102, 3103, 3104, 3105, 3106, 3107 and 3108.

Additional prerequisites for dual early childhood/special education certification: Early

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

Childhood and Art Education 3109 and 4020.

**Rationale:** The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education. It also includes a new required field course (ECAE 4020) as a prerequisite for dual early childhood/special education certification.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Early Childhood Education and Art Education**

Change in prerequisite and department prefix

#### **FROM:**

#### **EDUC 4021 Seminar and Comprehensive Student Teaching II: General and Special Education**

3 hours seminar, supervised teaching (at least 225 hours/semester); 5 credits

Methodology and curriculum development in early childhood settings, birth to 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. Development of teaching portfolio. Students who have completed at least 225 hours of student teaching in Education 4020 in preschool, kindergarten, or grades 1 and 2, must complete the student teaching requirements for this course in a second age level. Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses.

Prerequisite: ~~Education 2001, 2002, 3101, 3102, 3103, 3104, 3105, 3106, 3107, and 4020.~~

~~Prerequisite or corequisite: For dual certification in early childhood education and early childhood special education: Education 3108.~~

#### **TO:**

#### **ECAE 4021 Seminar and Comprehensive Student Teaching II: General and Special Education**

3 hours seminar, supervised teaching (at least 225 hours/semester); 5 credits

Methodology and curriculum development in early childhood settings, birth to 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. Development of teaching portfolio. Students who have completed at least 225 hours of student teaching in Education 4020 in preschool, kindergarten, or grades 1 and 2, must complete the student teaching requirements for this course in a second age level. Open only to students who have completed all required education courses with a grade point average of 3.00 or higher, and a grade point average of 2.75 or higher in liberal arts and sciences courses.

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

Prerequisite: Early Childhood and Art Education 2003, 2004, 3101, 3102, 3103, 3104, 3105, 3106, 3107 and 3108.

**Rationale:** The early childhood education program is updating the course prefix and prerequisites to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of Health and Nutrition Sciences

Change in prerequisite or corequisite

#### FROM:

#### **2170 Child Development: Typical and Atypical**

3 hours; 3 credits

Health perspectives on development of the child from birth through middle childhood with focus on young children. Emotional, physical, and social development. Deviations from normal patterns of development, and study of specific disabilities. Environmental factors of particular importance in guiding growth. Course includes a child observation project.

Prerequisite or corequisite: Health and Nutrition Sciences 1100 or Education ~~2002~~ or Psychology \*1000.

#### TO:

#### **2170 Child Development: Typical and Atypical**

3 hours; 3 credits

Health perspectives on development of the child from birth through middle childhood with focus on young children. Emotional, physical, and social development. Deviations from normal patterns of development, and study of specific disabilities. Environmental factors of particular importance in guiding growth. Course includes a child observation project.

Prerequisite or corequisite: Health and Nutrition Sciences 1100, or Early Childhood and Art Education 2003, or Education 2002 completed in Spring 2012 or earlier, or Psychology \*1000.

**Rationale:** The Department of Health and Nutrition Sciences is updating the course prerequisite/corequisite to reflect a new course offered in the Department of Early Childhood Education and Art Education.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of History

Change in course title and prerequisites

#### From:

#### **3560 Africa to 1800**

3 hours; 3 credits

Themes in the history of Africa south of the Sahara from earliest times to 1800. Salient themes include Nile Valley civilizations, trans-Saharan trade, early social and economic systems, West African states, especially the Empire of Mali, Islamic influences, state formation, Swahili coastal city states, and Indian Ocean trade. Origins, development, and consequences of the Atlantic slave trade. This course is the same as Africana Studies 3101.

Prerequisite: one of the following: Africana Studies 1001, Core Studies 4 or 9, Core Curriculum 1220, ~~History 1, 2, 3, 4, 41.8, or 41.9~~, or permission of the chairperson.

#### To:

#### **3560 States, Kingdoms and Trade: Africa to 1800**

3 hours; 3 credits

Themes in the history of Africa south of the Sahara from earliest times to 1800. Salient themes include Nile Valley civilizations, trans-Saharan trade, early social and economic systems, West African states, especially the Empire of Mali, Islamic influences, state formation, Swahili coastal city states, and Indian Ocean trade. Origins, development, and consequences of the Atlantic slave trade. This course is the same as Africana Studies 3101.

Alternatively, may satisfy credit requirements in Transnational and Comparative History.

Prerequisite: one of the following: Africana Studies 1001, Core Studies 4 or 9, Core Curriculum 1220, or permission of the chairperson.

**Rationale:** The change in the title of HIST 3560 better reflects the major themes and subjects covered in the course and represents the more recent evolutions in the field. The elimination of the above History courses as prerequisites reflects changes in the bulletin, as they are inactive. The added language was passed in CD 341 (November 9, 2010, p. 40) but has not appeared in the bulletin.

**Date of department approval:** March 13, 2012

**Effective Date of the change:** Fall 2012

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

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of History

Change in course title

#### From:

#### **3561 ~~Africa From 1800~~**

3 hours; 3 credits

Themes drawn from all regions of the continent of Africa south of the Sahara from 1800 to the present. The Islamic revolutions, the Zulu Empire and political evolution in South Africa, the rise of legitimate trade, the impact of European missionaries and explorers, imperialism, the colonial state, nationalist independence movements, and post-independence challenges. This course is the same as Africana Studies 3102.

Alternatively, may satisfy credit requirements in Transnational and Comparative History.

Prerequisite: one of the following: Africana Studies 1001, Core Studies 4 or 9, Core Curriculum 1220, or permission of the chairperson.

#### To:

#### **3561 Contact, Contest and Independence: Africa Since 1800**

3 hours; 3 credits

Themes drawn from all regions of the continent of Africa south of the Sahara from 1800 to the present. The Islamic revolutions, the Zulu Empire and political evolution in South Africa, the rise of legitimate trade, the impact of European missionaries and explorers, imperialism, the colonial state, nationalist independence movements, and post-independence challenges. This course is the same as Africana Studies 3102 [11.2].

Alternatively, may satisfy credit requirements in Transnational and Comparative History.

Prerequisite: one of the following: Africana Studies 1001, Core Studies 4 or 9, Core Curriculum 1220, or permission of the chairperson.

**Rationale:** The change in the title of HIST 3561 better reflects the major themes and subjects covered in the course and represents the more recent evolutions in the field.

**Date of department approval:** March 13, 2012

**Effective Date of the change:** Fall 2012

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

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of History**

Change in prerequisites

#### **From:**

#### **5100 Internship in Public History I**

9 hours of fieldwork; 3 credits

Applied training in such areas of public history as archival and museum management, mounting historical exhibits, and collection classification. To be pursued in conjunction with an institution outside the college under the supervision of a History Department liaison. A written report is required.

#### **To:**

#### **5100 Internship in Public History I**

9 hours of fieldwork; 3 credits

Applied training in such areas of public history as archival and museum management, mounting historical exhibits, and collection classification. To be pursued in conjunction with an institution outside the college under the supervision of a History Department liaison. A written report is required.

Prerequisite: History 4100 and either 4200 or 3460 or permission of the chairperson.

**Rationale:** The prerequisites, which already exist in the Bulletin but do not seem to be supported by a Faculty Council document, are now confirmed. They are designed to match the sequence of courses in the minor.

**Date of department approval:** March 13, 2012

**Effective Date of the change:** Fall 2012

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of History**

Change in prerequisites

#### **From:**

#### **5101 Internship in Public History II**

9 hours of fieldwork; 3 credits

Applied training in such areas of public history as archival and museum management, mounting historical exhibits, and collection classification. To be pursued in conjunction with an institution outside the college under the supervision of a History Department liaison. A written report is required.

#### **To:**

#### **5101 Internship in Public History II**

9 hours of fieldwork; 3 credits

Applied training in such areas of public history as archival and museum management, mounting historical exhibits, and collection classification. To be pursued in conjunction with an institution outside the college under the supervision of a History Department liaison. A written report is required.

Prerequisite: History 4100 and either 4200 or 3460 or permission of the chairperson.

**Rationale:** The prerequisites, which already exist in the Bulletin but do not seem to be supported by a Faculty Council document, are now confirmed. They are designed to match the sequence of courses in the minor.

**Date of department approval:** March 13, 2012.

**Effective Date of the change:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Program in Interdisciplinary Studies**

Change in number of credits, course number, and title

#### **From:**

#### **~~INDS 1002 Psychosocial Development and the College Student~~**

~~2 hours recitation; 2 credits~~

Examination of the psychological, sociocultural, and educational components in the growth and development of the college student. Analysis of values and goals in relation to self-direction. Consideration of available options.

Prerequisite: Passing scores on CUNY ACT Assessment tests in reading and writing.

#### **To:**

#### **INDS 1011 Foundations for College Success and Lifelong Learning**

1 hour lecture, 1 hour activity; 1 credit

Examination of the psychological, sociocultural, and educational components in the growth and development of the college student. Analysis of values and goals in relation to self-direction. Consideration of available options.

Prerequisite: Passing scores on CUNY ACT Assessment tests in reading and writing.

**Rationale:** The reduction in credit reflects the division of contact hours between lecture and study of research-based content on one hand and, on the other, activities in which the knowledge and skills are applied and practiced. The change in course number reflects the change in number of credits. The new title corresponds to national practice for similar courses; it will be recognizable for entering students who have explored first-year programs at other colleges, and improve transferability for students who transfer out of Brooklyn College.

**Date of INDS curriculum committee approval:** March 5, 2012.

**Effective Date:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Conservatory of Music

Change in description, prerequisites and corequisites

#### From:

#### **3211 Introductory Studies in Musicianship: Ear Training I**

3 hours recitation, 2 hours laboratory; 2 credits

Intensive training in sight-reading and dictation. Study in bass and treble clefs of diatonic melodies, rhythms through quadruple subdivisions of the beat with syncopation, chords (functions and types), and intervals. Not open to students who completed Music 6.1

Prerequisite or Corequisite: placement examination.

Corequisite: Music 3221.

#### To:

#### **3211 Introductory Studies in Musicianship: Ear Training I**

3 hours recitation, 2 hours laboratory; 2 credits

Intensive training in sight-reading and dictation. Study in bass and treble clefs of diatonic melodies, rhythms through quadruple subdivisions of the beat with syncopation, chords (functions and types), and intervals. Not open to students who completed Music 6.1. C grade or better required to progress to Music 3212. May be retaken only once if not passed the first time.

Prerequisite or Corequisite: placement examination.

Corequisite: Music 3221.

**Rationale:** The C grade or better requirement and the limit on retaking the course are designed to improve overall standards.

**Date of Department Approval:** March 13, 2012.

**Effective Date of Change:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Conservatory of Music

Change in description, prerequisites and corequisites

#### From:

#### **3212 Eighteenth Century Studies: Ear Training II**

3 hours recitation, 2 hours laboratory; 2 credits

Continuation of Music 3211. Musical language and repertory of the pre-Classical and Classical eras. Two-part and harmonic dictation. The C-clef. (Not open to students who have completed Music 6.2.)

Prerequisite or Corequisite: Music 6.1 or 3211, and 3221; or placement examination.

Corequisite: Music 3222.

#### To:

#### **3212 Eighteenth Century Studies: Ear Training II**

3 hours recitation, 2 hours laboratory; 2 credits

Continuation of Music 3211. Musical language and repertory of the pre-Classical and Classical eras. Two-part and harmonic dictation. The C-clef. (Not open to students who have completed Music 6.2.) C grade or better required to progress to Music 3112. May be retaken only once if not passed the first time.

Prerequisite or Corequisite: Music 6.1 or 3211 with a grade of C or better, and 3221; or placement examination.

Corequisite: Music 3222.

**Rationale:** The C grade or better requirement and the limit on retaking the course are designed to improve overall standards.

**Date of Department Approval:** March 13, 2012.

**Effective Date of Change:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Conservatory of Music

Change in description, prerequisites and corequisites

#### From:

#### **3213 Nineteenth Century Studies: Ear Training III**

3 hours recitation, 2 hours laboratory; 2 credits

Continuation of Music 6.2 and 3212. Musical language and repertory of the Romantic era. (Not open to students who have completed Music 6.3 or 21.3.)

Prerequisite or Corequisite: Music 6.2 or 3212, and 3222; or placement examination.

Corequisite: Music 3223.

#### To:

#### **3213 Nineteenth Century Studies: Ear Training III**

3 hours recitation, 2 hours laboratory; 2 credits

Continuation of Music 6.2 and 3212. Musical language and repertory of the Romantic era. (Not open to students who have completed Music 6.3 or 21.3.) C grade or better required to progress to Music 3214. May be retaken only once if not passed the first time.

Prerequisite or Corequisite: Music 6.2 or 3212, and 3222; or placement examination.

Corequisite: Music 3223.

**Rationale:** The C grade or better requirement and the limit on retaking the course are designed to improve overall standards.

**Date of Department Approval:** March 13, 2012.

**Effective Date of Change:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Conservatory of Music**

Change in description, prerequisites and corequisites

#### **From:**

#### **3214 Twentieth-Century Studies: Ear Training IV**

3 hours recitation, 2 hours laboratory; 2 credits

Continuation of Music 6.3 and 3213. Musical language and repertory of the modern era. (Not open to students who have completed Music 6.4 or 21.4.)

Prerequisite or Corequisite: Music 6.3 or 3213, and 3223; or placement examination.

Corequisite: Music 3224.

#### **To:**

#### **3214 Nineteenth Century Studies: Ear Training IV**

3 hours recitation, 2 hours laboratory; 2 credits

Continuation of Music 6.3 and 3213. Musical language and repertory of the modern era. (Not open to students who have completed Music 6.4 or 21.4.) May be retaken only once if not passed the first time.

Prerequisite or Corequisite: Music 6.3 or 3213 with a grade of C or above, and 3223; or placement examination.

Corequisite: Music 3224.

**Rationale:** The C grade or better requirement and the limit on retaking the course are designed to improve overall standards.

**Date of Department Approval:** March 13, 2012.

**Effective Date of Change:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Conservatory of Music**

Change in description, prerequisites and corequisites

#### **From:**

##### **3221 Keyboard Workshop I**

2 hours recitation, a minimum of 6 hours independent practice; 1 credit

Introduction to keyboard: reading in treble and bass clefs, fingering, coordination drills. Keyboard theory: intervals, chords, scales. Simple repertoire for two hands. Sight-reading, transposition exercises, melodic harmonization using primary chords, creative improvisation activities and ensemble work.  
Prerequisite: placement examination.

#### **To:**

##### **3221 Keyboard Workshop I**

2 hours recitation, a minimum of 6 hours independent practice; 1 credit

Introduction to keyboard: reading in treble and bass clefs, fingering, coordination drills. Keyboard theory: intervals, chords, scales. Simple repertoire for two hands. Sight-reading, transposition exercises, melodic harmonization using primary chords, creative improvisation activities and ensemble work. C grade or better required to progress to Music 3222. May be retaken only once if not passed the first time.

Prerequisite: placement examination.

**Rationale:** The C grade or better requirement and the limit on retaking the course are designed to improve overall standards.

**Date of Department Approval:** March 13, 2012.

**Effective Date of Change:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Conservatory of Music**

Change in description, prerequisites and corequisites

#### **From:**

##### **3222 Keyboard Workshop II**

2 hours recitation, a minimum of 6 hours independent practice; 1 credit

Continuation of Music 69.1 or 3221. Keyboard theory: scales in all keys, triads and their inversions, dominant seventh chords, chord progressions. Easy repertoire by Bartok, Beethoven, Diabelli, Haydn, Mozart. Sight-reading, transposition, melodic harmonization using various accompaniment styles, creative improvisation activities and ensemble work.

Prerequisite: Music 3221 or placement examination.

#### **To:**

##### **3222 Keyboard Workshop II**

3 hours recitation, 2 hours laboratory; 2 credits

Continuation of Music 69.1 or 3221. Keyboard theory: scales in all keys, triads and their inversions, dominant seventh chords, chord progressions. Easy repertoire by Bartok, Beethoven, Diabelli, Haydn, Mozart. Sight-reading, transposition, melodic harmonization using various accompaniment styles, creative improvisation activities and ensemble work. C grade or better required to progress to Music 3223. May be retaken only once if not passed the first time.

Prerequisite: Music 3221 with a C or better or placement examination.

**Rationale:** The C grade or better requirement and the limit on retaking the course are designed to improve overall standards.

**Date of Department Approval:** March 13, 2012.

**Effective Date of Change:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Conservatory of Music

Change in description, prerequisites and corequisites

#### From:

##### **3223 Keyboard Workshop III**

1 hour recitation, a minimum of 6 hours independent practice; 1 credit

Continuation of Music 3222. Keyboard theory: chord progressions, scale harmonization, secondary dominants. Technical studies, selected repertoire- intermediate level, sight-reading,

transposition, melodic harmonization using minor chords, secondary dominants, creative improvisation and ensemble work.

Prerequisite: Music 3222 or placement examination.

#### To:

##### **3223 Keyboard Workshop III**

1 hour recitation, a minimum of 6 hours independent practice; 1 credit

Continuation of Music 3222. Keyboard theory: chord progressions, scale harmonization, secondary dominants. Technical studies, selected repertoire- intermediate level, sight-reading, transposition, melodic harmonization using minor chords, secondary

dominants, creative improvisation and ensemble work. C grade or better required to progress to Music 3224. May be retaken only once if not passed the first time.

Prerequisite: Music 3222 with a C or better or placement examination.

**Rationale:** The C grade or better requirement and the limit on retaking the course are designed to improve overall standards.

**Date of Department Approval:** March 13, 2012.

**Effective Date of Change:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Conservatory of Music**

Change in description, prerequisites and corequisites

#### **From:**

##### **3224 Keyboard Workshop IV**

1 hour recitation, a minimum of 6 hours independent practice; 1 credit

Continuation of 3223. Keyboard theory: altered chords and modulation. Twentieth-century idioms: clusters, serialism, mixed meters. Informal idioms: 12-bar blues, ragtime, Latin rhythms. Technical studies, selected intermediate-advanced repertoire, sight-reading, melodic harmonization using altered chords, secondary dominants, accompanying, score reading.

Prerequisite: Music 3223 or placement examination.

#### **To:**

##### **3224 Keyboard Workshop IV**

1 hour recitation, a minimum of 6 hours independent practice; 1 credit

Continuation of 3223. Keyboard theory: altered chords and modulation. Twentieth-century idioms: clusters, serialism, mixed meters. Informal idioms: 12-bar blues, ragtime, Latin rhythms. Technical studies, selected intermediate-advanced repertoire, sight-reading, melodic harmonization using altered chords, secondary dominants, accompanying, score reading. May be retaken only once if not passed the first time.

Prerequisite: Music 3223 with a C or better or placement examination.

**Rationale:** The limit on retaking the course is designed to improve overall standards.

**Date of Department Approval:** March 13, 2012.

**Effective Date of Change:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Conservatory of Music

Change in description, prerequisites and corequisites

#### From:

#### **3235 Theory I: Eighteenth-Century Studies**

4 hours; 4 credits

Exploration of music of the Baroque and Classic eras through analysis of relevant works and compositional exercises. Topics include part-writing using triads and seventh chords, non-chord tones, and secondary dominants and modulations using common chords. Contrapuntal forms such as the chorale prelude, two-part invention, and fugue will also be examined. Not open to students who have completed Music 7.1 or 3231  
Prerequisites: Music 1400; and/or Music 3211 and Music 3221; or placement examination

Corequisites: Music 3212 and 3222

#### To:

#### **3235 Theory I: Eighteenth-Century Studies**

4 hours; 4 credits

Exploration of music of the Baroque and Classic eras through analysis of relevant works and compositional exercises. Topics include part-writing using triads and seventh chords, non-chord tones, and secondary dominants and modulations using common chords. Contrapuntal forms such as the chorale prelude, two-part invention, and fugue will also be examined. Not open to students who have completed Music 7.1 or 3231. C grade or better required to progress to Music 3236. May be retaken only once if not passed the first time.

Prerequisites: Music 1400; ~~and/or Music 3211 and Music 3221~~; or placement examination

Corequisites: Music ~~3212~~ 3211 and either 3221 or 3222

**Rationale:** The C grade or better requirement and the limit on retaking the course are designed to improve overall standards.

The changes in the prerequisites and corequisites for Music 3235 slightly realign this course in the undergraduate music curriculum so that the first musicianship course, Music 3211 is not taken until a student has first either met the prerequisite of passing Music Fundamentals, Music 1400, or passed the appropriate music placement exam.

**Date of Department Approval:** March 13, 2012.

**Effective Date of Change:** Fall 2012.

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

## SECTION A-V: CHANGES IN EXISTING COURSES

### Conservatory of Music

Change in description, prerequisites and corequisites

#### From:

#### **3236 Theory II: Nineteenth-Century Studies**

4 hours; 4 credits

Exploration of music of the Romantic era through analysis of relevant works and compositional exercises. Topics include advanced modulations, mode mixture, Neapolitan and augmented-sixth chords, common-tone diminished chords, and extended tonality.

Prerequisites: Music 3235 (or 7.2, 23.2, or 3232); and also Music 3212 and 3222; or placement examination

Corequisites: Music ~~3213~~ and 3223

#### To:

#### **3236 Theory II: Nineteenth-Century Studies**

4 hours; 4 credits

Exploration of music of the Romantic era through analysis of relevant works and compositional exercises. Topics include advanced modulations, mode mixture, Neapolitan and augmented-sixth chords, common-tone diminished chords, and extended tonality. C grade or better required to progress to Music 3237. May be retaken only once if not passed the first time.

Prerequisites: Music 3235 (or 7.2, 23.2, or 3232) with a C or better; and Music 3212 and either 3221 or 3222; or a placement examination

Corequisites: Music 3212 and 3222 or 3223

**Rationale:** The C grade or better requirement and the limit on retaking the course are designed to improve overall standards.

The changes in the prerequisites and corequisites for Music 3236 slightly realign this course in the undergraduate music curriculum so that the first musicianship course, Music 3211, is not taken until a student has first either met the prerequisite of passing Music Fundamentals, Music 1400, or passed the appropriate music placement exam.

**Date of departmental approval:** March 13, 2012.

**Effective date of change:** Fall 2012.

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

## SECTION A-V: CHANGES IN EXISTING COURSES

### Conservatory of Music

Change in Description, Prerequisites and Corequisites

#### From:

#### **3237 Theory III: Modern and Contemporary Studies**

4 hours; 4 credits

Exploration of music of the modern and contemporary eras through analysis of relevant works and compositional exercises. Topics include modal, tonal, octatonic, and whole-tone collections; new metric and rhythmic resources; polytonality; set-class analysis; 12-tone music; aleatory; phase techniques; and new timbral and electronic resources.

Prerequisites: Music 3236 (or 7.3 or 3233) and 3213 and 3223; or placement examination

Corequisites: Music 3214 and 3224

#### To:

#### **3237 Theory III: Modern and Contemporary Studies**

4 hours; 4 credits

Exploration of music of the modern and contemporary eras through analysis of relevant works and compositional exercises. Topics include modal, tonal, octatonic, and whole-tone collections; new metric and rhythmic resources; polytonality; set-class analysis; 12-tone music; aleatory; phase techniques; and new timbral and electronic resources. May be retaken only once if not passed the first time.

Prerequisites: Music 3236 (or 7.3 or 3233) with a C or better; and also 3213 and 3222 or 3223; or placement examination

Corequisites: Music 3213 and 3223 or 3224

**Rationale:** The limit on retaking the course is designed to improve overall standards.

The changes in the prerequisites and corequisites for Music 3237 slightly realign this course in the undergraduate music curriculum so that the first musicianship course, Music 3211, is not taken until a student has first either met the prerequisite of passing Music Fundamentals, Music 1400, or passed the appropriate music placement exam.

**Date of Departmental Approval:** March 13, 2012

**Effective Date of Change:** Fall 2012

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

## **SECTION A-V: CHANGE IN AN EXISTING COURSE**

### **Conservatory of Music**

Change in description

#### **FROM:**

#### **3241W Music History and Score Analysis I: Ancient Music through 1750**

4 hours; 4 credits

Western music from ancient traditions through the mid-eighteenth century. Parallel discussion of Western traditions with musical traditions and iconography of cultures such as those of India, China, and Northern Africa. Major genres, forms, styles, composers, cultural features. Score analysis of notated traditions. Writing intensive. (Not open to students who have completed Music 11.2 or 24.1)

Prerequisite: Music 3211, 3221, and Core Curriculum 1130 or Music 3247, and English 1012; or permission of the director.

#### **TO:**

#### **3241W Music History and Score Analysis I: Ancient Music through 1750**

4 hours; 4 credits

Western music from ancient traditions through the mid-eighteenth century. Parallel discussion of Western traditions with musical traditions and iconography of cultures such as those of India, China, and Northern Africa. Major genres, forms, styles, composers, cultural features. Score analysis of notated traditions. Writing intensive. (Not open to students who have completed Music 11.2 or 24.1) May be retaken only once if not passed the first time.

Prerequisite: Music 3211, 3221, and Core Curriculum 1130 or Music 3247, and English 1012; or permission of the director.

**Rationale:** The limit on retaking the course is designed to improve overall standards.

**Date of Departmental Approval:** March 13, 2012.

**Effective Date of Change:** Fall 2012.

## **SECTION A-V: CHANGE IN AN EXISTING COURSE**

### **Conservatory of Music**

Change in description

#### **FROM:**

#### **3242 Music History and Score Analysis II: Late 18<sup>th</sup> and 19th Century**

4 hours; 4 credits

Western music from the mid-eighteenth century through the beginning of the 20th century. Parallels drawn between European art music and influential musics from areas such as the United States, Latin America/Caribbean, Africa, the Mid-east, Asia, and Eastern Europe (folk traditions). Major genres, forms, styles, composers, cultural features. Score analysis. (Not open to students who have completed Music 11.3 or 24.2.)

Prerequisites: Music 3212, 3222, 3235; 3241 or 11.2; or permission of the director.

#### **TO:**

#### **3242 Music History and Score Analysis II: Late 18<sup>th</sup> and 19th Century**

4 hours; 4 credits

Western music from the mid-eighteenth century through the beginning of the 20th century. Parallels drawn between European art music and influential musics from areas such as the United States, Latin America/Caribbean, Africa, the Mid-east, Asia, and Eastern Europe (folk traditions). Major genres, forms, styles, composers, cultural features. Score analysis. (Not open to students who have completed Music 11.3 or 24.2.) May be retaken only once if not passed the first time.

Prerequisites: Music 3212, 3222, 3235; 3241 or 11.2; or permission of the director.

**Rationale:** The limit on retaking the course is designed to improve overall standards.

**Date of Departmental Approval:** March 13, 2012.

**Effective Date of Change:** Fall 2012.

## **SECTION A-V: CHANGE IN AN EXISTING COURSE**

### **Conservatory of Music**

Change in description

#### **FROM:**

#### **3243 Music History and Score Analysis III: Twentieth-Century to the Present**

4 hours; 4 credits

American and European art music from 1900 to the present. Influence of Latin American/Caribbean, African, Mid-eastern, and Asian musics; world popular musics and dance music traditions; jazz; music of Worlds Fairs; new approaches to notation. Major genres, forms, styles, composers, cultural features. Score analysis. (Not open to students who have completed Music 11.4 or 24.3.)

Prerequisites: Music 3213, 3223, 3236; 3242 or 11.3; or permission of the director.

#### **TO:**

#### **3243 Music History and Score Analysis III: Twentieth-Century to the Present**

4 hours; 4 credits

American and European art music from 1900 to the present. Influence of Latin American/Caribbean, African, Mid-eastern, and Asian musics; world popular musics and dance music traditions; jazz; music of Worlds Fairs; new approaches to notation. Major genres, forms, styles, composers, cultural features. Score analysis. (Not open to students who have completed Music 11.4 or 24.3.) May be retaken only once if not passed the first time.

Prerequisites: Music 3213, 3223, 3236; 3242 or 11.3; or permission of the director.

**Rationale:** The limit on retaking the course is designed to improve overall standards.

**Date of Departmental Approval:** March 13, 2012.

**Effective Date of Change:** Fall 2012.

## SECTION A-V: CHANGES IN AN EXISTING COURSE

### Conservatory of Music

Change in title, description and prerequisite

#### From:

#### **3710 Chorus**

45 hours; 1 credit

~~Study and performance of standard choral literature for mixed voices.  
Prerequisites: audition~~

#### To:

#### **3710 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.

**Rationale:** The new course title, "Choral Union," encapsulates the essence of this ensemble within Brooklyn College. Prior to this, the course was listed as "Chorus" and was referred to as "Chorale" in practice. "Choral Union" validates the ensemble as a "union" of singers from across the campus community, regardless of previous musical experience. The updated bulletin description better demonstrates the function of the ensemble as a place in which fundamental musicianship skills, music literacy, and vocal technique are developed.

**Date of departmental approval:** March 13, 2012.

**Effective Date of the change:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Conservatory of Music

Change in title and description

#### From:

#### **3711 Chamber Chorus**

45 hours; 1 credit

~~Study and performance of standard choral literature for mixed voices.  
Prerequisite: audition~~

#### To:

#### **3711 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.  
Prerequisite: audition

**Rationale:** The updated course description and new course title, "Conservatory Singers," highlight a number of important issues. First, Brooklyn College is home to a Conservatory of Music, and not merely a department of music—a distinctive feature both within the CUNY system and nationally among all colleges that offer music instruction. Second, the use of the term "chamber" chorus imposes limitations in both size of the ensemble and the type of literature that would typically be performed by a small choir. In actual practice, a chamber choir often has eight to twelve singers with very specific literature suitable for small performing forces. Our ensemble actually draws more than 30 singers and performs literature from other traditions, including major works with orchestra.

**Date of departmental approval:** March 13, 2012.

**Effective Date of the change:** Fall 2012.

**SECTION A-V: CHANGES IN EXISTING COURSES**

**Conservatory of Music**

Change in Hours

**From:**

**3750 Orchestra**

~~3 hours; 1 credit~~

Study and performance of literature for orchestra. May be taken for credit each semester student is enrolled.

Prerequisite: audition.

**To:**

**3750: Orchestra**

5 hours; 1 credit

Study and performance of literature for orchestra. May be taken for credit each semester student is enrolled.

Prerequisite: audition.

**Rational:** Five hours of weekly rehearsal are necessary in order to maintain the high standards required of a college orchestra. This is normal for schools with similar level music programs, such as our sister music school at Queens College. This, in fact, is not a change. The Conservatory Orchestra has been scheduled by the college to rehearse for five hours per week for the past 25 years. It is only in the past year that the Registrar has informed us that we need to increase the hours for the course listed in the Bulletin in order to continue this practice.

**Date of departmental approval:** March 13, 2012.

**Effective Date of change:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of Psychology

Changes in prerequisites, course description

#### FROM:

#### **3400 Statistical Methods in Psychological Research**

3 hours lecture, 2 hours laboratory; 4 credits

Basic descriptive and inferential statistics including the elements of experimental design. ~~(Not open to students who are enrolled or have completed any of the following: Business 3400 [30.2], Economics 3400 [30.2], Sociology 2113 [19.1], 20.1, 3422 [57], Mathematics 3501 [51.1].~~

~~Prerequisite: Psychology 1 or 1000 or 2.~~

#### TO:

#### **3400 Statistical Methods in Psychological Research**

3 hours lecture, 2 hours laboratory; 4 credits

Basic descriptive and inferential statistics including the elements of experimental designs in psychological research

*Prerequisite: Psychology 1000.*

**Rationale:** In the past, the psychology department has not been able to serve all students who are majoring in psychology in fulfilling the requirement to take PSYC 3400 Statistical Methods in Psychological Research. A small but increasing number of students have taken alternative courses such as BUSN/ECON 3400. Starting in Fall 2012, we will be able to teach all Psychology majors because of increased capacity in both lectures and laboratories. PSYC 3400 is specifically designed as a prerequisite to PSYC 3450W, Experimental Psychology, and includes a laboratory component which prepares students for the Experimental Psychology course. PSYC 3400 is specifically designed to address research in psychology and therefore this course is best suited to fulfill the requirement for the major in psychology. The proposed changes will therefore remove the de facto alternative options for meeting the psychology statistics requirement at the same time allowing students to take additional statistics courses such as MATH 3501, to strengthen their background in statistics. .

**Date of departmental approval:** March 13, 2012.

**Effective Date of change:** Fall 2012.

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

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Psychology**

Change in name, exclusion and prerequisites

#### **FROM:**

#### **~~3600 Introduction to Physiological Psychology~~**

3 hours; 3 credits

Neural and hormonal mechanisms underlying behavior. Sensory processes, motivation, emotion, sexual behavior, sleep, learning, and memory. ~~(Not open to students who have completed Psychology 47 or 48.)~~

*Prerequisite:* Psychology ~~4~~ or 1000.

#### **TO:**

#### **3600 Behavioral Neuroscience**

3 hours; 3 credits

Neural and hormonal mechanisms underlying behavior. Sensory processes, motivation, emotion, sexual behavior, sleep, learning, and memory.

*Prerequisite:* Psychology 1000; Psychology 2600

Rationale: The modification of the title is intended to more accurately describe this as an upper level course and to adapt the terminology to current practice in the field. The additional prerequisite, PSYC 2600, introduces a mid-level prerequisite and is intended to better prepare students for a course that many find challenging with only PSYC 1000 as a prerequisite. Furthermore, the course exclusion contains a reference to two non-existent courses and the prerequisites contain a reference to an outdated number of what is now PSYC 1000. It is proposed that these old numbers be deleted.

**Date of departmental approval:** March 13, 2012.

**Effective Date of change:** Fall 2012.

**SECTION A-V: CHANGES IN EXISTING COURSES**

**Department of Puerto Rican and Latino Studies**

Change in course name

**From:**

**4430 ~~Introduction to Spanish for Prospective Bilingual Professionals~~**

3 hours; 3 credits

Varieties of the regional Spanish language in such features as syntax, usage, and pronunciation. Performance and diagnostic assessment.

Prerequisite: departmental permission is required.

**To:**

**4430 Spanish for Prospective Bilingual Professionals**

3 hours; 3 credits

Varieties of the regional Spanish language in such features as syntax, usage, and pronunciation. Performance and diagnostic assessment.

Prerequisite: departmental permission is required.

**Rationale:** The old title is misleading, as denoted by its designation as a 4000 level course, and has caused some confusion. It needs to be changed.

**Date of approval by the department:** March 13, 2012.

**Effective date of change:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Secondary Education**

Change in department prefix, exclusion and description

#### **FROM:**

#### **EDUC 2001 The Art, Philosophy, and Culture of Teaching**

4 hours recitation, 25 hours field experience; 3 credits

Study of teaching, linking theory and practice and connecting the philosophical, historical, and cultural foundations of education with curriculum and the art of teaching. Relation of significant educational movements, philosophies, and teaching practices to all students' educational experiences, including students with special needs and English language learners, from birth through adolescence. Opportunities through class discussion, portfolio preparation, and field experiences for reflection on interactions between school and community, teachers' roles, and issues of diversity and social justice.

~~(Not open to students who are enrolled in or have completed Education 14 and open only to students who have completed at least 30 credits in liberal arts and sciences with a grade point average of 2.50 or higher.)~~

Prerequisite: English 1010.

#### **TO:**

#### **SEED 2001 The Art, Philosophy, and Culture of Teaching**

4 hours recitation, 25 hours field experience; 3 credits

Study of teaching, linking theory and practice and connecting the philosophical, historical, and cultural foundations of education with curriculum and the art of teaching. Relation of significant educational movements, philosophies, and teaching practices to all students' educational experiences, including students with special needs and English language learners, from birth through adolescence. Opportunities through class discussion, portfolio preparation, and field experiences for reflection on interactions between school and community, teachers' roles, and issues of diversity and social justice. This course is the same as Childhood and Special Education 2001. (Open only to students who have completed at least 30 credits in liberal arts and sciences with a grade point average of 2.50 or higher.).

Prerequisite: English 1010.

**Rationale:** The secondary education program is updating the course prefix to reflect the new departmental structure in the School of Education.

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

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Secondary Education**

Change in department prefix and prerequisite

#### **FROM:**

#### **EDUC 2002 Urban Children and Adolescents: Development and Education**

3 hours recitation, 25 hours field experience; 3 credits

Relationships between basic developmental processes of children and adolescents and their educational experiences in schools and communities. Role of culture, ethnicity, race, gender, and social class upon biological and psychological processes. Emphasis on children in urban, multicultural schools, including students with special needs and those who are English language learners, from birth through adolescence. Field trips to a variety of educational sites; observations and interviews of children; continuation of portfolio development; reflection upon field experiences of 25 hours.

Prerequisite or corequisite: ~~Education~~ 2001.

#### **TO:**

#### **SEED 2002 Urban Children and Adolescents: Development and Education**

3 hours recitation, 25 hours field experience; 3 credits

Relationships between basic developmental processes of children and adolescents and their educational experiences in schools and communities. Role of culture, ethnicity, race, gender, and social class upon biological and psychological processes. Emphasis on children in urban, multicultural schools, including students with special needs and those who are English language learners, from birth through adolescence. Field trips to a variety of educational sites; observations and interviews of children; continuation of portfolio development; reflection upon field experiences of 25 hours.

Prerequisite or corequisite: Secondary Education 2001. This course is the same as Childhood and Special Education 2002.

**Rationale:** The secondary education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

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

**SECTION A-V: CHANGES IN EXISTING COURSES**

**Department of Secondary Education**

Change in department prefix, prerequisite and exclusion

**FROM:**

**EDUC 3401 Language and Literacy Development in Adolescence Education and Special Subjects**

3 hours recitation, 25 hours field experience; 3 credits

Current theory and methods of teaching the use of written and spoken language in all subject areas of the curriculum from grades 7 to 12. Includes issues of language development and diversity, differences between written and spoken language, teaching students of diverse linguistic and cultural backgrounds and those with special needs, and the relationship between identity formation and writing, reading, and speaking. ~~(Not open to students who have completed Education 64).~~

Prerequisite: ~~Education 2001 and Education 2002.~~

**TO:**

**SEED 3401 Language and Literacy Development in Adolescence Education and Special Subjects**

3 hours recitation, 25 hours field experience; 3 credits

Current theory and methods of teaching the use of written and spoken language in all subject areas of the curriculum from grades 7 to 12. Includes issues of language development and diversity, differences between written and spoken language, teaching students of diverse linguistic and cultural backgrounds and those with special needs, and the relationship between identity formation and writing, reading, and speaking.

Prerequisite: Secondary Education 2001 and 2002.

**Rationale:** The secondary education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

**SECTION A-V: CHANGES IN EXISTING COURSES**

**Department of Secondary Education**

Change in department prefix, hours and prerequisite

**FROM:**

**EDUC 3402 Integrative and Multidisciplinary Teaching and Learning**

~~4 hours~~ recitation, 25 hours field experience; 3 credits

Principles for integrating multidisciplinary, multicultural, and aesthetic perspectives into the curriculum. Relating skills, knowledge, and instructional technology through connecting themes, issues, and activities. Innovative and alternative research-based models and practices for inclusive settings, special education, reading, and writing across the curriculum.

Prerequisite: ~~Education~~ 2001, 2002

Prerequisite or Corequisite: ~~Education~~ 3401

**TO:**

**SEED 3402 Integrative and Multidisciplinary Teaching and Learning**

3 hours recitation, 25 hours field experience; 3 credits

Principles for integrating multidisciplinary, multicultural, and aesthetic perspectives into the curriculum. Relating skills, knowledge, and instructional technology through connecting themes, issues, and activities. Innovative and alternative research-based models and practices for inclusive settings, special education, reading, and writing across the curriculum.

Prerequisite: Secondary Education 2001, 2002

Prerequisite or Corequisite: Secondary Education 3401

**Rationale:** The secondary education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Secondary Education**

Change in department prefix and prerequisite

#### **FROM:**

#### **EDUC 3454 Methods and Teaching Practice in Middle Schools**

4 hour recitation, 100 hours supervised field experience; 6 credits

Curricula and methodologies for teaching various subjects in middle schools. Emphasis on the needs of middle school students, on writing across the curriculum, and on the interdisciplinary aspects of the curriculum. Development of literacy and approaches to the English language learner and special needs learner. Supervised practical teaching and other field experiences in the middle (5 and 6) grades.

Prerequisite: ~~Education~~ 2001 and 2002 and permission of the ~~head of adolescence Education and Special Subjects~~.

Prerequisite or corequisite: ~~Education~~ 3401 or 3402.

#### **TO:**

#### **SEED 3454 Methods and Teaching Practice in Middle Schools**

4 hour recitation, 100 hours supervised field experience; 6 credits

Curricula and methodologies for teaching various subjects in middle schools. Emphasis on the needs of middle school students, on writing across the curriculum, and on the interdisciplinary aspects of the curriculum. Development of literacy and approaches to the English language learner and special needs learner. Supervised practical teaching and other field experiences in the middle (5 and 6) grades.

Prerequisite: Secondary Education 2001 and 2002 and permission of the chairperson or deputy of the Department of Secondary Education.

Prerequisite or corequisite: Secondary Education 3401 or 3402.

**Rationale:** The secondary education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

**SECTION A-V: CHANGES IN EXISTING COURSES**

**Department of Secondary Education**

Change in department prefix

**FROM:**

**EDUC 3455 Theories and Practice of Composition**

3 hours; 3 credits

Workshop in understanding the nature of writing and how to teach it. Writing as a process: invention, revision, editing; effective structures; writing about literature; experimenting with genres; writing as a way of learning. Social and linguistic influences on writing. Responding to other people's work. Frequent in-class writing; several short papers taken through drafts; compilation of a portfolio. This course is the same as English 3177.

Prerequisite: English 1010.

**TO:**

**SEED 3455 Theories and Practice of Composition**

3 hours; 3 credits

Workshop in understanding the nature of writing and how to teach it. Writing as a process: invention, revision, editing; effective structures; writing about literature; experimenting with genres; writing as a way of learning. Social and linguistic influences on writing. Responding to other people's work. Frequent in-class writing; several short papers taken through drafts; compilation of a portfolio. This course is the same as English 3177.

Prerequisite: English 1010.

**Rationale:** The secondary education program is updating the course prefix to reflect the new departmental structure in the school of Education.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of Secondary Education

Change in department prefix, title, hours and description

#### FROM:

#### **EDUC 3456 ~~English, Curriculum Methods of Teaching Students with Special Needs~~**

~~3 hours recitation, 2 hours laboratory; 3 credits~~

~~Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources applied to teaching special needs preadolescents and adolescents in secondary schools. Making subject matter understandable to students in a wide range of disabilities. Mastering, improvising, and adapting techniques for special-needs students. Motivation and evaluation for special-needs students.~~

~~Prerequisite or corequisite: Education 60.1 and 60.2~~

#### TO:

#### **SEED 3456 Teaching Students with Special Needs**

45 hours; 3 credits

Objectives, variations and clinical practice in collaborative and co-teaching methodologies and curriculum development, evaluation, regulatory compliance, and application of early interventions to teaching children and youth with special needs. Making subject matter in the content areas understandable to students with a wide range of disabilities. Mastering, improvising, and adapting techniques for students with special needs. Motivation and evaluation for children and youth with special needs. This course is the same as Childhood and Special Education 3456.

**Rationale:** To meet requirements contained in “Regulation Changes for All Teacher Education Programs and Restructuring Students with Disabilities,” New York State Education Department Revised Guidance, November 5, 2010. The requirement compels teacher education programs to have a stand-alone course that focuses on preparing teachers in the content areas to teach students with disabilities. Because the course now serves two departments and because the State mandates a content intensive course, we have removed “2 hours lab” and increased the number of seminar hours.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

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

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Secondary Education**

Change in department prefix, hours and prerequisite

#### **FROM:**

#### **EDUC 4401 Seminar on Methods of Teaching English, Student Teaching I**

~~4 hours~~ recitation, weekly supervised teaching, (total 20 days, 150 hours); 5 credits

Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources aligned with New York State learning standards and applied to teaching specific subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of 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; continued application of knowledge of language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the classroom.

Students spend a minimum of two hours each day in the school. Daily supervised student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations. Prerequisite: Education 3401 ~~unless otherwise specified by the major department and approval of the chairperson of the major department and the head of Adolescence Education and Special Subjects.~~

~~Prerequisite or corequisite: Education 3402 unless otherwise specified by the major department~~

#### **TO:**

#### **SEED 4401 Seminar on Methods of Teaching English, Student Teaching I**

3 hours recitation, weekly supervised teaching, (total 20 days, 150 hours); 5 credits

Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources aligned with New York State learning standards and applied to teaching specific subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of 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; continued application of knowledge of language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the classroom.

Students spend a minimum of two hours each day in the school. Daily supervised

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

student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations. Prerequisite: Secondary Education 3401 and 3402 and approval of the head of the program in English education.

**Rationale:** The secondary education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Secondary Education**

Change in department prefix and prerequisite

#### **FROM:**

#### **EDUC 4402 Seminar on Methods of Teaching Social Studies, Student Teaching I**

3 hours recitation, weekly supervised teaching, (total 20 days, 150 hours); 5 credits

Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources aligned with New York State learning standards and applied to teaching specific subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of 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; continued application of knowledge of language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the classroom. Students spend a minimum of two hours each day in the school. Daily supervised student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations. Prerequisite: ~~Education 3401 unless otherwise specified by the major department and approval of the chairperson of the major department and the head of Adolescence Education and Special Subjects.~~

#### **TO:**

#### **SEED 4402 Seminar on Methods of Teaching Social Studies, Student Teaching I**

3 hours recitation, weekly supervised teaching, (total 20 days, 150 hours); 5 credits

Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources aligned with New York State learning standards and applied to teaching specific subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of 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; continued application of knowledge of language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the classroom. Students spend a minimum of two hours each day in the school. Daily supervised student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations.

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

Prerequisite: Secondary Education 3401 and 3402 and approval of the head of the program in Social Studies

**Rationale:** The secondary education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Secondary Education**

Change in department prefix and prerequisite

#### **FROM:**

#### **EDUC 4403 Seminar on Methods of Teaching Mathematics, Student Teaching I**

3 hours recitation, weekly supervised teaching, (total 20 days, 150 hours); 5 credits

Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources aligned with New York State learning standards and applied to teaching specific subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of 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; continued application of knowledge of language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the classroom. Students spend a minimum of two hours each day in the school. Daily supervised student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations.

~~Prerequisite: Education 3401 unless otherwise specified by the major department and approval of the chairperson of the major department and the head of Adolescence Education and Special Subjects.~~

~~Prerequisite or corequisite: Education 3402 unless otherwise specified by the major department and the head of Adolescence Education and Special Subjects.~~

#### **TO:**

#### **SEED 4403 Seminar on Methods of Teaching Mathematics, Student Teaching I**

3 hours recitation, weekly supervised teaching, (total 20 days, 150 hours); 5 credits

Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources aligned with New York State learning standards and applied to teaching specific subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of 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; continued application of knowledge of language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the classroom. Students spend a minimum of two hours each day in the school. Daily supervised

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

student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations. Prerequisite: Secondary Education 3401 and 3402 and approval of the head of the program in mathematics education.

**Rationale:** The secondary education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Secondary Education**

Change in department prefix and prerequisite

#### **FROM:**

#### **EDUC 4404 Seminar on Methods of Teaching Science, Student Teaching I**

3 hours recitation, weekly supervised teaching, (total 20 days, 150 hours); 5 credits

Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources aligned with New York State learning standards and applied to teaching specific subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of 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; continued application of knowledge of language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the classroom. Students spend a minimum of two hours each day in the school. Daily supervised student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations.

~~Prerequisite: Education 3401 unless otherwise specified by the major department and approval of the chairperson of the major department and the head of Adolescence Education and Special Subjects.~~

~~Prerequisite or corequisite: Education 3402 unless otherwise specified by the major department and the head of Adolescence Education and Special Subjects.~~

#### **TO:**

#### **SEED 4404 Seminar on Methods of Teaching Science, Student Teaching I**

3 hours recitation, weekly supervised teaching, (total 20 days, 150 hours); 5 credits

Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources aligned with New York State learning standards and applied to teaching specific subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of 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; continued application of knowledge of language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the classroom. Students spend a minimum of two hours each day in the school. Daily supervised

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

student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations. Prerequisite: Secondary Education 3401 and 3402 and approval of the head of the program in science education.

**Rationale:** The secondary education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Secondary Education**

Change in department prefix and prerequisite

#### **FROM:**

#### **EDUC 4405 Seminar on Methods of Teaching Modern Languages, Student Teaching I**

3 hours recitation, weekly supervised teaching, (total 20 days, 150 hours); 5 credits

Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources aligned with New York State learning standards and applied to teaching specific subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of 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; continued application of knowledge of language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the classroom. Students spend a minimum of two hours each day in the school. Daily supervised student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations.

~~Prerequisite: Education 3401 unless otherwise specified by the major department and approval of the chairperson of the major department and the head of Adolescence Education and Special Subjects.~~

~~Prerequisite or corequisite: Education 3402 unless otherwise specified by the major department and the head of Adolescence Education and Special Subjects.~~

#### **TO:**

#### **SEED 4405 Seminar on Methods of Teaching Modern Languages, Student Teaching I**

3 hours recitation, weekly supervised teaching, (total 20 days, 150 hours); 5 credits

Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources aligned with New York State learning standards and applied to teaching specific subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of 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; continued application of knowledge of

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

language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the classroom. Students spend a minimum of two hours each day in the school. Daily supervised student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations.

Prerequisite: Secondary Education 3401 and 3402 and approval of the chairperson or deputy of the Department of Secondary Education.

**Rationale:** The secondary education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Secondary Education**

Change in prefix and prerequisite

#### **FROM:**

#### **EDUC 4406 Seminar on Methods of Teaching Physical Education, Student Teaching I**

3 hours recitation, weekly supervised teaching, (total 20 days, 150 hours); 5 credits

Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources aligned with New York State learning standards and applied to teaching specific subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of 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; continued application of knowledge of language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the classroom. Students spend a minimum of two hours each day in the school. Daily supervised student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations.

Prerequisite: ~~Education 3401 unless otherwise specified by the major department and approval of the chairperson of the major department and the head of Adolescence Education and Special Subjects.~~

#### **TO:**

#### **SEED 4406 Seminar on Methods of Teaching Physical Education, Student Teaching I**

3 hours recitation, weekly supervised teaching, (total 20 days, 150 hours); 5 credits

Objectives, variations in methodology and curriculum construction, evaluation, and role of materials and resources aligned with New York State learning standards and applied to teaching specific subject areas at grade levels appropriate for state certification requirements; selection of supervised instructional experiences structured to evolve professional awareness; development of 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; continued application of knowledge of language acquisition and literacy development by native English speakers and English language learners, and of strategies for integrating technology into the

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

classroom. Students spend a minimum of two hours each day in the school. Daily supervised student teaching in grades appropriate for state certification requirements. Observing, developing, and studying curriculum in light of teaching experiences and observations.

Prerequisite: Secondary Education 3401 and 3402 and approval of the chairperson or deputy of the department of Secondary Education and the department of Physical Education and Exercise Science

**Rationale:** The secondary education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Secondary Education**

Change in department prefix, hours and prerequisite

#### **FROM:**

#### **EDUC 4407 Advanced Seminar on Methods of Teaching English, Student Teaching II**

~~4 hours~~ recitation, weekly supervised teaching (total 20 days, 150 hours); 4 credits

Advanced theories and methods of teaching English at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating newly adopted English curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, and safety education. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching.

~~Prerequisite: permission of the chairperson of the English Department and the head of the Program in Adolescence Education and Special Subjects.~~

~~Prerequisite or corequisite: Education 4401.~~

#### **TO:**

#### **SEED 4407 Advanced Seminar on Methods of Teaching English, Student Teaching II**

3 hours recitation, weekly supervised teaching (total 20 days, 150 hours); 4 credits

Advanced theories and methods of teaching English at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating newly adopted English curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, and safety education. Students spend the equivalent

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

of twenty days in the schools, during which time they engage in daily supervised student teaching.

Prerequisite: Secondary Education 4401 and permission of head of the program in English education.

.

**Rationale:** The secondary education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Secondary Education**

Change in department prefix, hours and prerequisite

#### **FROM:**

#### **EDUC 4408 Advanced Seminar on Methods of Teaching Social Studies, Student Teaching II**

~~4 hours~~ recitation, weekly supervised teaching (total 20 days, 150 hours); 4 credits

Advanced theories and methods of teaching specific subject areas within social studies at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating newly adopted social studies curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, and safety education. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching.

~~Prerequisite: permission of the chairperson of the major department and the head of the Program in Adolescence Education and Special Subjects.~~

~~Prerequisite or corequisite: Education 4402.~~

#### **TO:**

#### **SEED 4408 Advanced Seminar on Methods of Teaching Social Studies, Student Teaching II**

3 hours recitation, weekly supervised teaching (total 20 days, 150 hours); 4 credits

Advanced theories and methods of teaching specific subject areas within social studies at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating newly adopted social studies curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson

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

prevention, and safety education. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching.

Prerequisite: Secondary Education 4402 and permission of head of the program in Social Studies.

**Rationale:** The secondary education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

**Section A-V:CHANGES IN EXISTING COURSES**

**Secondary Education**

Change in department prefix, hours and prerequisite

**FROM:**

**EDUC 4409 Advanced Seminar on Methods of Teaching Mathematics, Student Teaching II**

~~4 hours~~ recitation, weekly supervised teaching (total 20 days, 150 hours); 4 credits

Advanced theories and methods of teaching mathematics at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating newly adopted mathematics curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, and safety education. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching.

~~Prerequisite: permission of the chairperson of the Mathematics~~

~~Department and the head of the Program in Adolescence Education and Special Subjects.~~

~~Prerequisite or corequisite: Education 4403.~~

**TO:**

**SEED 4409 Advanced Seminar on Methods of Teaching Mathematics, Student Teaching II**

3 hours recitation, weekly supervised teaching (total 20 days, 150 hours); 4 credits

Advanced theories and methods of teaching mathematics at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating newly adopted mathematics curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, and safety education. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching.

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

Prerequisite: Secondary Education 4403 and permission of the head of the program in mathematics education.

**Rationale:** The secondary education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Secondary Education**

Change in department prefix, hours and prerequisite

#### **FROM:**

#### **EDUC 4410 Advanced Seminar on Methods of Teaching Science, Student Teaching II**

~~4 hours~~ recitation, weekly supervised teaching (total 20 days, 150 hours); 4 credits

Advanced theories and methods of teaching science at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating newly adopted science curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, and safety education. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching.

~~Prerequisite: permission of the chairperson of the major department and the head of the Program in Adolescence Education and Special Subjects.~~

~~Prerequisite or corequisite: Education 4404.~~

#### **TO:**

#### **SEED 4410 Advanced Seminar on Methods of Teaching Science, Student Teaching II**

3 hours recitation, weekly supervised teaching (total 20 days, 150 hours); 4 credits

Advanced theories and methods of teaching science at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating newly adopted science curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, and safety education. Students spend the equivalent

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

of twenty days in the schools, during which time they engage in daily supervised student teaching.

Prerequisite: Secondary Education 4404 and permission of the head of the program in science education.

**Rationale:** The secondary education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Secondary Education**

Change in department prefix, hours and prerequisite

#### **FROM:**

#### **EDUC 4411 Advanced Seminar on Methods of Teaching a Modern Language, Student Teaching II**

~~4 hours~~ recitation, weekly supervised teaching (total 20 days, 150 hours); 4 credits

Advanced theories and methods of teaching a modern language at grade levels appropriate for State certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating newly adopted modern language curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, and safety education. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching.

~~Prerequisite: permission of the chairperson of the Department of Modern Languages and Literatures and the head of the Program in Adolescence Education and Special Subjects.~~

~~Prerequisite or corequisite: Education 4405.~~

#### **TO:**

#### **SEED 4411 Advanced Seminar on Methods of Teaching a Modern Language, Student Teaching II**

3 hours recitation, weekly supervised teaching (total 20 days, 150 hours); 4 credits

Advanced theories and methods of teaching a modern language at grade levels appropriate for State certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating newly adopted modern language curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, and safety education.

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

Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching.

Prerequisite: Secondary Education 4405 and permission of the chairperson or deputy of the Department of Secondary Education

**Rationale:** The secondary education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Secondary Education**

Change in department prefix, hours and prerequisite

#### **FROM:**

#### **EDUC 4412 Advanced Seminar on Methods of Teaching Physical Education, Student Teaching II**

~~4 hours~~ recitation, weekly supervised teaching (total 20 days, 150 hours); 4 credits

Advanced theories and methods of teaching physical education at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating newly adopted physical education curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance abuse, fire and arson prevention, and safety education. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching.

Prerequisite: permission of the chairperson of the Department of Physical Education and Exercise Science and the ~~head of the Program in Adolescence Education and Special Subjects.~~

~~Prerequisite or corequisite: Education 4406.~~

#### **TO:**

#### **SEED 4412 Advanced Seminar on Methods of Teaching Physical Education, Student Teaching II**

3 hours recitation, weekly supervised teaching (total 20 days, 150 hours); 4 credits

Advanced theories and methods of teaching physical education at grade levels appropriate for state certification requirements; focus on developing reflective practitioners and researchers; developing individualized instruction for all students; using technology for cooperative learning in the classroom and school; developing and evaluating newly adopted physical education curriculum and classroom and school cultures responsive to the needs of diverse students and students with special needs, particularly in urban settings; developing advanced methods of teaching English language learners and applying knowledge of language acquisition. Students enroll in workshops in identifying, reporting, and responding to child abuse, and in substance

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

abuse, fire and arson prevention, and safety education. Students spend the equivalent of twenty days in the schools, during which time they engage in daily supervised student teaching.

Prerequisite: Secondary Education 4406 and permission of the chairperson of the Department of Physical Education and Exercise Science and the chairperson or deputy of the Department of Secondary Education.

**Rationale:** The secondary education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Secondary Education**

Change in department prefix and prerequisite

#### **FROM:**

#### **EDUC 4413 Seminar on Teaching Methods of Music Education, Student Teaching I and II**

1 hour recitation, weekly supervised teaching (total 40 days, 300 hours); 6 credits

Supervised teaching in music in schools at two grade levels (pre K-6; and 7-12). 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. Students spend the equivalent of forty days in schools during which time they engage in daily supervised student teaching.

Prerequisite: permission of the director of the Conservatory of Music and the head of the ~~Program in Adolescence Education and Special Subjects~~.

#### **TO:**

#### **SEED 4413 Seminar on Teaching Methods of Music Education, Student Teaching I and II**

1 hour recitation, weekly supervised teaching (total 40 days, 300 hours); 6 credits

Supervised teaching in music in schools at two grade levels (pre K-6; and 7-12). 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. Students spend the equivalent of forty days in schools during which time they engage in daily supervised student teaching.

Prerequisite: permission of the director of the Conservatory of Music and the chairperson or deputy of the Department of Secondary Education.

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

**Rationale:** The secondary education program is updating the course prefix to reflect the new departmental structure in the School of Education.

**Date of departmental approval:** March 7, 2012.

**Effective date:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of Secondary Education, Program in General Science

Change in corequisites

#### FROM:

#### **GSCI 3050 Natural Science in Early Childhood and Childhood Education**

1 hour lecture, 2 hours laboratory; 2 credits

Science activities, demonstrations, and experiments useful in early childhood and elementary education. Taught in coordination with Education 3207 or 3107. Emphasis on laboratory experiences using non-toxic and familiar objects and materials.

Prerequisite: One course in General Science.

Corequisite: ~~Education~~ 3207 or 3107.

#### TO:

#### **GSCI 3050 Natural Science in Early Childhood and Childhood Education**

1 hour lecture, 2 hours laboratory; 2 credits

Science activities, demonstrations, and experiments useful in early childhood and elementary education. Taught in coordination with Education 3207 or 3107. Emphasis on laboratory experiences using non-toxic and familiar objects and materials.

Prerequisite: One course in General Science.

Corequisite: Childhood and Special Education 3207 or Early Childhood and Art Education 3107.

**Rationale:** The Department of General Sciences is updating the course corequisite to reflect the revised prefix course offered in the new departments in the School of Education: Department of Childhood and Special Education; Department of Early Childhood Education and Art Education.

**Date of departmental approval:** March 13, 2012

**Effective date:** Fall 2012

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Sociology**

Change of course description and prerequisite

#### **FROM:**

#### **2601 Race and Ethnicity**

3 hours; 3 credits

Sociological approaches to the study of racial and ethnic relations. Historical and contemporary constructions of identity, assimilation, stratification, and interaction between groups.

Prerequisite: Core Curriculum ~~2-3~~ with a grade of B- or higher, Core Studies 3 with a grade of B- or higher, or Sociology ~~5~~.

#### **TO:**

#### **2601 Race and Ethnicity**

3 hours; 3 credits

Sociological approaches to the study of racial and ethnic relations. Historical and contemporary constructions of identity, assimilation, stratification, and interaction between groups. This course is the same as Africana Studies 3328.

Prerequisite: Core Curriculum 1230 with a grade of B- or higher, Core Studies 3 with a grade of B- or higher, or Sociology 1101.

**Rationale:** The department is cross-listing the course with Africana Studies and updating the prerequisite..

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## SECTION A-V: CHANGES IN AN EXISTING COURSE

### Department of Theater

Change in hours and prerequisites

#### From:

#### **3402 Acting II: Introduction to Scene Study**

~~3~~ hours, 3 credits

Introduction to scene study. Basic approaches to preparing a role through text analysis and performance of scenes.

*Prerequisite:* Theater 3401 and ~~3420~~, acceptance into the BFA Acting Program and permission of the concentration head.

*Corequisite:* Theater ~~3421~~ and ~~3432~~

#### To:

#### **3402 Acting II: Introduction to Scene Study**

4 hours, 3 credits

Introduction to scene study. Basic approaches to preparing a role through text analysis and performance of scenes.

*Prerequisite:* Theater 3401 and 3201. Acceptance into the B.F.A. Acting Program and permission of the concentration head.

*Corequisite:* Theater 3202 and 3203

**Rationale:** Acting students need an extraordinary amount of time getting grounded in the fundamentals of their craft in their first year of the program. The current 3 hour course does not provide enough time for students to fully explore the essential work that will prepare them for the rigors of advanced work and performance. Adding one hour for a practical lab component will give students the time needed to discover practical application of the material. Changing all of the undergraduate acting courses from three hours to four hours was also a specific recommendation made by our external evaluators in 2009, and cited as a goal in the department's Multi Year Plan.

**Date of Approval by the Department:** April 3, 2011.

**Effective date of change:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of Theater

Change in hours, description and prerequisites

#### From:

#### **3403 Acting III: Contemporary Realism**

~~3~~ hours, 3 credits

Application of basic acting techniques to the preparation and performance of scenes from realistic plays.

*Prerequisite:* Theater 3402 and ~~3421~~ and ~~3431~~ and ~~3432~~ and acceptance into the BFA Acting Program and permission of the concentration head.

*Corequisite:* Theater 4702.

#### To:

#### **3403 Acting III: Contemporary Realism**

4 hours, 3 credits

Application of basic acting techniques to the preparation and performance of scenes from realistic plays by Williams, Hellman, Miller or O'Neill.

*Prerequisite:* Theater 3402 and 3202 and 3203 and 3204. Acceptance into the B.F.A. Acting Program and permission of the concentration head.

*Corequisite:* Theater 4702

**Rationale:** The current 3 hour course does not provide enough time for students to fully explore the essential work that will prepare them for the rigors of advanced acting work and performance. Adding one hour for a practical lab component will give students the time needed to explore practical application of the material. Changing all of the undergraduate acting courses from three hours to four hours was also a specific recommendation made by our external evaluators in 2009, and cited as a goal in the department's Multi Year Plan.

**Date of Approval by the Department:** April 3, 2011.

**Effective date of change:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of Theater

Change in hours

#### From:

#### **3404 Acting IV: Classics of Modern Realism**

3 hours, 3 credits

Application of acting techniques to the performance of such classic of modern realism as those of Ibsen and Chekhov.

*Prerequisite:* Theater 3403 and acceptance into the B.F.A. Acting Program and permission of the concentration head.

*Corequisite:* Theater 3436

#### To:

#### **3404 Acting IV: Classics of Modern Realism**

4 hours, 3 credits

Application of acting techniques to the performance of such classic of modern realism as those of Ibsen and Chekhov.

*Prerequisite:* Theater 3403. Acceptance into the B.F.A. Acting Program and permission of the concentration head.

*Corequisite:* Theater 3436

**Rationale:** The current 3 hour course does not provide enough time for students to fully explore the essential work that will prepare them for the rigors of advanced acting work and performance. Adding one hour for a practical lab component will give students the time needed to explore practical application of the material. Changing all of the undergraduate acting courses from three hours to four hours was also a specific recommendation made by our external evaluators in 2009, and cited as a goal in the department's Multi Year Plan.

**Date of Approval by the Department:** April 3, 2011.

**Effective date of change:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department of Theater**

Change in hours and corequisite

#### **From:**

#### **3405: Acting V: Introduction to Shakespeare**

3 hours, 3 credits

Introduction to style and form, with emphasis on the actor's understanding of the text of Shakespeare and its expression on the stage.

*Prerequisite:* Theater 3404 and permission of the concentration head.

*Corequisite:* Theater ~~3422~~.

#### **To:**

#### **3405: Acting V: Introduction to Shakespeare**

4 hours, 3 credits

Introduction to style and form, with emphasis on the actor's understanding of the text of Shakespeare and its expression on the stage.

*Prerequisite:* Theater 3404 and permission of the concentration head.

*Corequisite:* Theater 3205.

**Rationale:** The current 3 hour course does not provide enough time for students to fully explore the essential work that will prepare them for the rigors of advanced acting work and performance. Adding one hour for a practical lab component will give students the time needed to explore practical application of the material. Changing all of the undergraduate acting courses from three hours to four hours was also a specific recommendation made by our external evaluators in 2009, and cited as a goal in the department's Multi Year Plan.

**Date of Approval by the Department:** April 3, 2011.

**Effective date of change:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department of Theater

Change in hours and prerequisites

#### From:

#### **3406 Acting VI: Advanced Acting Workshop**

~~3~~ hours, 3 credits

Application of acting techniques essential to performing specialized genres. Each semester will focus on one such genre as Shakespearean theater, musical theater, or new plays.

*Prerequisite:* Theater 3405 and ~~3422~~; and permission of the concentration head.

*Corequisite:* Theater ~~3423~~.

#### To:

#### **3406 Acting VI: Advanced Acting Workshop**

4 hours, 3 credits

Application of acting techniques essential to performing specialized genres. Each semester will focus on one such genre as solo performance, musical theater, or new plays.

*Prerequisite:* Theater 3405 and 3205 and permission of the concentration head.

*Corequisite:* Theater 3206.

**Rationale:** The current 3 hour course does not provide enough time for students to fully explore the essential work that will prepare them for the rigors of advanced acting work and performance. Adding one hour for a practical lab component will give students the time needed to explore practical application of the material. Changing all of the undergraduate acting courses from three hours to four hours was also a specific recommendation made by our external evaluators in 2009, and cited as a goal in the department's Multi Year Plan.

**Date of Approval by the Department:** April 3, 2011.

**Effective date of change:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department Of Theater**

Change in course number and prerequisite

#### **From:**

#### **~~3420~~ Dynamics I**

4 hours; 2 credits

Study of the actor's stage movement and voice production. Work related directly to work being done in acting classes.

Prerequisite:—Acceptance into the BFA Acting Program and permission of the concentration head.

Corequisite: Theater 3401 and ~~3431~~.

#### **To:**

#### **3201 Dynamics I**

4 hours; 2 credits

Study of the actor's stage movement and voice production. Work related directly to work being done in acting classes.

Prerequisite: Acceptance into the BFA Acting Program and permission of the concentration head.

Corequisite: Theater 3401 and 3203.

**Rationale:** Errors were made during the original course re-numbering process, and the sequence of Dynamics courses were assigned numbers that conflicted with the actual order in which students are required to take them. The Department was given a numerical sequence to assign to these courses that accurately represents the correct sequence within the major. The new sequence will be less confusing to students.

**Date of departmental approval:** February 28, 2012.

---

**Effective date:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department Of Theater

Change in course number, description and prerequisite

#### From:

#### **~~3421~~ Dynamics II**

4 hours; 2 credits

Continuation of Theater ~~3420~~.

Prerequisite: ~~3401 and 3420~~. Acceptance into the BFA Acting Program and permission of the concentration head.

Corequisite: Theater 3402 and ~~3432~~.

#### To:

#### **3202 Dynamics II**

4 hours; 2 credits

Continuation of Theater 3201.

Prerequisite: Theater 3401 and 3201. Acceptance into the BFA Acting Program and permission of the concentration head.

Corequisite: Theater 3402 and 3204.

**Rationale:** Errors were made during the original course re-numbering process, and the sequence of Dynamics courses were assigned numbers that conflicted with the actual order in which students are required to take them. The Department was given a numerical sequence to assign to these courses that accurately represents the correct sequence within the major. The new sequence will be less confusing to students.

---

**Date of departmental approval:** February 28, 2012.

**Effective date:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department Of Theater

Change in course number, description and prerequisite

#### From:

#### ~~3431~~ Dynamics III

4 hours; 2 credits

Continuation of Theater ~~3421~~.

Prerequisite: ~~Theater 3402 and 3421~~. Acceptance into the BFA Acting Program and permission of the concentration head.

Corequisite: Theater 3401 and ~~3420~~.

#### To:

#### 3203 Dynamics III

4 hours; 2 credits

Continuation of Theater 3202.

Prerequisite: Acceptance into the BFA Acting Program and permission of the concentration head.

Corequisite: Theater 3401 and 3201.

**Rationale:** Errors were made during the original course re-numbering process, and the sequence of Dynamics courses were assigned numbers that conflicted with the actual order in which students are required to take them. The Department was given a numerical sequence to assign to these courses that accurately represents the correct sequence within the major. The new sequence will be less confusing to students.

THEA 3203 is the first semester of Voice (THEA 3201 is first semester of Alexander Technique, and THEA 3401 is first semester Improvisation). Further, Theater 3401, 3201 and 3203 are required to be taken together; this new description accurately reflects programmatic changes.

**Date of departmental approval:** February 28, 2012.

---

**Effective date:** Fall 2012.

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

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department Of Theater

---

Change in course number, description and prerequisites

#### From:

#### ~~3432~~ Dynamics IV

4 hours; 2 credits

Continuation of Theater ~~3431~~.

Prerequisite: Theater ~~3403~~ and ~~3431~~. Acceptance into the BFA Acting Program and permission of the concentration head. Corequisite: Theater 3402.

#### To:

#### 3204 Dynamics IV

4 hours; 2 credits

Continuation of Theater 3203.

Prerequisite: Theater 3401 and 3203. Acceptance into the BFA Acting Program and permission of the concentration head.

Corequisite: Theater 3402 and 3202.

**Rationale:** Errors were made during the original course re-numbering process, and the sequence of Dynamics courses were assigned numbers that conflicted with the actual order in which students are required to take them. The Department was given a numerical sequence to assign to these courses that accurately represents the correct sequence within the major. The new sequence will be less confusing to students.

THEA 3204 is the second semester of Voice.

Further, Theater 3402, 3202 and 3204 are required to be taken together. This reflects that programmatic change.

**Date of departmental approval:** February 28, 2012.

**Effective date of change:** Fall 2012.

## SECTION A-V: CHANGES IN EXISTING COURSES

### Department Of Theater

Change in course number, description and prerequisite

#### From:

#### **3422 Dynamics V**

4 hours; 2 credits

Continuation of Theater ~~3432~~.

Prerequisite: Theater 3404 and ~~3432~~. Acceptance into the BFA Acting Program and permission of the concentration head.

Corequisite: Theater 3405.

#### To:

#### **3205 Dynamics V**

4 hours; 2 credits

Continuation of Theater 3204.

Prerequisite: Theater 3404 and 3204. Acceptance into the BFA Acting Program and permission of the concentration head.

Corequisite: Theater 3405.

---

**Rationale:** Errors were made during the original course re-numbering process, and the sequence of Dynamics courses were assigned numbers that conflicted with the actual order in which students are required to take them. The Department was given a numerical sequence to assign to these courses that accurately represents the correct sequence within the major. The new sequence will be less confusing to students.

**Date of departmental approval:** February 28, 2012.

**Effective date of change:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department Of Theater**

Change in course number, description and prerequisite

#### **From:**

#### **3423 Dynamics VI**

4 hours; 2 credits

Continuation of Theater ~~3422~~.

Prerequisite: Theater 3405 and ~~3422~~. Acceptance into the BFA Acting Program and permission of the concentration head.

Corequisite: Theater 3406.

#### **To:**

#### **3206 Dynamics VI**

4 hours; 2 credits

Continuation of Theater 3205.

Prerequisite: Theater 3405 and 3205. Acceptance into the BFA Acting Program and permission of the concentration head.

Corequisite: Theater 3406.

**Rationale:** Errors were made during the original course re-numbering process, and the sequence of Dynamics courses were assigned numbers that conflicted with the actual order in which students are required to take them. The Department was given a numerical sequence to assign to these courses that accurately represents the correct sequence within the major. The new sequence will be less confusing to students.

**Date of departmental approval:** February 28, 2012.

**Effective date of change:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department Of Theater**

Change in course number and prerequisites

#### **From:**

#### **~~3445~~ Dynamics VII**

4 hours; 2 credits

Study of the actor's stage movement and/or voice production. Work related directly to work being done in acting classes. May be taken twice for credit.

~~Prerequisite: Theater 3421 or audition; and permission of the chairperson.~~

#### **To:**

#### **3207 Dynamics VII**

4 hours; 2 credits

Study of the actor's stage movement and/or voice production. Work related directly to work being done in acting classes. May be taken twice for credit.

Prerequisite: Theater 3204. Acceptance into the BFA Acting Program and permission of the concentration head.

**Rationale:** Errors were made during the original course re-numbering process, and the sequence of Dynamics courses were assigned numbers that conflicted with the actual order in which students are required to take them. The Department was given a numerical sequence to assign to these courses that accurately represents the correct sequence within the major. The new sequence will be less confusing to students.

**Date of departmental approval:** February 28, 2012.

**Effective date of change:** Fall 2012.

## **SECTION A-V: CHANGES IN EXISTING COURSES**

### **Department Of Theater**

Change in course number and prerequisite

#### **From:**

#### **3446 Dynamics VIII**

4 hours; 2 credits

Study of the actor's stage movement and voice production. Work related directly to work being done in acting classes. May be taken twice for credit.

Prerequisite: Theater ~~3424~~. Acceptance into the BFA Acting Program and permission of the concentration head.

#### **To:**

#### **3208 Dynamics VIII**

4 hours; 2 credits

Study of the actor's stage movement and voice production. Work related directly to work being done in acting classes. May be taken twice for credit.

Prerequisite: Theater 3204. Acceptance into the BFA Acting Program and permission of the concentration head.

**Rationale:** Errors were made during the original course re-numbering process, and the sequence of Dynamics courses were assigned numbers that conflicted with the actual order in which students are required to take them. The Department was given a numerical sequence to assign to these courses that accurately represents the correct sequence within the major. The new sequence will be less confusing to students.

Further, by adding that this Movement elective may "be taken twice for credit", transfer students who have taken a series of movement classes at previous institutions, but whose content does not exactly equate to what we offer, can receive additional credit where earned.

**Date of departmental approval:** February 28, 2012.

**Effective date of change:** Fall 2012.

**SECTION A-VI: OTHER CHANGES**

**Department of Economics**

Re-activation of a course

**3252 Environmental and Natural Resource Economics**

3 hours lecture, 3 credits

Economic aspects of pollution and resource conservation. Resource scarcity. Allocation of renewable and depletable resources. Application of environmental and conservation economics to current public policy problems.

Prerequisite: : Economics 2200 or permission of the chairperson.

**Rationale:** This course has not been offered in over five years due to lack of faculty and student interest. It is a core course in the revised Environmental Studies program, so we wish to restore this course.

**Date of departmental approval:** February 14, 2012

**Effective Date:** Fall 2012

**SECTION A-VI: OTHER CHANGES**

**Department of Anthropology and Archaeology**

Reinstatement of inactive course

**3162 Anthropology of Law and Order**

3 hours, 3 credits

The use of force by individuals and governments. Nature of law. Cross-cultural perspectives on crimes, terrorism, and police and military organizations. Case studies from various cultures at band, tribe, chiefdom, and complex industrial levels of organization.

Prerequisite: Anthropology ~~±~~ 1000 or Anthropology 2100.

**Rationale:** The expansion of expertise in this area requires the reinstatement this course. Prerequisite numbers needed to be updated.

**Date of departmental approval:** February 14, 2012

**Effective date:** Fall 2012

**SECTION A-VI: OTHER CHANGES**

**Department of Theater**

Reinstatement of inactive course

**3351 Sound Recording**

3 hours; 3 credits

Study of equipment, methods and professional practices used in the production of sound for the stage. (Not open to students who are enrolled in or have completed Television and Radio 3951.)

Prerequisite: Theater 1201.

**Rationale:** The expansion of expertise in this area requires the reinstatement this course.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

**SECTION A-VI: OTHER CHANGES**

**Department of Theater**

Reinstatement of inactive course

**4351 Sound Recording Workshop**

6 hours; 3 credits

Practical laboratory work in sound recording for departmental productions in preparation.

Prerequisite: Theater 3351 and permission of the concentration head.

**Rationale:** The expansion of expertise in this area requires the reinstatement this course.

**Date of departmental approval:** March 13, 2012.

**Effective date:** Fall 2012.

## APPENDIX

**Special Topics:** The committee has approved the following special topics for the term indicated and informed the Provost of the committee's approval. These items do not require Faculty Council action and are announced here for information only.

*The Special Topics listed below are each a first offering in Fall 2012*

**TVRA 4173 Special Topics:** Orality, Literacy, and Computer Technology (This topic is cross-listed with the course Communication 3000.)