BROOKLYN COLLEGE

OF

THE CITY UNIVERSITY OF NEW YORK

FACULTY COUNCIL

Meeting of 10 April 2018

The Committee on Graduate Curriculum and Degree Requirements herewith submits its recommendations in Curriculum Document 245.

Respectfully submitted,

Wen-Song Hwu	Childhood, Bilingual and Special Education
Dan Kurylo	Psychology
Paula Massood	Feirstein Graduate School of Cinema
MJ Robinson	Television and Radio
Jocelyn Wills	History (chair)

Members of the Graduate Curriculum Committee gratefully acknowledge the guidance and assistance of Lea Honigwachs, Special Assistant to the Provost.

Members of Faculty Council with any questions are urged to contact Jocelyn Wills at jwills@brooklyn.cuny.edu prior to the meeting.

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SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Accounting

M.S. degree program in accounting
HEGIS code: 0502; SED program code: 88398

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

Degree requirements

Thirty credits are required for the degree. Students must complete the following courses:

Accounting:
All of the following: Accounting 7106X, 7107X, 7108X, and 7109X.
Two of the following: Accounting 7110X, 7120X, 7130X, 7140X, 7141X, 7150X, 7190X.

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

Finance:
Economics 7215X or [Business 7215X] or Finance 7215X or [Business 7240X] or Finance 7240X or [Business 7216X] or Finance 7216X.

Quantitative methods:
Economics 7230X or Business 7230X.

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

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

Rationale: We add 7141X (International Tax) as one of seven optional accounting courses. International Tax is an area of growing interest at professional accounting firms.

Date of departmental approval: 12 December 2017

Effective date: Fall 2019

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Chemistry

M.A. degree program in education: chemistry teacher (7-12)
The HEGIS code: 1905.01; SED program code: 26766

Students taking this program gain in-depth knowledge of some area of modern organic, inorganic, quantum chemistry, biochemistry or instrumental analysis. Seminar courses provide exposure to diverse subject matter in areas of current research interest within the department and beyond. Students also receive a detailed introduction to the use of the teaching laboratory in adolescent education. The School of Education component prepares students for teaching; the required courses vary depending on the entry qualifications of students. The profession of teacher education is licensed by the New York State Education Department. Therefore, program requirements are subject to change. All students should consult with the Head of the program in adolescence science education for the current requirements.

Matriculation requirements

Applicants must offer courses in chemistry as follows: one year of general chemistry; a comprehensive course in organic chemistry (may be one or two terms depending on curriculum) one term of physical chemistry; and one semester of analytical chemistry. Admitted students who have not completed a two semester sequence in organic chemistry or two semesters in physical chemistry may need to take additional undergraduate coursework to meet pre-requisites for some required courses. Students should consult with the department for advice on this issue.

Applicants must also offer (a) or (b):

(a) New York State Initial Certification in teaching chemistry grades 7-12; or courses in education or equivalent course work and teaching experience that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching chemistry in grades 7-12; 100 hours of fieldwork; 40 full days or 300 hours of student teaching chemistry in grades 7-12, or one year of full-time teaching of chemistry in grades 7-12; passage of the edTPA.

(b) An undergraduate degree with a major in chemistry or appropriate course work in chemistry.

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) before being considered for admission. For more updated and complete information on minimum passing scores see the section on additional admission requirements for students with international credentials in the Graduate Bulletin or

the program web page. At the discretion of the program, additional English courses may be required as a condition for admission.

Applicants who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the Head of the program in adolescence science education in the School of Education and the chairperson of the Chemistry Department.

Applicants should see the Head of the program in adolescence science education for advisement.

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

Degree requirements

A minimum of 30 credits are required for the degree.

Students must complete at least 12 credits in Chemistry. This must include at least one of the following courses: Chemistry 7761G, 7550G, 7571G, 7670G or 7640G.

Students must also complete either Chemistry 7450G or 7950G.

Six of the remaining 18 credits required for the degree may be taken in the Chemistry Department or in other science subjects directly related to chemistry.

Students must also complete either Option A or B below. With the approval of the science education program head, students enroll in the appropriate Option A or Option B based upon teaching experience, previous course work, and the teaching certificates they hold.

Option A (for in-service teachers): 30 credits

This option is for students who possess a New York State Initial Certification in teaching chemistry grades 7-12, or its equivalent.

Students must complete 12 credits in courses in the Department of Secondary Education. Students take different education courses and sequences of courses depending on their previous course work, teaching experience, and the certificates they hold. Students who possess Initial Certification in teaching chemistry must complete all of the following:

SEED 7502T or SEED 7324X, SEED 7500X or SEED 7315X, SEED 7340T or SEED 7320T, and SEED 7503X or SEED 7038X or SEED 7325X.

Option B (for pre-service teachers):30-46 credits

Students who do not possess Initial Certification in teaching chemistry or equivalent course work and teaching experience or who are teaching but do not possess Initial Certification in teaching chemistry must have the appropriate course work and credits in the subject area and must complete appropriate courses in (a), (b) and (c) below:

(a) SEED 7500X or SEED 7315X, SEED 7501X or SEED 7314X, SEED 7502T or SEED 7324X, SEED 7503X or SEED 7325X, SEED 7340T or SEED 7320T.

(b) SEED 7380T, SEED 7381T, SEED 7383T, SEED 7542T, SEED 7543T.

(c) SEED 7671X.

Students who wish to register for student teaching seminar and field placement in the science education program will need to file an application with the science education program head for permission. See program office for details.

Students must pass a comprehensive examination or submit a thesis acceptable to the Chemistry Department. Information about requirements for the comprehensive examination and the thesis is in the chapter "Academic Regulations and Procedures."

The student teaching methods course (SEED 7380T) must precede the student teaching seminars (SEED 7381T and SEED 7383T) and field experience (SEED 7542T and SEED 7543T).

Courses in the Chemistry Department or other science departments and the School of Education offered toward the degree must be 7000-level courses.

The program of study must be approved early in the first semester by the chairperson or the deputy chairperson of the Chemistry Department and the Head of the program in adolescence science education.

Rationale: This language is added to call attention to the fact that some Masters courses in Chemistry require two semesters of organic chemistry as a pre-requisite, and others require two semesters of physical chemistry. However, this requirement is often waived by instructors if there is evidence a student is adequately prepared for the course in question, and the specific choice of undergraduate course to make up the gap varies depending on the circumstances. Rather than attempting to add potential undergraduate credits to the Masters' degree, the language simply points out the circumstances under which additional coursework would be necessary.

Date of Departmental (program) approval: 13 March 2018

Clearances sought: School of Education (obtained): 26 March 2018

Effective date: Fall 2019

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Childhood, Bilingual and Special Education

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

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

The program in bilingual childhood education prepares candidates to teach in bilingual settings where two languages are used as the mediums of instruction. This program provides candidates with a solid foundation in the theory and practice of bilingual education; courses include the following topics: bilingualism, research, methodology, biliteracy, content instruction in bilingual settings and multicultural education. Option A is designed for candidates who already hold certification in Childhood Education. Option B is designed for career changers and includes an additional 18 credits of education course work as well as one semester of student teaching in a bilingual setting. These courses of study ~~includes~~ include a 15-credit bilingual extension which can be taken as an advanced certificate (see Advanced Certificate in Bilingual Education).

Students will enroll in the appropriate course of studies listed below (Option A or B) based upon teaching experience, previous course work, and the teaching certificates they hold.

Option (A): 36 credits

Matriculation requirements

This program applies to students who hold a New York State Initial Certificate in Childhood Education and wish to attain a Professional Certificate in Childhood Education with an Extension in Bilingual Education. This program also applies to students who have a Professional Certificate in Childhood Education and wish to pursue an Extension in Bilingual Education. All students who wish to enroll should speak to the Bilingual Program Adviser.

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

Applicants must demonstrate proficiency in both English and in a language other than English (the language in which they seek the extension.)

Proficiency in the language other than English is determined by the Bilingual Education Assessment (BEA) which is offered by New York State.

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

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

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

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

CBSE 7200T paired with CBSE 7351T*.
CBSE 7203T paired with Puerto Rican and Latino Studies 7145X*.
CBSE 7204T paired with Mathematics 7141T or 7142T or 7143T or 7145T or CBSE 7405T.
CBSE ~~7201T~~ 7202T paired with any graduate level course in General Science or 7000-level course in Earth and Environmental Sciences.
CBSE 7350T*; CBSE 7353T*; CBSE 7355T*.

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

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

Option (B): 54 credits

The following program applies to students who do not hold a New York State Initial Certificate in Early Childhood Education or Childhood Education or Special Subjects or equivalent course work and teaching experience, or who are teaching but do not hold initial certification. This program leads to both New York State Initial and Professional Certificates in Childhood Education (grades 1-6) and a bilingual extension.

Matriculation requirements

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

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

Applicants must demonstrate proficiency in both English and in a language other than English (the language in which they seek the extension.)

Proficiency in the language other than English is determined by the Bilingual Education Assessment (BEA) which is offered by New York State.

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

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

Degree requirements: Fifty-four credits are required for the degree.

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

CBSE 7205T, 7216X, 7440T, 7213T, 7671X, 7885T and 7471T.
CBSE 7200T paired with CBSE 7351T*.
CBSE 7203T paired with Puerto Rican and Latino Studies 7145X*.
CBSE 7204T paired with Mathematics 7141T or 7142T or 7143T or 7145T or CBSE 7405T.
CBSE ~~7201T~~ 7202T paired with any graduate level course in General Science or 7000-level course in Earth and Environmental Sciences. CBSE 7350T*; CBSE 7353T*; CBSE 7355T*.

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

Nonmatriculated students

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

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

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

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

Rationale:
The description was updated for accuracy: CBSE 7201T is no longer part of the CBSE graduate MA program. Rather CBSE 7202T is the research course that all MA students must take.

Date of Departmental Approval: 13 March 2018

Effective Date: Fall 2019

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Health and Nutrition Sciences

M.S. degree program in nutrition
HEGIS code: 1306; SED program code: 86173

The master of science degree in nutrition provides advanced-level study of nutritional science and clinical nutrition. The program addresses the academic interests of individuals who wish to become nutrition educators, administrators of programs that provide nutritional services, nutritionists in community centers or private practice, researchers, or interpreters of research for the public.

The M.S. program by itself does not lead to the credentials of Registered Dietitian Nutritionist (RDN) or New York State Certified Dietitian/Nutritionist (CDN). Students interested in obtaining these credentials may use a number of the courses in the M.S. program, as well as the courses that are prerequisites to the program, toward meeting the requirements of an ACEND (Accreditation Council for Education in Nutrition and Dietetics) accredited Didactic Program in Dietetics (DPD). Admission to the Brooklyn College, graduate level Dietetic Internship is by separate application and is not guaranteed by acceptance to the M.S. program.

Prerequisites for application to the M.S. program can be met by students whose baccalaureate degrees are in fields other than nutrition by taking specified courses. Please contact the graduate deputy chairperson for advisement on prerequisites for the ~~MS~~ M.S. program, and the DPD director for advisement concerning the DPD and Dietetic Internship.

Matriculation requirements

Applicants must offer undergraduate or graduate courses in general biology, physiology, general chemistry, organic chemistry, nutrition, biochemistry or nutritional chemistry, statistics, and medical nutrition therapy. General matriculation and admission requirements of the Division of Graduate Studies are in the section "Admission".

Degree requirements

~~Thirty to 33~~ Thirty-six credits are required for the degree. Students must complete the following required core courses:

Health and Nutrition Sciences ~~7230X,~~ 7210X, 7211X, 7213X, 7230X, 7241X, and 7931X. Students must receive a minimum grade of ~~at least~~ B in each of these courses or approval of the Graduate Deputy Chairperson for Nutrition in order to qualify for the comprehensive examination or thesis; courses may be repeated if necessary.

A minimum of ~~12~~ 18 additional credits is required. Students may choose among the following courses: Health and Nutrition Sciences 7120X, 7183X, 7200X, 7201X, 7212X, 7221X, 7231X, 7232X, 7233X, 7234X, 7240X, 7935X,7999X. Students who choose a thesis as the exit requirement must complete Health and Nutrition Sciences 7935X and 7999X as elective courses (6 elective credits). Only students accepted to the Dietetic Internship may use HNSC 7200X and 7201X as elective courses.

Students interested in the Dietetic Internship (DI) accredited by ACEND ~~the Academy of Nutrition and Dietetics~~ must ~~take~~ complete Health and Nutrition Sciences 7213X, 7240X, 7241X, and ~~one additional graduate course in nutrition~~ 7931X before ~~beginning~~ applying to the DI. Dietetic Interns must register for the following courses: ~~The DI consists of~~ Health and Nutrition Sciences 7200X, 7201X, 7202X, and 7203X. HNSC 7202X and 7203X will not be applied as electives towards MS in Nutrition degree requirements.

Separate applications must be made to the DI and to the M.S. program in nutrition. Students must pass a comprehensive examination or submit a thesis acceptable to the department. Students who choose to write a thesis must complete Health and Nutrition Sciences 7935X and 7999X ~~as an elective course~~. Information about the requirements for the comprehensive examination and thesis is in the section "Academic Regulations and Procedures."

Dietetic Internships (DI)

The Academy of Nutrition and Dietetics ACEND accredited Dietetic Internship (DI) at Brooklyn College is a two-semester program that provides the supervised practice experience required to sit for the Registered Dietitian Nutritionist (RDN) examination. Students must be enrolled in the M.S. in nutrition program to be eligible for the DI, and they must file a separate application ~~for the DI~~through DICAS (Dietetic Internship Central Application System. ~~Email~~ diprog@brooklyn.cuny.edu ~~for details.~~ The program enables students to apply theory and research to practice in clinical, community, and food service settings, thereby enriching their education and preparing them to make significant contributions to ~~and rapid advancement in~~ the profession.

Rationale:
The number of credits required for the M.S. Nutrition degree was increased from “30 to 33” to 36 credits to better align with other graduate nutrition programs. The program requires 18 credits (6 required courses) and it is proposed that 18 credits in electives (an additional 6 credits) will be required.

The course HNSC 7931X was added as one of the required courses for application to the DI in order to provide students with the research skills needed for the independent practice portion of the internship. Other minor edits were made for clarification purposes.

Date of Departmental Approval: 13 February 2018

Effective Date: Fall 2019

SECTION A-III: CHANGES IN DEGREE PROGRAMS

Department of Secondary Education

M.A. degree program in education: chemistry teacher (7-12)
The HEGIS code: 1905.01; SED program code: 26766

Students taking this program gain in-depth knowledge of some area of modern organic, inorganic, quantum chemistry, biochemistry or instrumental analysis. Seminar courses provide exposure to diverse subject matter in areas of current research interest within the department and beyond. Students also receive a detailed introduction to the use of the teaching laboratory in adolescent education. The School of Education component prepares students for teaching; the required courses vary depending on the entry qualifications of students. The profession of teacher education is licensed by the New York State Education Department. Therefore, program requirements are subject to change. All students should consult with the Head of the program in adolescence science education for the current requirements.

Matriculation requirements

Applicants must offer courses in chemistry as follows: one year of general chemistry; a comprehensive course in organic chemistry (may be one or two terms depending on curriculum) one term of physical chemistry; and one semester of analytical chemistry. Admitted students who have not completed a two semester sequence in organic chemistry or two semesters in physical chemistry may need to take additional undergraduate coursework to meet pre-requisites for some required courses. Students should consult with the department for advice on this issue.

Applicants must also offer (a) or (b):

(a) New York State Initial Certification in teaching chemistry grades 7-12; or courses in education or equivalent course work and teaching experience that meet the New York State standards for the pedagogical core. These courses include study of the following: history of education and philosophy of education or principles of education or educational sociology; educational psychology or developmental psychology or psychology of adolescence or adolescent development; classroom management; teaching students with special needs and English language learners; 6 credits in literacy and language acquisition; curriculum development and methods of assessing student learning; uses of technology in the classroom; methods of teaching chemistry in grades 7-12; 100 hours of fieldwork; 40 full days or 300 hours of student teaching chemistry in grades 7-12, or one year of full-time teaching of chemistry in grades 7-12; passage of the edTPA.

(b) An undergraduate degree with a major in chemistry or appropriate course work in chemistry.

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

International applicants for whom English is a second language are required to pass the Test of English as a Foreign Language (TOEFL) before being considered for admission. For more updated and complete information on minimum passing scores see the section on additional admission requirements for students with international credentials in the Graduate Bulletin or

the program web page. At the discretion of the program, additional English courses may be required as a condition for admission.

Applicants who have not completed all the specific course requirements are given individual consideration and may be admitted with conditions, with the approval of the Head of the program in adolescence science education in the School of Education and the chairperson of the Chemistry Department.

Applicants should see the Head of the program in adolescence science education for advisement.

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

Degree requirements

A minimum of 30 credits are required for the degree.

Students must complete at least 12 credits in Chemistry. This must include at least one of the following courses: Chemistry 7761G, 7550G, 7571G, 7670G or 7640G.

Students must also complete either Chemistry 7450G or 7950G.

Six of the remaining 18 credits required for the degree may be taken in the Chemistry Department or in other science subjects directly related to chemistry.

Students must also complete either Option A or B below. With the approval of the science education program head, students enroll in the appropriate Option A or Option B based upon teaching experience, previous course work, and the teaching certificates they hold.

Option A (for in-service teachers): 30 credits

This option is for students who possess a New York State Initial Certification in teaching chemistry grades 7-12, or its equivalent.

Students must complete 12 credits in courses in the Department of Secondary Education. Students take different education courses and sequences of courses depending on their previous course work, teaching experience, and the certificates they hold. Students who possess Initial Certification in teaching chemistry must complete all of the following:

SEED 7502T or SEED 7324X, SEED 7500X or SEED 7315X, SEED 7340T or SEED 7320T, and SEED 7503X or SEED 7038X or SEED 7325X.

Option B (for pre-service teachers):30-46 credits

Students who do not possess Initial Certification in teaching chemistry or equivalent course work and teaching experience or who are teaching but do not possess Initial Certification in teaching chemistry must have the appropriate course work and credits in the subject area and must complete appropriate courses in (a), (b) and (c) below:

(a) SEED 7500X or SEED 7315X, SEED 7501X or SEED 7314X, SEED 7502T or SEED 7324X, SEED 7503X or SEED 7325X, SEED 7340T or SEED 7320T.

(b) SEED 7380T, SEED 7381T, SEED 7383T, SEED 7542T, SEED 7543T.

(c) SEED 7671X.

Students who wish to register for student teaching seminar and field placement in the science education program will need to file an application with the science education program head for permission. See program office for details.

Students must pass a comprehensive examination or submit a thesis acceptable to the Chemistry Department. Information about requirements for the comprehensive examination and the thesis is in the chapter "Academic Regulations and Procedures."

The student teaching methods course (SEED 7380T) must precede the student teaching seminars (SEED 7381T and SEED 7383T) and field experience (SEED 7542T and SEED 7543T).

Courses in the Chemistry Department or other science departments and the School of Education offered toward the degree must be 7000-level courses.

The program of study must be approved early in the first semester by the chairperson or the deputy chairperson of the Chemistry Department and the Head of the program in adolescence science education.

Rationale: This language is added to call attention to the fact that some Masters courses in Chemistry require two semesters of organic chemistry as a pre-requisite, and others require two semesters of physical chemistry. However, this requirement is often waived by instructors if there is evidence a student is adequately prepared for the course in question, and the specific choice of undergraduate course to make up the gap varies depending on the circumstances. Rather than attempting to add potential undergraduate credits to the Masters' degree, the language simply points out the circumstances under which additional coursework would be necessary.

Date of Departmental or program approval: 26 March 2018

Effective date: Fall 2019

SECTION A-IV: NEW COURSES

Department of Speech Communication Arts and Sciences

SPEC 7442X: Medical Speech-Language Pathology
30 hours; 2 credits

Bulletin Description
Research and clinical practice; assessment and treatment of speech, language, cognitive, and swallowing disorders in health care or medical settings across the life span; inter-professional practice; culturally and linguistically appropriate clinical practice.

Prerequisite: SPEC 7128X

Contact hours: 30

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

Projected enrollment: 18 students per section

Clearances: None.

Rationale: This course reflects current trends specific to the field of speech-language pathology in the medical setting that are not covered in required courses and/or involve particular topics that need expansion. Speech, language, communication and/or swallowing processes and/or disorders will be addressed across the lifespan. The introduction of this elective aligns with the current standards outlined by the Council on Academic Accreditation (CAA).

Program/Department Goals Addressed by Course
1. Engage students in scientific and scholarly inquiry in the processes of human communication and related disorders of speech, language swallowing, and hearing.
2. Provide students with the most current research-based academic and clinical education.
3. Stimulate ongoing pursuit of knowledge and skills in the prevention, diagnosis and treatment of communication disorders.

Objectives of Course
1. Present the effects of body fluids and acid-based disturbances on communication and swallowing.
2. Discuss the influence of the hematological and cardiovascular systems on communication and swallowing.
3. Discuss the effects of the pulmonary, endocrine, renal-urologic, and digestive systems on communication and swallowing.
4. Interpret the effects of prescribed and over-the counter-medications on communication and swallowing.
5. Apply newly acquired information to support competent clinical assessment and intervention across clinical scenarios.

Outcomes Anticipated for Course

1. Students will classify basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
2. Students will integrate information pertaining to normal and abnormal human development across the life span.
3. Students will describe and apply foundational concepts of pathophysiology, laboratory studies, and pharmacological interventions as related specifically to communication and swallowing disorders.
4. Students will illustrate skills in oral and written communication sufficient for entry into professional practice in the medical setting.

Text: Golper, L. C. (2010). *Medical Speech-Language Pathology, A Desk Reference* (3rd Edition). New York, Delmar.

Course Outline:

Week	Content	Readings*
1	Defining Healthcare: settings, record keeping, terminology, patient privacy, informed consent	Chap 1
2	Credentials, practice privileges and clinical competencies, guidelines	Chap 2
3	Physical exam: vital signs, expected ranges, review of systems, tests and examinations, Apgar scores, respiratory function	Chap 3
4	Mental status: exam, levels of confusion, Coma, Dementia, pain scores	Chap 4
5	Lab values & Imaging studies: normal values for adults, children, neonates, related terminology and fundamental concepts	Chap 7 & 15
6	Infection control: universal precautions, infection types and diseases, protection methods, newborn infections, competency	Chap 5
7	Cardiac, Pulmonary, and Hematologic Functions: terms, foundational principles, procedures	Chap 9
8	Neurologic and Psychiatric disorders: terms, foundational principles, procedures	Chap 10
9	Acute and chronic illness: levels of care, ICU admission, clinical competencies	Chap 11
10	Geriatrics: fundamental principles, ethics, end of life, related clinical competencies	Chap 14
11	Oncology: terminology, classifications, staging protocols, tumor types, therapy types	Chap 12
12	Surgery: terminology, clinical competencies, adult and pediatric procedures	Chap 13
13	Rehabilitation Medicine: terminology, biomedical ethics, clinical competencies, inter-professional practice	Chap 14
14	Review of clinical cases FINAL EXAM	

*****Supplemental readings will be posted on BB

Method of evaluation
1. Journal club 25%
2. Case studies 50%
3. Final exam 25%

Method of assessment

Objective	Outcome	Method
1	1, 2, 3	Journal club, final exam
2	1, 2, 3	Journal club, case studies
3	1, 2, 3	Journal club, case studies
4	1, 2, 3	Case studies, final exam
5	1, 2, 3, 4	Case studies, final exam

Bibliography:

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Date of Departmental (Program) approval: 12 December 2017

Effective Date: Fall 2019

SECTION A-IV: NEW COURSES
Department of Speech Communication Arts and Sciences

SPEC 7443X: Pediatric Feeding and Swallowing Disorders
30 hours; 2 credits

Bulletin Description
Evidence-based research and clinical practice related to the identification, assessment and intervention of biological and sensory/behavioral feeding and swallowing disorders in young children birth to three years; application to home-based/natural environments; culturally appropriate family-centered practice.

Prerequisite: SPEC 7128X

Frequency of Offering: Once per year Summer semester

Projected enrollment: 18 students per year

Clearances:
Early Childhood Education/ Art Education (obtained): 23 March 2018
Health and Nutrition Sciences (obtained): 17 March 2018

Rationale:
This course reflects current trends specific to pediatric feeding and swallowing disorders that are not covered in required courses and/or involve a particular topic that needs expansion, with specific focus on young children from birth to age three. The introduction of this elective allows the program to meet the current Council of Academic Accreditation of the American Speech-Language Hearing association standards.

Program/Department Goals Addressed by Course
1. Engage students in theoretical and scholarly evidence related to the processes of biological and sensory/behavioral feeding, swallowing and related disorders.
2. Provide students with current research-based academic and clinical education.
3. Encourage ongoing pursuit of knowledge and skills in the prevention, identification, diagnosis and intervention of feeding and swallowing disorders in young children birth to three years.

Objectives of Course
1. Identify the foundations of mealtimes from a culturally-based perspective.
2. Identify the oral, pharyngeal, esophageal and gastrointestinal structures of typical and atypical feeding and swallowing behaviors.
3. Describe the effects of the pulmonary, respiratory and cardiac systems on feeding and swallowing.
4. Delineate the factors that limit oral-motor and feeding skill development.
5. Evaluate in-depth mealtime assessments, including supportive diagnostic tests.
6. Explore contemporary evidence-based intervention approaches including positioning and handling, creation of mealtime plans, food types and consistencies, utensils, and nutritional components.
7. Evaluate case studies which reflect constructs learned for identification, assessment and intervention.

Outcomes Anticipated for Course

1. Students will demonstrate knowledge of basic human feeding and swallowing processes, including the biological, neurological, psychological, developmental, and cultural bases.
2. Students will demonstrate the ability to integrate information pertaining to normal and abnormal feeding and swallowing profiles in young children birth to three years.
3. Students will demonstrate understanding of foundational concepts of pathophysiology, instrumental measurements, and subjective/informal methodologies related to the assessment of feeding and swallowing disorders.
4. Students will demonstrate knowledge of diagnostic instrumentation, family needs and assessment, formal and informal evaluation measures for the assessment of feeding and swallowing disorders.
5. Students will identify and apply intervention techniques, methodologies, and strategies for management of feeding and swallowing disorders.

Required Texts

Chatoor, I., (2009) Diagnosis and Treatment of Feeding Disorders in Infants, Toddlers, and Young Children: Zero to Three

Evans-Morris, S. & Dunn Klein, M, (2000). *Pre-feeding skills: A comprehensive resource for mealtime development*, 2nd Edition: Therapy Skill Builders.

Course Outline

SYLLABUS

Class 1- Oral, pharyngeal, esophageal, and gastrointestinal neuro-anatomy and physiology as related to feeding skill milestones. Focus on development and integration of reflexes. Chapter 4
Class 2- Chronological development of pre-feeding and feeding skills in young children aged birth to three. Review of sensory systems. Chapter 5
Class 3- Foundations for Mealtimes: Definitions, purposes, perspectives, and considerations. Chapter 1
Class 4- Mealtime Influences and Roles: Multi-cultural considerations,socio-economic factors, family dynamics, psycho-social, and environmental factors. Chapters 2-3
Class 5- Factors that Limit Oral Motor and Feeding Skill Development: Structural, physiological, tonal, and qualitative factors. Chapters 6-7
Class 6- Mealtime Assessment: Process and approaches, data collection, supportive diagnostic tests, and clinical report writing. Chapters 8-9
Class 7- Continuation of Mealtime assessments as needed: Questionnaire and assessment guide reviews. Hands on group activity.
Class 8- Intervention Principles and Perspectives: Treatment Principles, approaches, strategies and techniques. Mealtime programs. Chapter 12
Class 9- Continuation of Intervention Principles and Perspectives: focus on Nature of senses and sensory variables. Chapter 14
Class 10- Pediatric Feeding Materials review: Food and utensil selections, positioning, resources and equipment. Chapter 18

Class 11- Feeding Issues Related to: Prematurity, tube-feeding, cerebral palsy, gastrointestinal involvement.
Class 12- Feeding Issues Related to: Sensory Integration Disorders, Autism Spectrum Disorders, "picky eaters".
Class 13-Feeding and Speech-Language Development: Parallel vs. Causal Relationships.
Class 14- Final Exam

Method of evaluation
1. Mealtime plan and materials presentation (MMP) 25%
2. Case studies analyses 50%
3. Final exam 25%

Method of assessment

Objective	Outcome	Method
1	1, 2, 3,4,5	Case Studies, final exam
2	1, 2, 3,4,5	Case studies, final exam
3,4	1, 2, 3,4,5	Case studies, final exam
5	1, 2,4,5	MMP,Case studies, final exam
6,7	1, 2,4,5	MMP,Case studies, final exam

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Date of Department Approval: 13 March 2018

Effective Date: Fall 2019

SECTION A-V: CHANGES IN EXISTING COURSES
Department of Kinesiology
Change in title, content

FROM:

KINS 7110X Group Dynamics in Sport and Physical Education
45 hours; 3 credits

This course will acquaint students with theory and practice related to group behavior in sport, educational and community settings. Students in this course will be provided with a theoretical understanding of group processes and will understand group development stages, decision-making processes, and leadership, relevant to sport, physical education and community organizations.

TO:

KINS 7110X Group Dynamics and Psychological Constructs in Sport and ~~Physical Education~~ Activity Activity
45 hours; 3 credits

This course will acquaint students with theory and practice related to group behavior in sport, educational and community settings. Students in this course will be provided with a theoretical understanding of group processes ~~and will understand group development stages~~, ~~decision-making processes~~ , motivation for sport and performance, and leadership, relevant to sport, physical ~~education~~ activity and community organizations.

Rationale: Content in this course (KINS7110X) has expanded better to match competencies across graduate programs within the Department of Kinesiology.

Date of Department Approval: 13 March 2018

Effective Date: Fall 2019

SECTION A-V: CHANGES IN EXISTING COURSES
Department of Kinesiology
Change in prerequisite

FROM:

KINS 7290X Practicum in Exercise Science and Rehabilitation
45 hours seminar; 3 credits

Clinical skills for the Exercise Physiologist. Maximal exercise testing using various modes of exercise. Physical examination. Monitoring of physiologic variables and the electrocardiogram. Clinical decision making. Exercise prescription. Case studies.

Prerequisite: Completion of PEES/KINS 7250X, PEES/KINS 7260X, and PEES/KINS 7262X.

TO:

KINS 7290X Practicum in Exercise Science and Rehabilitation
45 hours seminar; 3 credits

Clinical skills for the Exercise Physiologist. Maximal exercise testing using various modes of exercise. Physical examination. Monitoring of physiologic variables and the electrocardiogram. Clinical decision making. Exercise prescription. Case studies.

Prerequisite: Completion of ~~PEES/KINS 7250X, PEES/KINS 7260X, and PEES/~~KINS 7262X <u>and KINS 7267X.</u>

Rationale: For many years the prerequisites for KINS 7290X were KINS 7262X and KINS 7267X. Experience over the last few years has shown that these classes better prepare students for the Practicum than the newer prerequisites. Therefore we wish to change back to the original prerequisites. Given the time since the departmental name change, no students currently in the program would have the PEES designation for their courses.

Date of Department Approval: 13 March 2018

Effective Date: Fall 2019

SECTION A-V: CHANGES IN EXISTING COURSES
Department of Kinesiology
Change in title, content, prerequisite

FROM:

KINS 7370X Research Seminar in Sport Science
45 hours; 3 credits

Students will review current research in the sport sciences through on-line and library-based sources. Class discussions and presentations will evolve from these activities.

Prerequisite: completion of all required KINS courses - should be taken in the student's final semester of matriculation.

TO:

KINS 7370X ~~Research~~ Seminar on Ethical Issues in Sport, Exercise, and Physical Activity ~~Science~~
45 hours; 3 credits

Students will ~~review current research in~~ ~~the sport sciences~~ identify and analyze ethical dilemmas. This course will examine ethical decision-making in a variety of environments with an emphasis on sport, exercise, and physical activity. Real and hypothetical situations will be utilized. ~~through on-line and library-based sources. Class discussions and presentations will evolve from these activities.~~

~~Prerequisite: completion of all required KINS courses - should be taken in the student's final semester of matriculation.~~

Rationale: Content in this course (KINS7370X) has expanded to better match competencies across graduate programs within the Department of Kinesiology.

Date of Department Approval: 13 March 2018

Effective Date: Fall 2019

SECTION A-VI: OTHER CHANGES

Conservatory of Music

MUSC 7810X Seminar in Language and Diction for Singers

This “Other Change” reflects the fact that the Office of the Provost has corrected an error in CD244, which listed MUSC 7810X as 30 hours; 3 credits. The correction reads: 45 hours; 3 credits.

APPENDIX: SPECIAL TOPICS

The Faculty Council Graduate Curriculum Committee Approved the Following Special Topics for Fall 2018:

HNSC 7910X:	Integrative and Functional Nutrition
MUSC 7635X:	Advanced Audio Mixing Techniques
MUSC 7635X:	Live Audio Engineering
SPEC 7400X:	Infant/Toddler/Pediatric Populations
SPEC 7400X:	Medical Speech-Language Pathology

Please note: April 11, 2018, is the last day to submit Special Topics for approval at the May Faculty Council meeting.