

11 December 2013

TO: Members of the Hunter College Senate

FM: Senate Office

RE: Approved Curriculum Changes

Substantive items listed below were previously mailed to Senators and Department Chairs. Thus, an opportunity for challenge and/or correction was provided. In accordance with Senate resolution the proposals for substantive changes are not attached, but are available in the Senate Office for inspection.

SUBSTANTIVE UNDERGRADUATE CHANGES

SPECIAL EDUCATION

- GS-967 -New Course Proposal, EDABA 790 and 791
- GS-972 -Change in Advance Certificate Applied Behavior Analysis
- GS-971 -Change in Master’s Degree Early Childhood SPED - Birth to Grade 2

CURRICULUM & TEACHING

- GS-968 -Change in Admission Requirement for Masters in Adolescent Latin
- GS-969 -Change in TESOL - MA Program
- GS-970 -Establish a second track in Pre-K - 12 Music Ed Program

(Approved by Graduate Course of Study Committee on 12/3/13)

ROUTINE UNDERGRADUATE CHANGES

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SPECIAL EDUCATION	
GR-966 -Change in various courses: SPED 775, 785.51, and 785.52 SPEDE 777 and 778	2
PHYSICAL THERAPY	
GR-973 -Change in various courses: PT 555, 565, 705, 710, 725, 889.50, 505, 515, 625, 610, 570, 806, 655, 670, 675, 715, 720, 735	4

**Hunter College
School of Education
Department of Special Education
Proposal for Routine Changes in Existing Courses**

**Change in Student Teaching Hours for: Special Education Generalist, Grades 7-12 and the Early Childhood
Special Education programs**

Overview of Proposal

This proposal increases the number of student teaching days from 40 to 60 in the Adolescent Special Education Program (Learning Disabilities & Behavior Disorders) and the Early Childhood Special Education programs. The seminar component of each course is unchanged.

FROM:

SPED 775 Student Teaching: Learning Disabilities/Behavior Disorders, Grades 7-12, 4 credits
Student-teaching placement of 40 days that supplements pre-student teaching field experience.

Prereqs: SPED 700; SPED 771; SPED 772

30 hrs of seminar plus 40 days of student teaching

TO:

SPED 775 Student Teaching: Learning Disabilities/Behavior Disorders, Grades 7-12, 4 credits
Student-teaching placement of 60 days that supplements pre-student teaching field experience.

Prereqs: SPED 700; SPED 771; SPED 772

30 hrs of seminar plus 60 days of student teaching.

FROM:

SPED 785.51 Student Teaching: Learning Disabilities/Behavior Disorders, Grades 7-12, 2 credits
Student-teaching placements of 20 days that supplements pre-student teaching field experience. Students who take SPED 775.51 must also take SPED 775.52.

Prereqs: SPED 700; SPED 771; SPED 772

30 hrs of seminar plus 20 days of student teaching.

TO:

SPED 785.51 Student Teaching: Learning Disabilities/Behavior Disorders, Grades 7-12, 2 credits
Student-teaching placements of 30 days that supplements pre-student teaching field experience. Students who take SPED 775.51 must also take SPED 775.52.

Prereqs: SPED 700; SPED 771; SPED 772

30 hrs of seminar plus 30 days of student teaching

FROM:

SPED 785.52 Student Teaching: Learning Disabilities/Behavior Disorders, Grades 7-12, 2 credits
Student-teaching placements of 20 days that supplements pre-student teaching field experience. Students who take SPED 785.52 must also take SPED 785.51.

Prereqs: SPED 700; SPED 771; SPED 772; SPED 785.51

30 hrs of seminar plus 20 days of student teaching.

TO:

SPED 785.51 Student Teaching: Learning Disabilities/Behavior Disorders, Grades 7-12, 2 credits
Student-teaching placements of 30 days that supplements pre-student teaching field experience. Students who take SPED 785.51 must also take SPED 785.52.

Prereqs: SPED 700; SPED 771; SPED 772; SPED 785.51

30 hrs of seminar plus 30 days of student teaching.

FROM:

SPEDE 77700 - Student Teaching: Early Childhood Special Education

Supervised student teaching in two settings with 20 days in each placement; placements must be at different age/grade levels: Pre-K (Birth–five); Kindergarten; grades 1–2; practice in the implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100, SPEDE 77200, SPEDE 77300

Hours 30 hrs seminar plus 40 days,

Credits 4

TO:

SPEDE 77700 - Student Teaching: Early Childhood Special Education

Supervised student teaching in two settings with 30 days in each placement; placements must be at different age/grade levels: Pre-K (Birth–five); Kindergarten; grades 1–2; practice in the implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100, SPEDE 77200, SPEDE 77300

Hours 30 hrs seminar plus 60 days,

Credits 4

FROM:

SPEDE 77800 - Student Teaching in Early Childhood Special Education

Supervised student teaching for 20 days at one of the following age/grade levels: Pre-K (Birth–5), Kindergarten, grades 1–2; practice in implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100

Hours 30 hrs seminar plus 20 days,

Credits 2 (Note that students who take SPEDE 77800 must also take SPEDE 77900 and the placements must be at different age/grade levels.)

TO:

SPEDE 77800 - Student Teaching in Early Childhood Special Education

Supervised student teaching for 30 days at one of the following age/grade levels: Pre-K (Birth–5), Kindergarten, grades 1–2; practice in implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100

Hours 30 hrs seminar plus 30 days,

Credits 2 (Note that students who take SPEDE 77800 must also take SPEDE 77900 and the placements must be at different age/grade levels.)

Rationale/Justification

This change will allow the School of Education to standardize the student teaching schedule for student teachers. Students in the adolescent and early childhood education programs are already required to do a minimum of 60 days of student teaching or 30 days at each level. This will ensure students have optimal experience in schools to support their future performance.

Consultation Statement

Is this proposed change likely to affect another Department or Program?

NO Yes – If yes, list department/program:

Has the Department/Program been consulted? NO Yes

**Hunter College
Department of Physical Therapy
Routine Change in Course**

FROM: PT 555 PT Prevention & Intervention, 6 hour/week, 4 cr

TO: PT 740 PT Prevention & Intervention, 4 credit, 6 hours

Rationale/Justification: The Physical Therapy curriculum has evolved from a degree leading to a Master in Physical Therapy to a Doctorate in Physical Therapy. Courses were renumbered and/or course names revised to best reflect the content and focus of the course. There were no changes to the course content or the learning objectives.

2. Consultation Statement:

Is the proposed change likely to affect another Department or Program?

NO YES – I yes, list the department/program:

Has the Department/Program been consulted? NO Yes

FROM: PT 565 Structure & Function of the Nervous System, 3 hour/week, 3 cr

TO: PT 730 Structure & Function of the Nervous System, 3 credit, 3 hours

Rationale/Justification: The Physical Therapy curriculum has evolved from a degree leading to a Master in Physical Therapy to a Doctorate in Physical Therapy. Courses were renumbered and/or course names revised to best reflect the content and focus of the course. There were no changes to the course content or the learning objectives.

2. Consultation Statement:

Is the proposed change likely to affect another Department or Program?

NO YES – I yes, list the department/program:

Has the Department/Program been consulted? NO Yes

FROM: PT 705 Orthotics and Prosthetics, 2 hour/week, 2 cr

TO: PT 830 Orthotics and Prosthetics, 2 credit, 2 hours

Rationale/Justification: The Physical Therapy curriculum has evolved from a degree leading to a Master in Physical Therapy to a Doctorate in Physical Therapy. Courses were renumbered and/or course names revised to best reflect the content and focus of the course. There were no changes to the course content or the learning objectives.

2. Consultation Statement:

Is the proposed change likely to affect another Department or Program?

NO YES – I yes, list the department/program:

Has the Department/Program been consulted? NO Yes

FROM: PT 710 Seminar in Organization & Management, 3 hour/week, 3 cr

TO: PT 881 Seminar in Organization & Management, 3 credit, 3 hours

Rationale/Justification: The Physical Therapy curriculum has evolved from a degree leading to a Master in Physical Therapy to a Doctorate in Physical Therapy. Courses were renumbered and/or course names revised to best reflect the content and focus of the course. There were no changes to the course content or the learning objectives.

2. Consultation Statement:

Is the proposed change likely to affect another Department or Program?

NO YES – I yes, list the department/program:

Has the Department/Program been consulted? NO Yes

FROM: PT 725 Electrodiagnosis & Motion Analysis, 2 hour/week, 2 cr

TO: PT 885 Electrodiagnosis & Motion Analysis, 2 credit, 2 hours

Rationale/Justification: The Physical Therapy curriculum has evolved from a degree leading to a Master in Physical Therapy to a Doctorate in Physical Therapy. Courses were renumbered and/or course names revised to best reflect the content and focus of the course. There were no changes to the course content or the learning objectives.

2. Consultation Statement:

Is the proposed change likely to affect another Department or Program?

NO YES – I yes, list the department/program:

Has the Department/Program been consulted? NO Yes

FROM: PT ~~889-50~~ Clinical Affiliation III 9 weeks , 4.5 cr

TO: PT 889 Clinical Affiliation III 9 weeks , 4.5 cr

Rationale/Justification: The Physical Therapy curriculum has evolved from a degree leading to a Master in Physical Therapy to a Doctorate in Physical Therapy. Course renumbering is to be consistent with the use of whole numbers only. There were no changes to the course content or the learning objectives.

2. Consultation Statement:

Is the proposed change likely to affect another Department or Program?

NO YES – I yes, list the department/program:

Has the Department/Program been consulted? NO Yes

FROM: PT 505 Human Anatomy, 6 hour/week, 4 cr

TO: PT 701 Clinical Anatomy, 4 credit, 6 hours

Rationale/Justification: The Physical Therapy curriculum has evolved from a degree leading to a Master in Physical Therapy to a Doctorate in Physical Therapy. Courses were renumbered and course names revised to best reflect the content and focus of the course. There were no changes to the course content or the learning objectives.

2. Consultation Statement:

Is the proposed change likely to affect another Department or Program?

NO YES – I yes, list the department/program:

Has the Department/Program been consulted? NO Yes

FROM: PT 515 Kinesiology I, 3 hour/week, 2 cr

TO: PT 705 Upper Extremity Kinesiology & Assessment, 3 hours/week, 2 cr

Rationale/Justification: The Physical Therapy curriculum has evolved from a degree leading to a Master in Physical Therapy to a Doctorate in Physical Therapy. Courses were renumbered and course names revised to best reflect the content and focus of the course. There were no changes to the course content or the learning objectives.

2. Consultation Statement:

Is the proposed change likely to affect another Department or Program?

NO YES – I yes, list the department/program:

Has the Department/Program been consulted? NO Yes

FROM: PT 625 Neurological Evaluation, 2 hour/week, 1 cr

TO: PT 625 Differential Diagnosis in Neurological Evaluation, 1 credit, 2 hours

Rationale/Justification: The Physical Therapy curriculum has evolved from a degree leading to a Master in Physical Therapy to a Doctorate in Physical Therapy. Courses were renumbered and course names revised to best reflect the content and focus of the course. There were no changes to the course content or the learning objectives.

2. Consultation Statement:

Is the proposed change likely to affect another Department or Program?

NO YES – I yes, list the department/program:

Has the Department/Program been consulted? NO Yes

FROM: PT 610 Clinical Orthopedics I, 3 hour/week, 2 cr

TO: PT 803 Differential Diagnosis & Intervention in Clinical Orthopedics I, 2 credit, 2 hours

Rationale/Justification: The Physical Therapy curriculum has evolved from a degree leading to a Master in Physical Therapy to a Doctorate in Physical Therapy. Courses were renumbered and course names revised to best reflect the content and focus of the course. There were no changes to the course content or the learning objectives.

2. Consultation Statement:

Is the proposed change likely to affect another Department or Program?

NO YES – I yes, list the department/program:

Has the Department/Program been consulted? NO Yes

FROM: PT 570 Clinical Medicine, 3 hour/week, 3 cr

TO: PT 780 Clinical Medicine for Physical Therapy, 3 credit, 3 hours

Rationale/Justification: The Physical Therapy curriculum has evolved from a degree leading to a Master in Physical Therapy to a Doctorate in Physical Therapy. Courses were renumbered and course names revised to best reflect the content and focus of the course. There were no changes to the course content or the learning objectives.

2. Consultation Statement:

Is the proposed change likely to affect another Department or Program?

NO YES – I yes, list the department/program:

Has the Department/Program been consulted? NO Yes

FROM: PT 806 Clinical Affiliation I, 6 weeks, 3 cr

TO: PT 806 Clinical Experience I, 6 weeks, 3 cr

Rationale/Justification: The Physical Therapy curriculum has evolved from a degree leading to a Master in Physical Therapy to a Doctorate in Physical Therapy. Courses were renumbered and course names revised to best reflect the content and focus of the course. There were no changes to the course content or the learning objectives.

2. Consultation Statement:

Is the proposed change likely to affect another Department or Program?

NO YES – I yes, list the department/program:

Has the Department/Program been consulted? NO Yes

FROM: PT 655 Adult Rehabilitation, 5 hour/week, 3 cr

TO: PT 810 Neurological Interventions I, 3 credit, 5 hours

Rationale/Justification: The Physical Therapy curriculum has evolved from a degree leading to a Master in Physical Therapy to a Doctorate in Physical Therapy. Courses were renumbered and course names revised to best reflect the content and focus of the course. There were no changes to the course content or the learning objectives.

2. Consultation Statement:

Is the proposed change likely to affect another Department or Program?

NO YES – I yes, list the department/program:

Has the Department/Program been consulted? NO Yes

FROM: PT 670 Clinical Neurology, 3 hour/week, 3 cr

TO: PT 840 Differential Diagnosis & Intervention in Clinical Neurology, 3 credit, 3 hours

Rationale/Justification: The Physical Therapy curriculum has evolved from a degree leading to a Master in Physical Therapy to a Doctorate in Physical Therapy. Courses were renumbered and course names revised to best reflect the content and focus of the course. There were no changes to the course content or the learning objectives.

2. Consultation Statement:

Is the proposed change likely to affect another Department or Program?

NO YES – I yes, list the department/program:

Has the Department/Program been consulted? NO Yes

FROM: PT 675 Joint Examination II, 5 hour/week, 3 cr

TO: PT 850 Musculoskeletal Examination & Interventions II, 3 credit, 5 hours

Rationale/Justification: The Physical Therapy curriculum has evolved from a degree leading to a Master in Physical Therapy to a Doctorate in Physical Therapy. Courses were renumbered and course names revised to best reflect the content and focus of the course. There were no changes to the course content or the learning objectives.

2. Consultation Statement:

Is the proposed change likely to affect another Department or Program?

NO YES – I yes, list the department/program:

Has the Department/Program been consulted? NO Yes

FROM: PT 715 Pharmacology, 3 hour/week, 3 cr

TO: PT 883 Pharmacology for PT & Systems Review, 3 credit, 5 hours

Rationale/Justification: The Physical Therapy curriculum has evolved from a degree leading to a Master in Physical Therapy to a Doctorate in Physical Therapy. Courses were renumbered and course names revised to best reflect the content and focus of the course. There were no changes to the course content or the learning objectives.

2. Consultation Statement:

Is the proposed change likely to affect another Department or Program?

NO YES – I yes, list the department/program:

Has the Department/Program been consulted? NO Yes

FROM: PT 720 Joint Examination III, 5 hour/week, 3 cr

TO: PT 884 Musculoskeletal Examination & Interventions III, 3 credit, 5 hours

Rationale/Justification: The Physical Therapy curriculum has evolved from a degree leading to a Master in Physical Therapy to a Doctorate in Physical Therapy. Courses were renumbered and course names revised to best reflect the content and focus of the course. There were no changes to the course content or the learning objectives.

2. Consultation Statement:

Is the proposed change likely to affect another Department or Program?

NO YES – If yes, list the department/program:

Has the Department/Program been consulted? NO Yes

FROM: PT 735 Physical Therapy in Health Promotion, 2 hour/week, 2 cr

TO: PT 870 Health Promotion Through the Lifespan, 2 credit, 2 hours

Rationale/Justification: The Physical Therapy curriculum has evolved from a degree leading to a Master in Physical Therapy to a Doctorate in Physical Therapy. Courses were renumbered and course names revised to best reflect the content and focus of the course. There were no changes to the course content or the learning objectives.

2. Consultation Statement:

Is the proposed change likely to affect another Department or Program?

NO YES – If yes, list the department/program:

Has the Department/Program been consulted? NO Yes