

**FACULTY SENATE
GRADUATE STUDIES
NOVEMBER 20, 2025**

1. Department of Psychology
 - a. New course: PSY 7XX Trauma-Informed Counseling Across the Lifespan: Theory & Practice
 - b. Change in existing degree: Clinical Mental Health Counseling MA
2. Department of English
 - a. Change in existing course: ENG 690 Methods of Graduate Study
 - b. Change in existing degree: English MA
3. Department of Computer Science
 - a. Change in existing course: CSC 731 Artificial Intelligence and Knowledge Engineering
4. Department of Educational Studies and Department of Curriculum & Instruction
 - a. Change in existing course: EDD 695 Teacher Research Seminar
5. Department of Curriculum & Instruction
 - a. New course: EDE 6XX (662) Material Inquiry in Education
 - b. New course: EDE 6XX (615) Special Topics in Computational Literacy in Education
 - c. New course: EDD 6XX (642) Creative Computing in Education
 - d. New course: EDD 7XX (711) Introduction to Computational Thinking for Teachers

1. DEPARTMENT OF PSYCHOLOGY

A. NEW COURSE: PSY 7XX TRAUMA-INFORMED COUNSELING ACROSS THE LIFESPAN: THEORY AND PRACTICE

DEPARTMENT/PROGRAM: PSYCHOLOGY – Clinical Mental Health Counseling

CAREER LEVEL: Graduate

ACADEMIC LEVEL: Regular

SUBJECT AREA: PSY

PROPOSED COURSE NUMBER: PSY 7XX

COURSE TITLE: Trauma-Informed Counseling Across the Lifespan: Theory and Practice

PREREQUISITES: Acceptance into the Master's Clinical Mental Health Counseling program. Completion of PSY 781 and PSY 782.

CREDITS: 3

HOURS: 3

CATALOG DESCRIPTION: This course aims to provide the theoretical framework and practical applications for counseling using a trauma lens and prepares graduate students to build counseling skills and develop interventions based on trauma-informed care.

EXPERIMENTAL: NO

REPEAT FOR CREDIT: NO

LIBERAL ARTS & SCIENCES: NO

GENERAL EDUCATION ATTRIBUTE: N/A

EFFECTIVE FALL SEMESTER: 2026

ROLE IN CURRICULUM: This course is designed to introduce students and provide practice and reinforcement of trauma-informed care. The course will be offered as an elective during the fifth (fall) semester in the sequence of courses leading to the master's in clinical mental health counseling. The recommended class size is 20.

RATIONALE: The Master's in Clinical Mental Health program at the College of Staten Island is fully accredited by the Master's in Psychology and Counseling Accreditation Council (MPCAC). The graduates of our program are eligible to pursue licensure as mental health counselors in New York State and the program meets the educational requirements for graduates of the program to apply for licensure leading to "Licensed Mental Health Counselor" (LMHC) in New York State.

In order to maintain these accreditations, the program is required to engage in self-study and associated improvements to ensure that the program reflects the national trends in the field. This course is consistent with a self-study for program improvements and the revised 2024 MPCAC standards, particularly the new Standard B.5.b.i.2.: "Demonstrates knowledge of theories regarding the impact of trauma on individuals, groups and communities." The proposed course provides the foundational knowledge in trauma assessment, treatment and intervention across the lifespan using a trauma lens, consistent with the scientist-practitioner model of the program.

APPROVAL: Psychology Department Faculty Meeting Presentation: 10/9/25; GSC 11/10/25

CONSULTATION : Catherine Paradiso (Nursing; Catherine.Paradiso@csi.cuny.edu), Paul Archibald (Social Work; Paul.Archibald@csi.cuny.edu), Greg Phillips (Neuroscience; Greg.Phillips@csi.cuny.edu), Jianying Gu (Bio; Jianying.Gu@csi.cuny.edu)

Program Goals

Upon completion of this course, students will be able to:

1. Identify and differentiate among the different types of trauma e.g., PTSD, C-PTSD, acute, chronic, systemic, etc.
2. Apply trauma-informed principles to clinical assessment and treatment planning.
3. Integrate cultural and intergenerational trauma frameworks into counseling practice.
4. Utilize somatic and narrative techniques in trauma recovery.

**B. CHANGE IN EXISTING DEGREE: CLINICAL MENTAL HEALTH COUNSELING MA
FROM:**

Type: Completion requirement

Fulfill ALL of the following requirements:

Required Courses

Complete ALL of the following Courses:

PSY 701 - Foundations of Mental Health Counseling

PSY 702 - Psychopathology

PSY 703 - Developmental/Lifespan Psychology

PSY 710 - Assessment in Counseling

PSY 721 - Cognitive/Behavioral and Behavioral Approaches to Counseling

PSY 722 - Theories of Psychodynamic, Humanistic/Existential and Experiential Approaches to Counseling

PSY 739 - Clinical Instruction

PSY 740 - Mental Health Counseling Practicum

PSY 711 - Ethics/Child Abuse for Counselors

PSY 712 - Social-Cultural Foundations of Counseling

PSY 725 - Group Theory and Practice

PSY 781 - Mental Health Counseling Internship I

PSY 723 - Advanced Multicultural Counseling

PSY 731 - Research and Program Evaluation Methods in Mental Health Counseling

PSY 732 - Assessment and Counseling Strategies with Couples and Families

PSY 782 - Mental Health Counseling Internship II

PSY 745 - Career Development

PSY 783 - Mental Health Counseling Internship III

AND

Complete at least 2 of the following Courses:

PSY 724 - Immigrant/Family Counseling

PSY 726 - Advanced Cognitive Behavioral Approaches to Counseling

PSY 741 - Alcohol and Substance Abuse Counseling

PSY 744 - Counseling and Grief and Loss

ASD 701 - Autism Spectrum Disorders: Contemporary Issues

OR EDP 701 - Autism Spectrum Disorders: Contemporary Issues

ASD 702 - Treatment approaches, Applications, & Methods for Individuals with Autism (ASD) Part I

OR EDP 702 - Treatment Approaches, Applications, & Methods for Individuals with Autism (ASD) Part II

ASD 703 - Treatmnt Approaches, Apps, & Mthds for Individuals with Autism Spec. Disorders (ASD) Part 2

OR EDP 703 - Treatmnt Approaches, Apps, & Mthds for Individuals with Autism Spec. Disorders (ASD) Part 2

ASD 704 - Contemp. Approaches to Assessment & Intervention of Speech, Lang, & Comm. Devel in Indivs with ASD

OR EDP 704 - Contemp. Approaches to Assessment & Intervention of Speech, Lang. & Comm. Devel. in Indivs with ASD

TOTAL NUMBER OF CREDITS: 60

TO:

Type: Completion requirement

Fulfill ALL of the following requirements:

Required Courses

Complete ALL of the following Courses:

PSY 701 - Foundations of Mental Health Counseling
PSY 702 - Psychopathology
PSY 703 - Developmental/Lifespan Psychology
PSY 710 - Assessment in Counseling
PSY 721 - Cognitive/Behavioral and Behavioral Approaches to Counseling
PSY 722 - Theories of Psychodynamic, Humanistic/Existential and Experiential Approaches to Counseling
PSY 739 - Clinical Instruction
PSY 740 - Mental Health Counseling Practicum
PSY 711 - Ethics/Child Abuse for Counselors
PSY 712 - Social-Cultural Foundations of Counseling
PSY 725 - Group Theory and Practice
PSY 781 - Mental Health Counseling Internship I
PSY 723 - Advanced Multicultural Counseling
PSY 731 - Research and Program Evaluation Methods in Mental Health Counseling
PSY 732 - Assessment and Counseling Strategies with Couples and Families
PSY 782 - Mental Health Counseling Internship II
PSY 745 - Career Development
PSY 783 - Mental Health Counseling Internship III
AND

Complete at least 2 of the following Courses:

PSY 7XX Trauma-Informed Counseling Across the Lifespan: Theory and Practice

PSY 724 - Immigrant/Family Counseling

PSY 726 - Advanced Cognitive Behavioral Approaches to Counseling

PSY 741 - Alcohol and Substance Abuse Counseling

PSY 744 - Counseling and Grief and Loss

ASD 701 - Autism Spectrum Disorders: Contemporary Issues

OR EDP 701 - Autism Spectrum Disorders: Contemporary Issues

ASD 702 - Treatment approaches, Applications, & Methods for Individuals with Autism (ASD) Part I

OR EDP 702 - Treatment Approaches, Applications, & Methods for Individuals with Autism (ASD) Part II

ASD 703 - Treatment Approaches, Apps, & Methods for Individuals with Autism Spec. Disorders (ASD) Part 2

OR EDP 703 - Treatment Approaches, Apps, & Methods for Individuals with Autism Spec. Disorders (ASD) Part 2

ASD 704 - Contemp. Approaches to Assessment & Intervention of Speech, Lang, & Comm. Devel. in Indivs with ASD

OR EDP 704 - Contemp. Approaches to Assessment & Intervention of Speech, Lang. & Comm. Devel. in Indivs with ASD

TOTAL NUMBER OF CREDITS: NO CHANGE

EFFECTIVE FALL SEMESTER: 2026

RATIONALE: The degree change adds the new course to the election options.

SUBMISSION TO CURRICULUM OFFICE: 10/14/25

APPROVAL DATES: PSYCHOLOGY DEPARTMENT 10/9/25, GSC 11/10/25

CONSULTATION: N/A

2. DEPARTMENT OF ENGLISH

A. CHANGE IN CHANGE IN EXISTING COURSE: ENG 690 METHODS OF GRADUATE STUDY

FROM: (USE STRIKETHROUGH FOR CHANGES)

DEPARTMENT/PROGRAM: ENGLISH
COURSE NO. AND TITLE: ENG 690 METHODS OF GRADUATE STUDY
PREREQUISITE: GRADUATE STUDENTS ONLY
COREQUISITE: N/A
PRE OR COREQUISITE: N/A
CREDITS: 3
HOURS: 3

CATALOG DESCRIPTION: This course gives students the foundation they need to succeed in the MA in English. Students will pursue a semester-long research project that will give them practical experience in developing a thesis-based, research-driven essay that engages with theory and criticism in the field. Students will learn how to analyze and understand scholarly arguments, evaluate scholarly sources, recognize different types of sources (i.e., primary, secondary, tertiary, contextual), and conduct archival research. Students will complement their research projects with an in-depth exploration of the history of English studies, to include the development of the literary canon and the field of Rhetoric and Composition. This work will dovetail with an ongoing conversation throughout the semester about the increasing importance of the Humanities in our technologically-based world during what is now being called the Anthropocene. This course must be taken in the first two semesters of graduate study. It will be scheduled every fall semester.

LIBERAL ARTS AND SCIENCES: YES
GENERAL EDUCATION/COURSE ATTRIBUTE: N/A

TO: (USE UNDERLINE TO TRACK CHANGES)

DEPARTMENT/PROGRAM: NO CHANGE
COURSE NO. AND TITLE: NO CHANGE
PREREQUISITE: NO CHANGE
COREQUISITE: NO CHANGE
PRE OR COREQUISITE: NO CHANGE

CREDITS: 4

HOURS: 4

CATALOG DESCRIPTION: NO CHANGE
LIBERAL ARTS AND SCIENCES: NO CHANGE
GENERAL EDUCATION/COURSE ATTRIBUTE: NO CHANGE
EFFECTIVE SEMESTER: FALL 2026

ROLE IN CURRICULUM: Introduces students to the key concepts, ideas, and methods used in the field at the graduate level. All English MA students are required to take ENG 690 within their first two semesters.

RATIONALE: The extra contact hour will support the instructor in fulfilling extensive course objectives described in the catalog with greater efficacy, and bring the course on par with other comparable English graduate courses offered at CSI.

SUBMISSION TO CURRICULUM OFFICE: 10/17/25

APPROVAL: ENGLISH DEPARTMENT 10/7/25, GSC 11/10/25

CONSULTATION: SCHOOL OF EDUCATION 9/12/25

B. CHANGE IN EXISTING: ENGLISH MA

FROM:

DEPARTMENT/PROGRAM: ENGLISH
TITLE OF DEGREE/MAJOR/MINOR/CERTIFICATE: ENGLISH MA
REQUIREMENTS:

Literature Option

Type: Completion requirement

Seven courses (28 credits), including at least five courses in literature (700-level courses) that must include at least one course in English literature before 1800.

- Note: Students who have received New York State Initial Teacher Certification and who desire the Professional Teacher Certification as teachers of Adolescent English are encouraged to take ~~EDS 692, Advanced Studies in Teaching Secondary School English~~ (3 Credits) in the School of Education. Please consult with the MA coordinator for help with registering for this course.
- All students are required to take ENG 690, Methods of Graduate Study within their first two semesters. This ~~3-credit~~ course is offered each fall semester.
- MA Thesis of 25-32 pages in conjunction with ENG 780 (3 credits).

Rhetoric Option

Type: Completion requirement

Seven courses (28 credits), including four in linguistics, writing, or the teaching of writing (6XX). Three courses in literature (7XX), at least one course in English literature before 1800.

- Note: Students who have received New York State Initial Teacher Certification and who desire the Professional Teacher Certification as teachers of Adolescent English are encouraged to take ~~EDS 692, Advanced Studies in Teaching Secondary School English~~ (3 Credits) in the School of Education. Please consult with the MA coordinator for help with registering for this course.
- All students are required to take ENG 690, Methods of Graduate Study within their first two semesters. This ~~3-credit~~ course is offered each fall semester.
- MA Thesis of 25-32 pages in conjunction with ENG 780 (3 credits).

TOTAL NUMBER OF CREDITS: ~~34 CREDITS~~

TO (USE UNDERLINE FOR CHANGES):

DEPARTMENT/PROGRAM:

TITLE OF DEGREE/MAJOR/MINOR/CERTIFICATE: NO CHANGE

TOTAL CREDITS: 35

REQUIREMENTS:

Type: Completion requirement

Seven courses (28 credits), including at least five courses in literature (700-level courses) that must include at least one course in English literature before 1800.

- Note: Students who have received New York State Initial Teacher Certification and who desire the Professional Teacher Certification as teachers of Adolescent English are encouraged to take another EDS course, e.g., EDS 654: Reading across the Curriculum (3 Credits) in the School of Education. Please consult with the MA coordinator for help with registering for this course.
- All students are required to take ENG 690, Methods of Graduate Study within their first two semesters. This 4-credit course is offered each fall semester.
- MA Thesis of 25-32 pages in conjunction with ENG 780 (3 credits).

Rhetoric Option

Type: Completion requirement

Seven courses (28 credits), including four in linguistics, writing, or the teaching of writing (6XX). Three courses in literature (7XX), at least one course in English literature before 1800.

- Note: Students who have received New York State Initial Teacher Certification and who desire the Professional Teacher Certification as teachers of Adolescent English are encouraged to take another EDS course, e.g., EDS 654: Reading across the Curriculum (3 Credits) in the School of Education. Please consult with the MA coordinator for help with registering for this course.
- All students are required to take ENG 690, Methods of Graduate Study within their first two semesters. This 4-credit course is offered each fall semester.
- MA Thesis of 25-32 pages in conjunction with ENG 780 (3 credits).

TOTAL NUMBER OF CREDITS: 35 CREDITS

EFFECTIVE FALL SEMESTER: 2026

RATIONALE: The addition of extra contact hour (from 3 to 4 credits/hours) to ENG 690 will support the instructor in fulfilling extensive course objectives described in the catalog with greater efficacy, and bring the course on par with other comparable English graduate courses offered at CSI. Since ENG 690 is mandatory for all English MA students, this change means there will be a corresponding increase of 1 credit to the total number of credits required to complete the program (from 34 to 35 credits). Additionally, details regarding EDS 692 have been removed since this course is no longer offered.

SUBMISSION TO CURRICULUM OFFICE: 10/17/25

APPROVAL: ENGLISH DEPARTMENT 10/7/25, 11/10/25

CONSULTATION: SCHOOL OF EDUCATION 9/12/25

PROGRAM GOALS

UPON COMPLETION OF THIS PROGRAM, STUDENTS WILL BE ABLE TO:

Goal One: Students will demonstrate an advanced ability to write critically about literary works

Goal Two: Students will demonstrate the ability to incorporate scholarly research into essays in Lit / Rhet Comp

Goal Three: Students will demonstrate the ability to conduct focused, comprehensive research on their chosen topic

3. DEPARTMENT OF COMPUTER SCIENCE

A. CHANGE IN EXISTING COURSE: CSC 731 ARTIFICIAL INTELLIGENCE AND KNOWLEDGE ENGINEERING

~~FROM: (USE STRIKETHROUGH FOR CHANGES) DEPARTMENT/PROGRAM:~~

~~COURSE NO. AND TITLE: CSC 731 ARTIFICIAL INTELLIGENCE AND KNOWLEDGE ENGINEERING~~

~~PREREQUISITE: Graduation Students Only~~

~~CREDITS: 3~~

~~HOURS: 3~~

~~CATALOG DESCRIPTION: Formal reasoning, heuristics, and game playing. Planning, temporal, and spatial reasoning. Knowledge representation and knowledge-based systems. Intelligent agents. Other topics may include robotics, comparative study of languages for artificial intelligence.~~

~~LIBERAL ARTS AND SCIENCES: NO~~

~~GENERAL EDUCATION/COURSE ATTRIBUTE: N/A~~

~~TO: (USE UNDERLINE TO TRACK CHANGES)~~

~~DEPARTMENT/PROGRAM: NO CHANGE~~

~~COURSE NO. AND TITLE: CSC 731 ARTIFICIAL INTELLIGENCE~~

~~PREREQUISITE: NO CHANGE~~

~~CREDITS: NO CHANGE~~

~~HOURS: NO CHANGE~~

~~CATALOG DESCRIPTION: Cutting-edge AI models and technologies. Topics may include traditional machine learning, deep learning, natural language processing, computer vision, generative AI, Robotics, Multimodal AI, and other related topics and applications.~~

~~LIBERAL ARTS AND SCIENCES: NO CHANGE~~

~~GENERAL EDUCATION/COURSE ATTRIBUTE: N/A~~

EFFECTIVE FALL SEMESTER: 2026

ROLE IN CURRICULUM: This course is an option in the Artificial Intelligence and Data Analytics Specialization.

RATIONALE: The revised title and description reflect new developments, research trends, and technologies in the field, ensuring the course remains academically current and relevant to student and industry needs.

SUBMISSION TO CURRICULUM OFFICE: 10/9/25
APPROVAL: COMPUTER SCIENCE 10/9/24, GSC 11/10/25
CONSULTATION: N/A

4. DEPARTMENT OF CURRICULUM AND INSTRUCTION & DEPARTMENT OF EDUCATIONAL STUDIES

A. CHANGE IN EXISTING COURSE: EDD 695 TEACHER RESEARCH SEMINAR

FROM: (USE STRIKETHROUGH FOR CHANGES) DEPARTMENT/PROGRAM:

COURSE NO. AND TITLE: EDD 695 TEACHER RESEARCH SEMINAR

PREREQUISITE: EDD 602, EDD 610, EDS 616

CREDITS: 3

HOURS: 3

CATALOG DESCRIPTION: This seminar introduces ~~pre-service teachers~~ to the purposes for carrying out teacher research projects in the classroom. Students will read and critique sample teacher research studies, including action research studies. They will develop knowledge and skills to plan and carry out a teacher research ~~project~~, and present findings and recommendations based on the ~~project~~.

LIBERAL ARTS AND SCIENCES: NO

GENERAL EDUCATION/COURSE ATTRIBUTE: N/A

TO: (USE UNDERLINE TO TRACK CHANGES)

DEPARTMENT/PROGRAM: NO CHANGE

COURSE NO. AND TITLE: NO CHANGE

PREREQUISITE: ~~EDD 610, EDD 692, and EDS 616~~

CREDITS: NO CHANGE

HOURS: NO CHANGE

CATALOG DESCRIPTION: This seminar introduces students to the purposes for carrying out teacher research studies in the classroom. Students will read and critique sample teacher research studies, including action research studies. They will develop knowledge and skills to plan and carry out a teacher research study, and present findings and recommendations based on the study. Students must have completed at least 21 credits of their graduate program to obtain instructor consent to register.

GENERAL EDUCATION/COURSE ATTRIBUTE: N/A

PREREQUISITE: Instructor Consent

EFFECTIVE FALL SEMESTER: 2026

ROLE IN CURRICULUM: This is a required course.

RATIONALE: The proposed changes in course description and requisites will allow students in programs that have approved EDD 695 at the capstone research seminar to enroll in the course. SUBMISSION TO CURRICULUM OFFICE: 11/6/25

APPROVAL: SCHOOL OF EDUCATION & SOCIAL WORK: 11/6/25, GSC 11/10/25

CONSULTATION: N/A

5. DEPARTMENT OF CURRICULUM & INSTRUCTION

A. NEW COURSE: EDE 6XX (662) MATERIAL INQUIRY IN EDUCATION

DEPARTMENT/PROGRAM: CURRICULUM & INSTRUCTION

CAREER LEVEL: Graduate

ACADEMIC LEVEL: Regular

SUBJECT AREA: EDE

PROPOSED COURSE NUMBER: EDE 6XX (662)

COURSE TITLE: MATERIAL INQUIRY IN EDUCATION

PREREQUISITES: N/A

COREQUISITES: N/A

PRE OR COREQUISITES: N/A

CREDITS: 3

HOURS: 3

CATALOG DESCRIPTION: This course demonstrates an examination of applying artistic processes and computational thinking approaches to various types of hands-on materials from prekindergarten to secondary classrooms. It further provides computational and digital literacies integrated studio experiences for students who want to advance their understanding and skills in teaching art to children inclusively.

EXPERIMENTAL: NO

REPEAT FOR CREDIT: NO

LIBERAL ARTS & SCIENCES: NO

GENERAL EDUCATION ATTRIBUTE: N/A

EFFECTIVE FALL SEMESTER: 2026

ROLE IN CURRICULUM: Elective in the Early Childhood Graduate Programs.

RATIONALE: This course was originally designed as a 4-credit course within the Computing Integrated Teacher Education Teachers on Sabbatical Program (a 16-credit program for NYC public school teachers who take a one-year sabbatical). Currently, enrollment is limited to NYC public school teachers who are approved by the United Federation of Teachers.

The course topic has generated strong interest among graduate students in the Early Childhood Education Program, who have expressed the need to consider EDE 6XX as a potential elective. Accordingly, the program faculty hope to offer this course as an elective option for graduate students. Interested graduate students will be able to enroll in this course through a separate section beginning in fall 2026. Registrar advised to submit a new course proposal for the 3-credit version.

APPROVAL: Curriculum & Instruction 11/25, GSC 11/10/25

CONSULTATION: Gene Fellner, Chair of the Department of Educational Studies 11/25; Shuqun Zhang, Chair of the Department of Computer Science 11/25

B. NEW COURSE: EDE 6XX (615) SPECIAL TOPICS IN COMPUTATIONAL LITERACY IN EDUCATION

DEPARTMENT/PROGRAM: CURRICULUM & INSTRUCTION

CAREER LEVEL: Graduate

ACADEMIC LEVEL: Regular

SUBJECT AREA: EDE

PROPOSED COURSE NUMBER: EDE 6XX (615)

COURSE TITLE: SPECIAL TOPICS IN COMPUTATIONAL LITERACY IN EDUCATION

PREREQUISITES: N/A

COREQUISITES: N/A

PRE OR COREQUISITES: N/A

CREDITS: 3

HOURS: 3

CATALOG DESCRIPTION: This course demonstrates the new literacies brought by computational changes in the field of education amid the changing contexts of digital humanities. Students gain an in-depth exploration of data literacy, literacy in machine learning, and/or literacy in generative artificial intelligence for classroom applications. Students are guided to critically apply computational literacy to teaching and learning via written, visual, and multimedia texts, as well as computing-assisted physical modalities. Students of the course further examine and reflect on the ethical and responsible aspects of using computational literacy across disciplines.

EXPERIMENTAL: NO

REPEAT FOR CREDIT: NO

LIBERAL ARTS & SCIENCES: NO
GENERAL EDUCATION ATTRIBUTE: N/A
EFFECTIVE FALL SEMESTER: 2026
ROLE IN CURRICULUM: Elective in the Early Childhood Graduate Programs.
RATIONALE: Like EDE 662, this course was originally designed as a 4-credit course within the Computing Integrated Teacher Education Teachers on Sabbatical Program (a 16-credit program for NYC public school teachers who take a one-year sabbatical). Currently, enrollment is limited to NYC public school teachers who are approved by the United Federation of Teachers. The course topic has generated strong interest among graduate students in the Early Childhood Education Program, who have expressed the need to consider EDE 6XX as a potential elective. Accordingly, the program faculty hope to offer this course as an elective option for graduate students. Interested graduate students will be able to enroll in this course through a separate section beginning in fall 2026. Registrar advised to submit a new course proposal for the 3-credit version. Registrar advised to submit a new course proposal for the 3-credit version.
APPROVAL: Curriculum & Instruction 11/25, GSC 11/10/25
CONSULTATION: Gene Fellner, Chair of the Department of Educational Studies 11/25; Shuqun Zhang, Chair of the Department of Computer Science 11/25

C. NEW COURSE: EDD 6XX (642) CREATIVE COMPUTING IN EDUCATION

DEPARTMENT/PROGRAM: CURRICULUM & INSTRUCTION
CAREER LEVEL: Graduate
ACADEMIC LEVEL: Regular
SUBJECT AREA: EDD
PROPOSED COURSE NUMBER: EDD 6XX (642)
COURSE TITLE: CREATIVE COMPUTING IN EDUCATION
PREREQUISITES: N/A
COREQUISITES: N/A
PRE OR COREQUISITES: N/A
CREDITS: 3
HOURS: 3
CATALOG DESCRIPTION: This course combines two areas of creative computing for P-12 classrooms: physical computing and visual programming across disciplines. It guides the process of developing project-based learning, from unplugged programming to on-screen computing and modeling in the classroom. Students further explore and examine the intersection of creative computing and Generative AI, learning to develop creative computing projects across disciplines.
EXPERIMENTAL: NO
REPEAT FOR CREDIT: NO
LIBERAL ARTS & SCIENCES: NO
GENERAL EDUCATION ATTRIBUTE: N/A
EFFECTIVE FALL SEMESTER: 2026
ROLE IN CURRICULUM: Elective in the Early Childhood Graduate Programs.
RATIONALE: Alongside EDE 662 and EDE 615, this course was originally designed as part of the Computing Integrated Teacher Education Teachers on Sabbatical Program (a 16-credit program for NYC public school teachers who take a one-year sabbatical). Currently, enrollment is limited to NYC public school teachers who are approved by the United Federation of Teachers. The course topic has generated strong interest among graduate students in the Early Childhood Education Program, who have expressed the need to consider EDE 6XX as a potential elective. Accordingly, the program faculty hope to offer this course as an elective option for graduate students. Interested graduate students will be able to enroll in this course through a separate

section beginning in fall 2026. Registrar advised to submit a new course proposal for the 3-credit version. Registrar advised to submit a new course proposal for the 3-credit version.
APPROVAL: Curriculum & Instruction 11/25, GSC 11/10/25
CONSULTATION: Gene Fellner, Chair of the Department of Educational Studies 11/25; Shuqun Zhang, Chair of the Department of Computer Science 11/25

D. NEW COURSE: EDD 711 (7XX) INTRODUCTION TO COMPUTATIONAL THINKING FOR TEACHERS

DEPARTMENT/PROGRAM: CURRICULUM & INSTRUCTION

CAREER LEVEL: Graduate

ACADEMIC LEVEL: Regular

SUBJECT AREA: EDD

PROPOSED COURSE NUMBER: EDD 7XX (711)

COURSE TITLE: INTRODUCTION TO COMPUTATIONAL THINKING FOR TEACHERS

PREREQUISITES: N/A

COREQUISITES: N/A

PRE OR COREQUISITES: N/A

CREDITS: 3

HOURS: 3

CATALOG DESCRIPTION: This course is an introduction to computer science and computational thinking, and their classroom applications. Students will learn to use application tools in the content areas. The course will look at the definition and differences between the concepts of computational thinking, computer science, and the field of educational technology, along with current trends in computer science education. Students will be required to complete hands-on projects in various computer science education platforms. NOTE: Not open to students who successfully completed CSC 704. Computer Science MS students cannot take this course to fulfill program requirements.

EXPERIMENTAL: NO

REPEAT FOR CREDIT: NO

LIBERAL ARTS & SCIENCES: NO

GENERAL EDUCATION ATTRIBUTE: N/A

EFFECTIVE FALL SEMESTER: 2026

ROLE IN CURRICULUM: Elective in the Early Childhood Graduate Programs.

RATIONALE: Alongside the above three courses: EDE 662, EDE 615, and EDD 642, this course was part of the Computing Integrated Teacher Education Teachers on Sabbatical Program (a 16-credit program for NYC public school teachers who take a one-year sabbatical). Currently, enrollment is limited to NYC public school teachers who are approved by the United Federation of Teachers.

The course topic has generated strong interest among graduate students in the Early Childhood Education Program, who have expressed the need to consider EDE 6XX as a potential elective. Accordingly, the program faculty hope to offer this course as an elective option for graduate students. Interested graduate students will be able to enroll in this course through a separate section beginning in fall 2026. Registrar advised to submit a new course proposal for the 3-credit version. Registrar advised to submit a new course proposal for the 3-credit version.

APPROVAL: Curriculum & Instruction 11/25, GSC 11/10/25

CONSULTATION: Gene Fellner, Chair of the Department of Educational Studies 11/25; Shuqun Zhang, Chair of the Department of Computer Science 11/25