

BROOKLYN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
FACULTY COUNCIL

Meeting of 11/13/2012

The Committee on Graduate Curriculum and Degree Requirements herewith submits its recommendations in Curriculum Document 210

Respectfully submitted,

Respectfully submitted,

Jennifer Ball, Chair – Art

Paula Whitlock – Computer and Information Science

Rosamond King – English

Sharon Beaumont-Bowman – Speech Communication Arts and Sciences

Wen-Song Hwu – Childhood, Bilingual and Special Education

Members of Faculty Council with any questions are urged to contact **Jennifer Ball** at **jball@brooklyn.cuny.edu** prior to the meeting.

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SECTION A-IV: NEW COURSE

Department of Art

Date of Departmental Approval: October 16, 2012

Effective Date: Fall 2013

ARTD 7197G Independent Study for the M.A. Thesis
60 hours, 3 credits

Course Description:

Research supervised by a faculty member dedicated towards completion of the M.A. thesis. Students may take this course up to two times.

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

Frequency of Offering: Every semester

Rationale: We do not currently offer any courses geared specifically toward M.A. students' completion of the graduate thesis. Though we do offer courses in Special Problems, they do not accurately reflect the intensity and specialization of research required to complete the M.A. thesis. Therefore, students' transcripts do not express the breadth of knowledge gained by doing research in the thesis area.

Clearances: None

Conservatory of Music

Date of Departmental Approval: Oct. 16, 2012

Effective date for the course becoming part of the curriculum: Fall 2013

MUSC 7373X Building Electronic Music Instruments

45 hours; 3 credits

Bulletin Description

In this course students learn how to design, program, and build their own electronic music instruments and installations, including both hardware and software. Topics include essentials of electronic circuits, interfacing them with computers, and instrument programming. Although the focus is on music, many aspects of the course topics are also applicable to interactive electronic art and theater.

Prerequisite:

MUSC 7372 or PIMA 7741, or permission of instructor.

Frequency of offering: Every other year in the fall semester

Projected enrollment: 16 students per year

Clearances: None

Rationale :

As the recent Middle States Review has stated, it is imperative for Brooklyn College to continue to provide students with a educational experiences that expose them to new technologies. This course represents one aspect of the Conservatory of Music's attempt to instruct students in technological tools that could enhance their professional productivity. The Conservatory of Music's goals for student learning are to train musicians as artists and as professionals able to start and sustain careers. Given the revolutionary technologies for music creation and dissemination that arose during the last century, we feel that it is valuable to give students the chance to spend an entire semester becoming oriented and gaining experience with the creation of electronic music instruments, both hardware and software. These skills will help students understand the physics of musical sound, hone their abilities in composition, introduce them to electronic design, and develop cross-disciplinary knowledge that will provide them with valuable advantages in the professional world.

Program/ Department Goals Addressed by Course:

1. Understanding of the relationship of music to other arts and to technology.
2. Experience in composition, both original and based on models.
3. Understanding of musical elements (rhythm, melody, harmony, timbre, texture, dynamics, form) and their application in aural and score analysis.

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Objectives of Course:

The objectives for *Building Electronic Instruments* are:

1. That students understand essential electronic components, microcontrollers, microcontroller programming, and the use of these for interactive music performance and composition.
2. That students gain competency in computer programming to algorithmically control microcontrollers and software instrument systems.
3. That students learn to systematize creative ideas and realize them as software and/or hardware instruments for performance.

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Conservatory of Music

Date of Departmental Approval: Oct. 16, 2012

Effective date: Fall 2013

MUSC 7744X Electroacoustic Music Ensemble

45 hours; 1 credit

Bulletin Description

In this course students will develop skills of ensemble music performance with electronic music instruments, combining diverse timbres and approaches to sound production and control. Instruments will include completely electronic ones as well as hybrids that combine acoustic instruments with digital signal processing. The group will explore instrument creation, networked interaction, incorporation of improvisation, and arrangement of amplified sound sources. Students will perform existing repertoire and have the opportunity to compose new works. The goal of each semester will be two or more public performances.

Prerequisite:

MUSC 7372, or PIMA 7741; or permission of instructor.

Frequency of offering: Every semester

Projected enrollment: 8-12 students per semester

Clearances: None

Rationale :

Given the wide proliferation during recent years of instruments for electronic music performance, it is imperative for today's conservatory or music department to engage with these technologies and develop courses to explore the creative potential of the new instruments. This course will do so, allowing students to develop their own instruments and sound, as well as developing musicianship skills and performance skills applicable to new technologies. The process of rehearsal and performance in this ensemble will also be a kind of research, since the history of group electronic performance is quite short and few precedents exist, and because the instruments themselves and the methods for playing them will evolve along with the cutting edge of music technology. This course will teach students not only practical knowledge about instrument development and group performance, but also challenge them to collaborate and adapt their instruments and modes of performing to new compositions and innovative paradigms for ensemble music making.

Program/ Department Goals Addressed by Course:

1. Understanding of the relationship of music to other arts and to technology.
2. Understanding of musical elements (rhythm, melody, harmony, timbre, texture, dynamics, form) and their application in aural and score analysis.

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

Objectives of Course:

The objectives for *Electroacoustic Music Ensemble* are:

4. That students develop skills in the performance of electronic music instruments.
5. That students gain experience and skill in group music performance.
6. That students gain skills in interpretation of aleatoric scores and scores incorporating improvisation.

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Department of Television and Radio

Date of approval by department: October 16, 2012.

Effective date: Fall 2013

7774X Television Magazine Programs

45 hours; 3 credits

Bulletin Description:

Analysis and production of TV Magazine Programs: different types; different audiences; different media. Production schedules, techniques, research and development. A survey of post-production strategies; general considerations; special considerations; archives and use of image libraries; legal considerations; standards and practices; public affairs.

Frequency of offering: Once a year

Projected enrollment: 15-20 students

Clearances: none

Prerequisite: Permission of the Deputy chair

Rationale: Students from both our Media Studies and MFA Broadcasting programs need to have exposure to high quality working industry professionals in order to learn the best possible techniques and strategies of television production. Television and Radio has strong relationships with industry professionals in New York City, specifically with CBS. Currently, we have Producer/ Editor Stephanie Palewski who has been at CBS News for over 18 years and an Editor at *60 Minutes* for the past 11 years and has agreed to teach such a course.

Departmental goals addressed by course: This course will allow the student to meet the following departmental student learning goals:

- to understand the basic aesthetic and technical principles of electronic media productions and their broader social implications.
- to analyze issues and controversies from ethical, legal, and social perspectives in their professional practices.
- to employ proficiently and creatively the basic personnel, equipment, and software necessary to translate ideas into electronic media programs in the areas of television production.
- to research and write proposals, treatments, scripts and promotional materials meeting professional standards.

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Department Learning Goals Addressed by this Course

Departmental Objective 3: Students will be able to understand the basic aesthetic and technical principles of electronic media productions and their broader social implications.

Department Objective 4: Students will be able to employ proficiently and creatively the basic personnel, equipment, and software necessary to translate ideas into electronic media programs in the areas of radio, multimedia, single camera, multi-camera studio and remote productions.

Departmental Objective 5: Students will be able to research and write proposals, treatments, scripts and promotional materials meeting professional standards.

Department Objective 8: Students will be able to analyze issues and controversies from ethical, legal, and social perspectives in their professional practices.

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SECTION A-V: Changes to Existing Courses

Department of Childhood, Bilingual and Special Education

Date of Departmental Approval: March 13, 2012

Effective date for the course becoming part of the curriculum: Fall 2012*

***The department is requesting retroactive changes because these courses were left out of the prefix changes done for the entire school of Education in the Spring 2012 semester, Curriculum document 207.**

FROM:

EDUC 7009T Programmed Instruction

30 hours plus conference and independent work; 3 credits

Critical evaluation of the theories underlying programmed instruction. Examination of research findings concerning the effectiveness of teaching machines, programmed texts, and related devices. Practice in the preparation of programmed materials.

~~Prerequisite: a course in educational psychology or the psychology of learning.~~

TO:

CBSE 7009T Programmed Instruction

30 hours plus conference and independent work; 3 credits

Critical evaluation of the theories underlying programmed instruction. Examination of research findings concerning the effectiveness of teaching machines, programmed texts, and related devices. Practice in the preparation of programmed materials.

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FROM:

EDUC 7668T Students with Special Needs: Gifted Education

30 hours plus conference; 3 credits

Investigation of the developmental nature, causes, and characteristics of diverse gifted and talented students. Implications for classroom teachers and other professionals in areas of interpersonal interactions, collaboration, and instruction. Focus on historical, social, and legal foundations of gifted education. Theories of learning and development. Influence of gender, class, language, race/ethnicity, disabilities, and sexuality on the construction of giftedness, as interpreted within and across cultures. 10 hours of field experience in a variety of schools and classroom settings.

TO:

CBSE 7668T Students with Special Needs: Gifted Education

30 hours plus conference; 3 credits

Investigation of the developmental nature, causes, and characteristics of diverse gifted and talented students. Implications for classroom teachers and other professionals in areas of interpersonal interactions, collaboration, and instruction. Focus on historical, social, and legal foundations of gifted education. Theories of learning and development. Influence of gender, class, language, race/ethnicity, disabilities, and sexuality on the construction of giftedness, as interpreted within and across cultures. 10 hours of field experience in a variety of schools and classroom settings.

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FROM:

EDUC-7669T Assessment of Diverse Gifted and Talented Students

30 hours plus conference; 3 credits

Critical review of formal and informal assessments of the cognitive, social, and affective characteristics of diverse gifted and talented students, including gifted and talented students with special needs. Cultural, linguistic, and societal factors involved in identification, placement, and the academic performance of diverse gifted and talented students. Implications for classroom settings, teaching, and collaboration with parents and other professionals. 10 hours of field experience in a variety of school and classroom settings.

TO:

CBSE 7669T Assessment of Diverse Gifted and Talented Students

30 hours plus conference; 3 credits

Critical review of formal and informal assessments of the cognitive, social, and affective characteristics of diverse gifted and talented students, including gifted and talented students with special needs. Cultural, linguistic, and societal factors involved in identification, placement, and the academic performance of diverse gifted and talented students. Implications for classroom settings, teaching, and collaboration with parents and other professionals. 10 hours of field experience in a variety of school and classroom settings.

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FROM:

~~EDUC-7670T~~ Curriculum Design for Diverse Gifted and Talented Students

30 hours plus conference; 3 credits

Principles, rationale, and research-validated methods for differentiating curriculum and instruction for diverse gifted and talented students, including gifted and talented students with disabilities. Inquiry processes across all content areas. Use of technology for differentiation of instruction. Approaches to the design, management, and evaluation of learning environments across a variety of settings. Collaboration with other professionals. Focus on the New York State Learning Standards and educational experiences of students from diverse cultural and linguistic backgrounds. 20 hours field experience in a variety of schools and classroom settings.

TO:

CBSE 7670T Curriculum Design for Diverse Gifted and Talented Students

30 hours plus conference; 3 credits

Principles, rationale, and research-validated methods for differentiating curriculum and instruction for diverse gifted and talented students, including gifted and talented students with disabilities. Inquiry processes across all content areas. Use of technology for differentiation of instruction. Approaches to the design, management, and evaluation of learning environments across a variety of settings. Collaboration with other professionals. Focus on the New York State Learning Standards and educational experiences of students from diverse cultural and linguistic backgrounds. 20 hours field experience in a variety of schools and classroom settings.

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FROM:

~~EDUC 7908X Cognitive and Intellectual Development~~

45 hours; 3 credits

Critical exposition, in light of recent research, of developments in the fields of cognitive and intellectual development. Examination of the psychological bases for such representative educational issues as readiness, grouping, learning to learn, curriculum structure, transfer and concept learning.

~~Prerequisite: a course in educational psychology and a course in child or adolescent development.~~

TO:

CBSE 7908X Cognitive and Intellectual Development

45 hours; 3 credits

Critical exposition, in light of recent research, of developments in the fields of cognitive and intellectual development. Examination of the psychological bases for such representative educational issues as readiness, grouping, learning to learn, curriculum structure, transfer and concept learning.

Rationale: The Childhood, Bilingual, and Special Education program is updating the course prefix and to reflect the new departmental structure in the School of Education.

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APPENDIX

Special Topics: The committee has approved the following special topic 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 following courses are being offered for the first time:

Earth and Environmental Sciences

EESC 7093G: Mass Extinctions

History

HIST 7600X: Death, Burial, and Afterlife in the Ancient World

Music

MUSC 7632X Special Topics Seminar: Theory

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