

1. The Holder of the Chair, Elizabeth D. Lowe, called the meeting to order at 4:02 p.m.

2. Approval of Agenda:

- a. MOTION: Duly made (Frisz) and seconded (Moore):

“To approve the agenda.”

- b. MOTION: Duly made (Vickery), seconded, and passed unanimously:

“To amend the agenda, to add the Nominating Committee report as item 5.e. under Committee Reports.”

The agenda was adopted, as amended.

3. Approval of Minutes:

MOTION: Duly made, seconded, and passed:

"To adopt the Academic Senate meeting minutes of April 6, 2006."

4. Announcements, Administrative Reports, and Memorials:

- a. Provost Evangelos Gizis addressed the Senate, updating the body on the Campaign for Success, hiring patterns, salary in relation to non-CUNY colleges, and how the CUNY salary is affecting the hiring and retaining of faculty. Provost Gizis took questions.

5. Committee Reports:

- a. **Campus Affairs Committee** (de Luise):

Amendments: October 9 – College closed – no classes
December 22* – final examinations

- i. MOTION: Duly made:

“To accept the academic calendar for 2006/07 as amended.”

Motion failed (45 yes, 1 abstention)

- ii. MOTION: Duly made (Bernstein), seconded and passed unanimously:

“To reconsider the motion to accept the academic calendar for 2006/07.”

- iii. MOTION: Duly made:

“To accept the academic calendar for 2006/07 as amended.”

Motion failed (45 yes, 1 abstention)

- iv. MOTION: Duly made (Warren), seconded and failed:

“To reconsider the motion to accept the academic calendar for 2006/07.”

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5.a. continued

v. MOTION: Duly made (Frisz), seconded and passed unanimously (46 yes, 0 no):

“To refer the calendar to the Executive Committee.”

b. **Executive Committee** (Bird):

MOTION: Duly made and passed unanimously (46 yes, 0 no):

“To adopt the Meeting Schedule for the Academic Year 2006-2007.”

c. **Undergraduate Curriculum Committee** (Lord):

MOTION: Duly made and passed unanimously (46 yes, 0 no):

"To adopt the Undergraduate Curriculum Committee recommendations of April 6, 2006."

1. **Music** (06-07)

a. New Course.

MUS 365. Seminar in Teaching Music: Elementary.

3 hr.; 3 cr. Prereq.: MUS 267, SEYS 201, SEYS 221; Co-requisite: EECE 310.

In this course students will focus on curriculum, instruction and assessment for teaching elementary classroom music. Students will learn about children's musical thinking from a developmental point of view. Students will learn and practice teaching strategies and technologies for supporting student learning as defined by city, state and national standards for music education. Strategies for adapting instruction to students with specific types of exceptionalities will be explored. There is an intensive field component to this class that allows students the opportunity to teach and then reflect on their experiences with children. Biweekly observations are also required. Students must pass this course with a B or higher to continue on to MUS 366.

b. New Course

MUS 366. Seminar in Teaching Music: Secondary.

3hr.; 3 cr. Prerequisite: MUS 365 with a minimum grade of B. Co-requisite: EECE 340 or SEYS 340.

In this course students will focus on curriculum, instruction and assessment for teaching secondary general music including music in middle schools. Students will learn about children's musical thinking from a developmental point of view. Students will learn and practice teaching strategies for supporting student learning as defined by city, state and national standards for music education. Students will learn and practice strategies for teaching music from a multicultural perspective. There is an intensive field component to this class that allows students the opportunity to teach and then reflect on their experiences with children. Weekly observations are also required. Students must pass this course with a B or higher to be allowed to student teach.

c. Change in prerequisites, to read:

MUS 369. Student Teaching in Music.

16 hr.; 6 cr. Prereq.: (a) a minimum 2.7 GPA in music major courses exclusive of electives and performance ensembles, (b) a minimum grade of B in Music 366, and (c) both junior-level listening and piano exams passed.

Students will be assigned the equivalent of 20 six-hour days (120 hours) at the elementary (PreK-6) level, and 20 six-hour days (120 hours) at the secondary (7-12) level. Students will, to the extent possible, be assigned to both urban and non-urban settings. Students are expected to prepare daily lesson plans, and will develop and maintain student teaching portfolios.

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5.c. continued

2. Psychology (06-09)

- a. Changes in title, prerequisites, description, to read:
PSYCH 316. Advanced Experimental Psychology: Experimental Neurobiology
6 hours, 4 credits. Prereq.: Psychology 101, 107, 213 or 213W, 243 or Biology 373 or permission of the instructor.
The structural and physiological basis of neuronal functioning. Lectures will provide the necessary conceptual background as well as the empirical and practical information necessary for the experimental exercise for the week. The main concepts the course will focus on the relationship between neuronal structure and its role in neuronal functioning. The course will be organized around three lecture/laboratory modules where the students will gain an understanding of neuronal anatomy, physiology and their interrelationships. Students will be expected to write up and submit each laboratory exercise.

3. Hispanic Languages and Literatures (06-10)

- a. Change in number, to read:
SPAN/291. Hispanic Cinema. 4 hr, 3 cr.
Aspects of Spanish and Latin American cinema: historical, cultural, aesthetic, political, technical, etc. From semester to semester the course may deal either with certain tendencies and periods or with individual directors. Lectures will be in English; films will be shown in the original language with subtitles. May be repeated once for credit provided the topic is different. May be applied to the Spanish major once. Spanish majors will submit written work in Spanish.

4. Biology (06-12)

- a. Change in course description, to read:
BIOL 107. General Biology: Life Forms, Evolution, and Ecosystems.
3 lec., 3 lab. hr.; 4 cr. Prereq.: High school biology and/or chemistry assumed.
The first semester of a two-semester sequence for biology and science majors and minors, pre-health professionals, and those majoring in related areas. The topics include a survey of the kingdoms and an introduction to genetics, evolution, and ecology.

d. Graduate Curriculum Committee (Schwarz):

MOTION: Duly made and passed unanimously (46 yes, 0 no):

“To approve the recommendations of the Graduate Curriculum Committee report of April 3, 2006.”

1. Accounting (G06-01)

ACCT 752. Advanced Studies in Business Law. 3 hr., 3 cr.

The course examines the Uniform Commercial Code, with particular emphasis on sales law, commercial paper, and the laws of secured transactions. Laws relating to bankruptcy, suretyship, as well as laws specifically applicable to accountants' professional responsibilities, including securities laws and corporate governance, will also be examined.

Projected Enrollment: 30 students

Projected Frequency: Offered each semester

2. Accounting (G06-02)

Change in requirements for degree/certificate:

HEGIS number: 0502.00

5.d. continued

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To read:

c) One course (3 credits) from the following set of Economics courses (students who have taken Economics 389 or its equivalent are exempt from this requirement):

- Economics 705. Mathematical Economics
- Economics 721. Econometrics
- Economics 726. Introduction to Operations Research

d) Three courses (9 credits) from among the following set, at least two of which must be from Accounting and/or Economics. Students who do not have the equivalent of at least two undergraduate computer science and/or information systems courses will be required to take Accounting 748. Advanced Accounting Information Systems. Students exempted from the part c requirement must choose one additional 3 credit elective course from the list below. Students who have taken Accounting 363 may not take Accounting 752:

- Accounting 707. Contemporary Issues in Management Accounting
- Accounting 747. Communications and Accountants
- Accounting 748. Advanced Accounting Information Systems
- Accounting 751. Public Interest Law

3. Accounting (G06-03)

Change in requirements for degree/certificate: [X]

HEGIS number: 0502.00

To read:

a) The four required courses (12 credits) in Accounting:
752. Advanced Studies in Business Law

4. Hispanic Languages and Literatures (G06-04)

Spanish 700. Stylistics and Composition. 2 hr. plus conf.; 3 cr. **Prereq.:** Admission to the M. A. Program. Stylistic and grammatical analyses of readings of literary and nonliterary texts are combined with in-depth discussions and intensive writing. This course emphasizes the writing process: developing theses, structuring arguments, and generating a clear and cohesive style.

Projected Enrollment: 15

Projected Frequency: Every 2 semesters

5. Hispanic Languages and Literatures (G06-05)

Change in course number, course description, to read:

Spanish 702. History of the Spanish Language. 2 hr. plus conf.; 3 cr. This course traces the development of the Spanish language from Latin to the present, focusing upon the cultural, literary and historical factors that have contributed to its evolution from Latin to early Romance, and then to the modern language. It will cover the internal and external history of the language.

6. Hispanic Languages and Literatures (G06-06)

Spanish 704. Foundations of Hispanic Linguistics. 2 hr. plus conf.; 3 cr. **Prereq.:** Spanish 700 or exemption This course provides an introduction to Spanish Linguistics and establishes the basis for future application of linguistic principles. The course begins with an exploration of the sound system of Spanish and its theoretical representation. Building on this, the discussion continues with topics in Spanish morphology such as word formation and verbal inflection. This is followed by issues in syntax and semantics that are analyzed both in isolation and in terms of their relationship to each other.

Projected Enrollment: 35

Projected Frequency: Every 3 semesters

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7. Hispanic Languages and Literatures (G06-07)

Spanish 706. Hispanic Sociolinguistics and Dialectology. 2 hr. plus conf.; 3 cr. **Prereq.:** Spanish 700 or exemption.

This course is intended to familiarize students with the study of Spanish dialects based on historical and geographic criteria, as well as to introduce sociolinguistic concepts and issues. Sociolinguistic topics may include social and stylistic variation, language variation and change, dialects and the “standard norm,” linguistic attitudes, language and gender, bilingualism, language contact, language attitudes, discourse analysis, etc.

Projected Enrollment: 15

Projected Frequency: Every 3 semesters

8. Hispanic Languages and Literatures (G06-08)

Change in course number, description, to read:

Spanish 720. Medieval Spanish Literature. 2 hr. plus conf.; 3 cr.

The course will focus on the development of Castilian love poetry from its origins to the fifteenth century, including *La Celestina*, the most important expression in prose of this whole tradition. Popular, courtly and clerical forms of love poetry will be considered. Special attention will be given to the evolution of recurrent themes and rhetorical forms within a European context.

9. Hispanic Languages and Literatures (G06-09)

Spanish 722. Golden Age Spanish Literature. 2 hr. plus conf.; 3 cr. **Prereq.:** Spanish 700 or exemption.

The study of key issues of the Renaissance as a cultural phenomenon, such as the question of language, literary ideas and currents, utopian thinking, the nature and education of man, religious and political thought, speculation on love, and the issue of the American Indian. Representative works of different genres will be examined from this perspective.

Projected Enrollment: 15

Projected Frequency: Every 3 semesters

10. Hispanic Languages and Literatures (G06-10)

Spanish 724. Cervantes. 2 hr. plus conf.; 3 cr. **Prereq.:** Spanish 700 or exemption.

Study of the works of Miguel de Cervantes, along with related texts and with different perspectives and contexts. It will alternate different combinations of *Don Quixote* and other works by Cervantes. Special attention will always be given to the issue of literary genres, narrative techniques and the historical-cultural context.

Projected Enrollment: 15

Projected Frequency: Every 3 semesters

11. Hispanic Languages and Literatures (G06-11)

Spanish 726. Spanish Literature of the Eighteenth and Nineteenth Centuries. 2 hr. plus conf.; 3 cr. **Prereq.:** Spanish 700 or exemption.

The course considers the development of liberalism and a new national identity in Spanish literature from the Age of Enlightenment through the post-colonial period. It will cover eighteenth-century essayists, the most important figures of Spanish romanticism (M. J. de Larra, J. Espronceda), and major exponents of realist fiction, in particular Benito Pérez Galdós and Leopoldo Alas, “Clarín.”

Projected Enrollment: 15

Projected Frequency: Every 3 semesters

12. Hispanic Languages and Literatures (G06-12)

Spanish 728. The Generation of 1898 and the Beginning of the Twentieth Century. 2 hr. plus conf.; 3 cr. **Prereq.:** Spanish 700 or exemption.

Study of authors spurred into literary activity by the impact of Spain’s colonial losses in Cuba, Puerto Rico

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and the Philippines. Emphasis on historical contexts, aesthetic movements in Europe, artistic influences from Latin

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America, and the critical ethos expressed by this “generation”: contrast/comparison of *Modernismo y Noventaiochismo*, the introduction of existentialism, the roots of *krausismo*, and the beginning of contemporary theatre.

Projected Enrollment: 20

Projected Frequency: Every 3 semesters

13. Hispanic Languages and Literatures (G06-13)

Spanish 730. Literature of the Franco Era. 2 hr. plus conf.; 3 cr. **Prereq.:** Spanish 700 or exemption.

The difficult years: A study of the Fascist and Anti-Fascist literature of the Franco era with an emphasis on the writers of Inner Exile and the emergence of an extremely important cadre of women writers. An analysis of the development of *compromiso social* in the various genres: *la poesía social, la novela social y el teatro social*. Works studied will include: Dámaso Alonso, José Hierro, Antonio Buero Vallejo, Alfonso Sastre, Juan Goytisolo, Carmen Laforet, Ana María Matute, Miguel Delibes, Carmen Martín Gaité, etc.

Projected Enrollment: 15

Projected Frequency: Every 3 semesters

14. Hispanic Languages and Literatures (G06-14)

Spanish 732. Spanish Literature from the Transition to the Beginning of Democracy. 2 hr. plus conf.; 3 cr. **Prereq.:** Spanish 700 or exemption.

The course examines the cultural change from Dictatorship to Democracy in Spain, and how literary practice can defend an ethical conscience based on a critical individualism against the tendency to homogenize, force consensus and relinquish independence. Works read might include: Luis Goytisolo, Antonio Muñoz Molina, Lourdes Ortiz, Esther Tusquets, Manuel Vázquez Montalbán, Lucía Etxebarria, Fernando Savater, etc.

Projected Enrollment: 20

Projected Frequency: Every 3 semesters

15. Hispanic Languages and Literatures (G06-15)

Change in course number, course title, description, to read:

Spanish 750: Early Colonial Literature in Latin America. 2 hr. plus conf.; 3 cr.

An overview of the Latin American literary production from the Discovery (1492) to the end of the seventeenth century. The course will cover the *Crónicas de Indias*, historical texts written by the Spanish *Conquistadores* (e.g., Hernán Cortés), and the friars (e.g., Fray Bartolomé de las Casas). Then, it will focus on the works of *Criollo* writers (e.g., El Inca Garcilaso de la Vega), with an emphasis on the main exponents of *El Barroco de Indias* (e.g., Sor Juana Inés de la Cruz), which recreated Spanish Baroque styles, while introducing new themes that reflected Latin American reality.

16. Hispanic Languages and Literatures (G06-16)

Spanish 752: Eighteenth and Nineteenth-Century Latin American Literature. 2 hr. plus conf.; 3 cr. **Prereq.:** Spanish 700 or exemption.

A survey of Latin American literature from the eighteenth and nineteenth centuries. Some of the writers to be studied are: Andrés Bello, Domingo Faustino Sarmiento, and Gertrudis Gómez de Avellaneda. The course will cover a variety of topics, including: recreating Neoclassicism, Romanticism and Realism in the New World; emerging voices of the *Criollos*; and colonialism, nationalisms and independence.

Projected Enrollment: 15

Projected Frequency: Every 3 semesters

17. Hispanic Languages and Literatures (G06-17)

Change in course number, course title, description, to read:

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Spanish 754: *Modernismo* in Latin American Literature. 2 hr. plus conf.; 3 cr.

A survey of Latin American *Modernista* literature (from the 1870's to the end of the 1920's), with an emphasis on poetry (e.g., Rubén Darío and Manuel Gutiérrez Nájera) and essays (e.g., José Martí and José Enrique Rodó). As a reaction to Positivism as well as Romanticism, *Modernista* writers initiated a movement of radical artistic and intellectual renovation, and aimed at creating a very refined literary discourse that would better express their redefined ideals of beauty. They covered a variety of themes, such as eroticism, exoticism (e.g., Orientalism), spiritualism, the changing role of the artist in the new industrial society, etc.

18. Hispanic Languages and Literatures (G06-18)

Spanish 756: From The Avant-Garde to the Postmodern. 2 hr. plus conf.; 3 cr. **Prereq.:** Spanish 700 or exemption.

This course spans the first six decades of the twentieth century. It covers the works of major authors in their respective genres: the “isms” (Jorge Luis Borges and Vicente Huidobro), the various phases of Pablo Neruda’s trajectory, the re-emergence of feminist poetry, the decline of gauchoesque drama (Florencio Sánchez, Samuel Eichelbaum) leading to “reflexive” theatre. Other aspects covered are the novelists’ reinterpretation of indigenous Latin American cultures (Alejo Carpentier, Carlos Fuentes), and the surge of the “Boom” (Julio Cortázar, Gabriel García Márquez, etc.).

Projected Enrollment: 15 students

Projected Frequency: Every 3 semesters

19. Hispanic Languages and Literatures (G06-19)

Spanish 758: Latin American Literature into the Twenty-First Century. 2 hr. plus conf.; 3 cr. **Prereq.:** Spanish 700 or exemption.

This course explores the works of the latest writers up to the present. It follows the evolution of the concepts and techniques of the “post-boom”, the “post-modern” and the “novísima literatura.” The course follows the changes in the literary trajectory of long-standing, acclaimed authors, as well as the ruptures that produced new alternatives: the writings of exile, testimonials, ethnic regionalism, journalistic fiction, detectivesque and cinematic narratives.

Projected Enrollment: 15

Projected Frequency: Every 3 semesters

20. Hispanic Languages and Literatures (G06-20)

Spanish 760: Literature of the Hispanic Caribbean. 2 hr. plus conf.; 3 cr.

Prereq.: Spanish 700 or exemption. A survey of the literature of the Hispanic Caribbean from the nineteenth century to the present. The reading list will include texts by renowned writers such as José Martí, Salomé Ureña de Henríquez, Eugenio María de Hostos, Julia de Burgos, Nicolás Guillén and Juan Bosch. Some of the themes to be explored are: colonialism and national identities; racism, poverty, and socio-political repression as causes of exile.

Projected Enrollment: 15

Projected Frequency: Every 3 semesters

21. Hispanic Languages and Literatures (G06-21)

Spanish 770: Introduction to Literary and Cultural Theories, 2 hr. plus conf.; 3 cr.

Prereq.: To be taken in the first year of graduate study. The course will provide a brief overview of traditional approaches to key Hispanic texts, introduce students to the main tenets of contemporary theory (cultural studies, postcolonialism, New Historicism, materialism, gender studies, postmodernism, periodization, narratology, psychological approaches, post-structuralism, etc.), and apply those concepts through analysis of critical articles about Hispanic texts.

Projected Enrollment: 15

Projected Frequency: Every 3 semesters

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22. Hispanic Languages and Literatures (G06-22)

Spanish 772: Peninsular Spanish Culture and Thought. 2 hr. plus conf.; 3 cr.

Prereq.: Spanish 700. This course is designed to analyze the struggle for equality and just representation carried on by Spaniards under despotic rule from 1898 until the end of the Franco era in 1975, and on to the period of Transition to Democracy. Outstanding works of Spanish intellectuals of the various periods will be used to illustrate the struggle of the nation to keep pace with the rest of Europe and the world. Examples from literature, philosophy, education, politics, religion, and journalism may be used.

Projected Enrollment: 20

Projected Frequency: Every 3 semesters

23. Hispanic Languages and Literatures (G06-23)

Spanish 774: Latin American Culture and Thought. 2 hr. plus conf.; 3 cr.

Prereq.: Spanish 700 or exemption. The course will provide an overview of the main topics and trends in the development of Latin American culture, civilization and thought. It will take into account the fundamental structures of pre-conquest society, the establishment of colonial domination and the transition to forms of neocolonialism, the formation of hybrid cultures and ethnicities, and the socio-cultural profile of contemporary urban life.

Projected Enrollment: 25

Projected Frequency: Every 3 semesters

24. Hispanic Languages and Literatures (G06-24)

Spanish 776: Latino/Latina Writers in the United States. 2 hr. plus conf.; 3 cr.

Prereq.: Spanish 700 or exemption

An overview of the culture and literary production of Latinos/-as in New York. The course will focus on works of fiction written by authors from diverse ethnic, racial and socioeconomic backgrounds, and who have roots in several Latin American countries such as Puerto Rico, the Dominican Republic and Colombia. Some of the topics to be explored are: bilingualism and multiculturalism; immigration and the redefinition of national identity; preserving Hispanic culture vs. assimilating to the "American way of life", etc.

Projected Enrollment: 15

Projected Frequency: Every 3 semesters

25. Hispanic Languages and Literatures (G06-25)

Change in course number, course title, description, to read:

Spanish 778. Cinema and Literature in the Hispanic World. 2 hr. plus conf.;

3 cr. The course will examine different aspects of Hispanic cinema and its relationship to literature. The approaches include: 1) Movements (neo-realism, new wave, etc.); 2) Genres; 3) Literature into films; 4) The cinema as a socio-cultural phenomenon; 5) Cinematic stylists. Films will be shown in the original language. Students will be expected to produce substantial works of film analysis.

26. Hispanic Languages and Literatures (G06-26)

Change in course number, description, to read:

Spanish 780. Independent Study. Hr. to be arranged; 3 cr. Prereq.: Second-year standing and permission of the Graduate Advisor and the instructor. Tutorial for work in a special subject not covered by regular course offerings. Open only for candidates for the Master of Arts program in Spanish.

27. Hispanic Languages and Literatures (G06-27)

Spanish 785. Research Seminar: Hispanic Linguistics. 2 hr. plus conf.; 3 cr. **Prereq.:** Spanish 700 or exemption, plus 9 hours of graduate course work, including Spanish 770, and 2 linguistics and/or literature courses. Students can only take this seminar twice, provided that the topics are different.

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This course focuses on the research conducted on regional aspects of Spanish in the United States from a variety of perspectives, and on the outlook for the growing population of Spanish speakers in many areas of the United States, particularly in bilingual education and other public policy questions.

Projected Enrollment: 15

Projected Frequency: Every 2 semesters

28. Hispanic Languages and Literatures (G06-28)

Spanish 786. Research Seminar: Hispanic Literature.

2 hr. plus conf.; 3 cr. **Prereq.:** Spanish 700 or exemption, plus 9 hours of graduate course work, including Spanish 770, and 2 linguistics and/or literature courses. Students can only take this seminar twice, provided that the topics are different.

A series of courses devoted to the study of literature and culture with perspectives that cut across the conventional genre/period/geographic divides. These courses will include, for example, interdisciplinary, comparative, interatlantic approaches to Hispanic literatures, or track a genre across history, or deal with unconventional topics in literature, or be devoted entirely to the study of one author from different perspectives.

Projected Enrollment: 15

Projected Frequency: Every 2 semesters

29. Hispanic Languages and Literatures (G06-29)

COURSES TO BE REMOVED FROM THE GRADUATE BULLETIN:

701. History of the Spanish Language. 2 hr. plus conf.; 3 cr. (It is now 702.)

702. Spanish Literary Theory. 2 hr. plus conf.; 3 cr. (It is now part of 770.)

703. Advanced Phonetics. (It is now part of 704.)

704. Problems in Spanish Language. 2 hr. plus conf.; 3 cr. (It is now part of the new 704, and of 706.)

707. Medieval Spanish Literature. 2 hr. plus conf.; 3 cr. (It is now 720.)

709. Cervantes: *Don Quijote*. 2 hr. plus conf.; 3 cr. (It is now part of 724.)

710. Cervantes: *Novelas Ejemplares* and Other Works. 2 hr. plus conf.; 3 cr. (It is now part of 724.)

711. Spanish Fiction of the Siglo de Oro. 2 hr. plus conf.; 3 cr. (It is now part of 722.)

712. Spanish Poetry of the Siglo de Oro. 2 hr. plus conf.; 3 cr. (It is now part of 722.)

713. The Theatre before Lope de Vega. 2 hr. plus conf.; 3 cr. (It is now part of 722.)

714. Theatre of the Siglo de Oro. 2 hr. plus conf.; 3 cr. (It is now part of 722.)

715. Spanish Baroque Literature. 2 hr. plus conf.; 3 cr. (It is now part of 722.)

716. The Literature of the Spanish Mystics. 2 hr. plus conf.; 3 cr. (It is now part of 722.)

718. Spanish Thought of the Sixteenth and Seventeenth Centuries. 2 hr. plus conf.; 3 cr. (It is now part of 772.)

721. Literature of the Eighteenth Century in Spain. 2 hr. plus conf.; 3 cr. (It is now part of 726.)

725. The Literature of Spanish America: The Colonial Era. 2 hr. plus conf.; 3 cr. (It is now 750.)

726. Spanish-American Romanticism and Realism. 2 hr. plus conf.; 3 cr. (It is now part of 752.)

727. Modernismo. 2 hr. plus conf.; 3 cr. (It is now 754.)

728. Studies in Spanish-American Literature from the End of Modernismo to the 1940s. 2 hr. plus conf.; 3 cr. (It is now part of 756.)

729. The Spanish-American Essay. 2 hr. plus conf.; 3 cr. (It is now part of 752, 756, 758 and 760.)

730. Contemporary Spanish-American Fiction. 2 hr. plus conf.; 3 cr. (It is now part of 756, 758 and 760.)

731. Contemporary Spanish-American Poetry. 2 hr. plus conf.; 3 cr. (It is now part of 756, 758 and 760.)

732. Spanish-American Theatre. 2 hr. plus conf.; 3 cr. (It is now part of 750, 752, 754, 756, 758 and 760.)

740. Spanish Romanticism. 2 hr. plus conf.; 3 cr. (It is now part of 726.)

741. Spanish Narrative in the Nineteenth Century. 2 hr. plus conf.; 3 cr. (It is now part of 726.)

743. Spanish Thought of the Nineteenth and Twentieth Centuries. 2 hr. plus conf.; 3 cr. (It is now part of 772.)

745. Spanish Poetry of the Twentieth Century. 2 hr. plus conf.; 3 cr. (It is now part of 728, 730 and 732.)

746. Spanish Theatre of the Twentieth Century. 2 hr. plus conf.; 3 cr. (It is now part of 728, 730 and 732.)

748. Spanish Narrative of the Twentieth Century. 2 hr. plus conf.; 3 cr. (It is now part of 728, 730 and 732.)

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778. Advanced Translation in Spanish. 2 hr. plus conf.; 3 cr. (It is now part of VT 790.)

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779. Studies in Spanish and Latin American Cinema. 4 hr.; 3 cr. (It is now 778.)

780. Seminar in Hispanic Culture and Civilization. 2 hr. plus conf.; 3 cr. (It is now part of 772 and 774.)

781. Seminar: Methodology and Selected Literary Topics. 2 hr. plus conf.; 3 cr. (It is now part of 785.)

782. Studies in Spanish and Spanish-American Literature. 2 hr. plus conf.; 3 cr. (It is now part of 776 and 786.)

795. Independent Study. Hr. to be arranged; 3 cr. (It is now 780.)

30. Hispanic Languages and Literatures (G06-30)

a. Change in requirements for admission: [X]

Change in requirements for degree/certificate: [X]

To read:

MASTER OF ARTS PROGRAM

Graduate Advisor: José Miguel Martínez-Torrejón

Requirements for Matriculation:

These requirements are in addition to the general requirements for admission.

1. Undergraduate degree with strong component in Spanish (21 credits beyond the second-year language), including the equivalent of Spanish 240, 250, 260, 270, 280, 310 or 312.

2. The credentials of each applicant are to be examined by a suitable departmental committee, which shall have the authority to accept or reject the candidate. This committee may request an interview with a candidate for admission if it feels it necessary to do so.

Requirements for the Master of Arts Degree:

These requirements are in addition to the general requirements for the Master of Arts degree.

1. Thirty-three credits, or 27 credits and a 6-credit thesis, are required for the Master of Arts degree. A minimum of 24 credits must be taken in Spanish. With special permission the remaining credits may be taken in other departments.

2. Upon admission, all students are required to take Spanish 700. Stylistics and Composition, as part of the required 33 credits. Spanish 700 must be taken during the first semester of study, and students must pass the course with a B or higher, in order to continue in the program. The course may be taken only twice.

3. Students will be required to demonstrate their reading knowledge of another Romance language, in addition to their major language. Latin or any other language pertinent to the study of Hispanic literature may be substituted by special permission.

4. After completing all formal coursework, a comprehensive examination, both written and oral, will be administered in Spanish, in which students will be tested on their knowledge of the important authors and literary movements in Spain and Latin America. A student may not attempt this examination more than twice.

5. Exit writing exam, taken after passing Spanish 700 with at least a grade of B, and completing 18 credits, consisting of an essay with guiding questions. The student who fails this exam must retake and pass the exam, or receive departmental permission, before being allowed to continue in the program.

6. Students who wish to complete a thesis based on original research are required to take 791, 792. As part of the 33-credit requirement. The 6-credit thesis sequence may be substituted for two of the required courses. This thesis will normally be written in Spanish, or, by special permission, in English, and it must follow the norms of the MLA Style Manual. Prior approval of the thesis topic must be obtained by the student from the Graduate Advisor who will guide the student to an appropriate thesis director. The thesis will be supervised

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by a committee composed of the thesis director, a second reader, and the Graduate Advisor. Upon completion of the

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thesis, it must receive signatures of approval from all three committee members and The Office of Graduate Studies.

Program breakdown:

The 33 credits required for the degree are to be distributed as follows:

1. At least 9 cr. in Latin American Literature, 9 cr. in Peninsular Literature, 9 cr. in seminar courses and 6 cr. in either thesis or elective courses.

Courses in Spanish

Linguistics:

700. Stylistics and Composition. 2 hr. plus conf.; 3 cr. Stylistic and grammatical analyses of readings of literary and nonliterary texts are combined with in-depth discussions and intensive writing. This course emphasizes the writing process: developing theses, structuring arguments, and generating a clear and cohesive style.

702. History of the Spanish Language. 2 hr. plus conf.; 3 cr. This course traces the development of the Spanish language from Latin to the present, focusing upon the cultural, literary and historical factors that have contributed to its evolution from Latin to early Romance, and then to the modern language. It will cover the internal and external history of the language.

704. Foundations of Spanish Linguistics. 2 hr. plus conf.; 3 cr. This course provides an introduction to Spanish Linguistics and establishes the basis for future application of linguistic principles. The course begins with an exploration of the sound system of Spanish and its theoretical representation. Building on this, the discussion continues with topics in Spanish morphology such as word formation and verbal inflection. This is followed by issues in syntax and semantics that are analyzed both in isolation and in terms of their relationship to each other.

706. Spanish Sociolinguistics and Dialectology. 2 hr. plus conf.; 3 cr. This course is intended to familiarize students with the study of Spanish dialects based on historical and geographic criteria, as well as to introduce sociolinguistic concepts and issues. Sociolinguistic topics may include social and stylistic variation, language variation and change, dialects and the "standard norm," linguistic attitudes, language and gender, bilingualism, language contact, language attitudes, discourse analysis, etc.

Peninsular Spanish Literature:

720. Medieval Spanish Literature. 2 hr. plus conf.; 3 cr. The course will focus on the development of Castilian love poetry from its origins to the fifteenth century, including *La Celestina*, the most important expression in prose of this whole tradition. Popular, courtly and clerical forms of love poetry will be considered. Special attention will be given to the evolution of recurrent themes and rhetorical forms within an European context.

722. Golden Age Spanish Literature. 2 hr. plus conf.; 3 cr. The study of key issues of the Renaissance as a cultural phenomenon, such as the question of language, literary ideas and currents, utopian thinking, the nature and education of man, religious and political thought, speculation on love, and the issue of the American Indian. Representative works of different genres will be examined from this perspective.

724. Miguel de Cervantes. 2 hr. plus conf.; 3 cr. Study of the works of Miguel de Cervantes, along with related texts and with different perspectives and contexts. It will alternate different combinations of *Don Quixote* and other works by Cervantes. Special attention will always be given to the issue of literary genres.

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narrative techniques and the historical-cultural context.

726. Eighteenth- and Nineteenth-Century Spanish Literature. 2 hr. plus conf.; 3 cr. The course considers the development of liberalism and a new national identity in Spanish literature from the Age of Enlightenment through the post-colonial period. It will cover eighteenth-century essayists, the most important figures of Spanish

5.d. continued

romanticism (M. J. de Larra, J. Espronceda), and major exponents of realist fiction, in particular Benito Pérez Galdós and Leopoldo Alas, "Clarín."

728. The Generation of 1898 and the Early Twentieth Century. 2 hr. plus conf.; 3 cr. Study of authors spurred into literary activity by the impact of Spain's colonial losses in Cuba, Puerto Rico and the Philippines. Emphasis on historical contexts, aesthetic movements in Europe, artistic influences from Latin America, and the critical ethos expressed by this "generation": contrast/comparison of *Modernismo* y *Noventaiochismo*, the introduction of existentialism, the roots of *krausismo*, the beginning of contemporary theatre, etc.

730. Literature of the Franco Era. 2 hr. plus conf.; 3 cr. The difficult years: A study of the Fascist and Anti-Fascist literature of the Franco era with an emphasis on the writers of Inner Exile and the emergence of an extremely important cadre of women writers. An analysis of the development of *compromiso social* in the various genres: *la poesía social, la novela social y el teatro social*. Works studied will include: Dámaso Alonso, José Hierro, Antonio Buero Vallejo, Alfonso Sastre, Juan Goytisolo, Carmen Laforet, Ana María Matute, Miguel Delibes, Carmen Martín Gaité, etc.

732. Spanish Literature From the Transition to the Beginning of Democracy. 2 hr. plus conf.; 3 cr. The course examines the cultural change from Dictatorship to Democracy in Spain, and how literary practice can defend an ethical conscience based on a critical individualism against the tendency to homogenize, force consensus and relinquish independence. Works read might include: Luis Goytisolo, Antonio Muñoz Molina, Lourdes Ortiz, Esther Tusquets, Manuel Vázquez Montalbán, Lucía Etxebarria, Fernando Savater, etc.

Latin American Literature:

750. Early Colonial Literature in Latin America. 2 hr. plus conf.; 3 cr. An overview of the Latin American literary production from the Discovery (1492) to the end of the seventeenth century. The course will cover the *Crónicas de Indias*, historical texts written by the Spanish *Conquistadores* (e.g., Hernán Cortés), and the friars (e.g., Fray Bartolomé de las Casas). Then, it will focus on the works of *Criollo* writers (e.g., El Inca Garcilaso de la Vega), with an emphasis on the main exponents of *El Barroco de Indias* (e.g., Sor Juana Inés de la Cruz), which recreated Spanish Baroque styles, while introducing new themes that reflected Latin American reality.

752. Eighteenth- and Nineteenth-Century Latin-American Literature. 2 hr. plus conf.; 3 cr. A survey of Latin American literature from the eighteenth and nineteenth centuries. Some of the writers to be studied are: Andrés Bello, Domingo Faustino Sarmiento, and Gertrudis Gómez de Avellaneda. The course will cover a variety of topics, including: recreating Neoclassicism, Romanticism and Realism in the New World; emerging voices of the *Criollos*; and colonialism, nationalisms and independence.

754. Modernismo in Latin American Literature. 2 hr. plus conf.; 3 cr. A survey of Latin American *Modernista* literature (from the 1870's to the end of the 1920's), with an emphasis on poetry (e.g., Rubén Darío and Manuel Gutiérrez Nájera) and essays (e.g., José Martí and José Enrique Rodó). As a reaction to Positivism as well as Romanticism, *Modernista* writers initiated a movement of radical artistic and intellectual renovation, and aimed at creating a very refined literary discourse that would better express their redefined ideals of beauty. They covered a variety of themes, such as eroticism, exoticism (e.g., Orientalism), spiritualism, the changing role of the artist in the new industrial society, etc.

756. Latin American Literature: From the Avant-Garde to the Postmodern. 2 hr. plus conf.; 3 cr. This course spans the first six decades of the twentieth century. It covers the works of major authors in their

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respective genres: the “isms” (Jorge Luis Borges and Vicente Huidobro), the various phases of Pablo Neruda’s trajectory, the re-emergence of feminist poetry, the decline of gauchoesque drama (Florencio Sánchez, Samuel Eichelbaum) leading to “reflexive” theatre. Other aspects covered are the novelists’ reinterpretation of indigenous Latin American cultures (Alejo Carpentier, Carlos Fuentes), and the surge of the “Boom” (Julio Cortázar, Gabriel García Márquez, etc.).

5.d. continued

758. Latin American Literature Into the Twenty-First Century. 2 hr. plus conf.; 3 cr.

This course explores the works of the latest writers up to the present. It follows the evolution of the concepts and techniques of the “post-boom”, the “post-modern” and the “novísima literatura.” The course follows the changes in the literary trajectory of long-standing, acclaimed authors, as well as the ruptures that produced new alternatives: the writings of exile, testimonials, ethnic regionalism, journalistic fiction, detectivesque and cinematic narratives.

760. Literature of the Hispanic Caribbean. 2 hr. plus conf.; 3 cr. A survey of the literature of the Hispanic Caribbean from the nineteenth century to the present. The reading list will include texts by renowned writers such as José Martí, Salomé Ureña de Henríquez, Eugenio María de Hostos, Julia de Burgos, Nicolás Guillén and Juan Bosch. Some of the themes to be explored are: colonialism and national identities; racism, poverty, and socio-political repression as causes of exile, etc.

Electives:

770. Introduction to Literary and Cultural Theories. 2 hr. plus conf.; 3 cr. The course will provide a brief overview of traditional approaches to key Hispanic texts, introduce students to the main tenets of contemporary theory (cultural studies, postcolonialism, New Historicism, materialism, gender studies, postmodernism, periodization, narratology, psychological approaches, post-structuralism, etc.), and apply those concepts through analysis of critical articles about Hispanic texts.

772. Peninsular Spanish Culture and Thought. 2 hr. plus conf.; 3 cr. This course is designed to analyze the struggle for equality and just representation carried on by Spaniards under despotic rule from 1898 until the end of the Franco era in 1975, and onto the period of Transition to Democracy. Outstanding works of Spanish intellectuals of the various periods will be used to illustrate the struggle of the nation to keep pace with _____ the rest of Europe and the world. Examples from literature, philosophy, education, politics, religion, journalism, etc., may be used.

774. Latin American Culture and Thought. 2 hr. plus conf.; 3 cr. The course will provide an overview of the main topics and trends in the development of Latin American culture, civilization and thought. It will take into account the fundamental structures of pre-conquest society, the establishment of colonial domination and the transition to forms of neo-colonialism, the formation of hybrid cultures and ethnicities, and the socio-cultural profile of contemporary urban life.

776. Latino/Latina Writers in the United States. 2 hr. plus conf.; 3 cr. An overview of the culture and literary production of Latinos/-as in the United States. The course will focus on works written by authors from diverse ethnic, racial and socioeconomic backgrounds, and who have roots in several Latin American countries such as Mexico, Puerto Rico, and Colombia. Some of the topics to be explored are: bilingualism and multiculturalism; immigration and the redefinition of national identity; preserving Hispanic culture vs. assimilating to the “American way of life”, etc.

778. Cinema and Literature in the Hispanic World. 2 hr. plus conf.; 3 cr. The course will examine different aspects of Hispanic cinema and its relationship to literature. The approaches include: 1) Movements (neo-realism, new wave, etc.); 2) Genres; 3) Literature into films; 4) The cinema as a socio-cultural phenomenon; 5) Cinematic stylists. Films will be shown in the original language. Students will be expected to produce substantial works of film analysis.

Independent Study:

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780. Independent Study. Hr. to be arranged; 3 cr. Prereq.: Second-year standing and permission of the Graduate Advisor and the instructor. Tutorial for work in a special subject not covered by regular course offerings. Open only for candidates for the Master of Arts in Spanish.

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Seminars:

It is suggested that students take Spanish 770. Introduction to Literary and Cultural Theories, and two courses on linguistics and/or literature before taking a seminar. The students can only take each of the following seminars twice, provided that the topics are different.

785. Research Seminar: Hispanic Linguistics. 2 hr. plus conf.; 3 cr. Prereq.: 9 hr. This course introduces standard methodologies for planning, conducting, interpreting, and reporting research in an applied area of Hispanic Linguistics. Course activities will include reading texts and articles, completing assigned exercises, participating in group discussions, criticizing research articles, and conducting formal research projects. Students are required to focus the research project around their areas of interest.

786. Research Seminar: Hispanic Literature. 2 hr. plus conf.; 3 cr. Prereq.: 9 hr. A new series of courses devoted to the study of literature and culture with perspectives that cut across the conventional genre/period/geographic divides. These courses will include, for example, interdisciplinary, comparative and transatlantic approaches to Hispanic literature, or track a genre across history, or deal with unconventional topics in literature, or be devoted entirely to the study of one author from different perspectives.

31. Linguistics and Communication Disorders (G06-31)

Change in course description, to read:

LCD 707. *Evaluation and Measurement in TESOL.* 3 hr.; 3 cr. Prereq.: LCD 703 and 741. Discussion of contemporary issues and problems in ESL testing. Construction and evaluation of tests and assessments in all areas of language skills. Analysis of published standardized ESL tests, such as LAB and TOEFL.

32. Linguistics and Communication Disorders (G06-32)

Change in course hours, prerequisite or corequisite, to read:

LCD 750. *Practicum in Adult TESOL.* 3 hr. plus 20 hr./wk of teaching experience; 3 cr. Prereq.: LCD 741. Supervised teaching experience plus a weekly two-hour seminar focused on classroom-related issues in second language acquisition and instruction. This course does *not* fulfill the State Education requirements for certification in elementary or secondary schools.

33. Linguistics and Communication Disorders (G06-33)

Change in requirements for admission:

HEGIS number: M.A. in Applied Linguistics (HEGIS 1505)

To read:

Applicants whose first language is not English and who do not hold an undergraduate or graduate degree from an accredited American institution of higher education must submit proof of having achieved a score of 600 or higher on the Test of English as a Foreign Language (TOEFL).

34. Linguistics and Communication Disorders (G06-34)

Change in requirements for admission: [x]

HEGIS number: M.S. in Education: TESOL (HEGIS 1508)

To Read:

Applicants whose first language is not English and who do not hold an undergraduate or graduate degree from

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an accredited American institution of higher education must submit proof of having achieved a score of 600 or higher on the Test of English as a Foreign Language (TOEFL).

5.d. continued

35. Secondary Education and Youth Services (G06-35)

a. Change in course number, to read:

SEYSL 700. Research Investigation for Literacy Instruction, Part I. (3 hr.; 3 cr.). The first of two courses in the study, understanding, and evaluation of basic research designs and methodology used in literacy education, Birth through Grade 12, and the interpretation of literacy research. Teacher candidates study the scope of research in the area of literacy, the nature of being a teacher-researcher, and research processes and designs. Teacher candidates demonstrate ability to read and evaluate primary research reports, interpret research syntheses, locate information about literacy research, and determine appropriateness of literacy research findings for instruction by conducting an in-depth investigation of a specific topic in the area of literacy development and instruction.

b. Change in course number, to read:

SEYSL 701. Foundations of Literacy Development and Instruction (3 hr.; 3 cr.). Pre-req. SEYSL 700, 704. An introductory course in literacy development and instruction of students in grades 5-12. The major area of inquiry is the psychological, sociological, cognitive, and linguistic bases of literacy. Specific topics include the role of literacy in society, history of literacy instruction, current school-wide early childhood, childhood, middle education, and adolescent literacy instructional programs, differentiation of instruction for students with diverse needs, family literacy partnerships, children and adolescent literature, classroom organization, classroom and school-wide assessment programs, literacy in a technological age, and processes of developing literacy proficiency. Special emphasis is placed on factors underlying development of print awareness and usage at all levels, including word identification and spelling strategies, vocabulary skills, comprehension strategies, composing skills, and the supporting roles of speaking and listening to the development of reading and writing strategies.

c. Change in course number, to read:

SEYSL 702. Literacy in Content Areas (3 hr.; 3 cr.). Prereq.: SEYSL 700, 704. This course is designed to help all teachers facilitate middle and secondary classrooms where reading and writing are effective tools for learning, where collaboration and communication are valued and enhanced in the learning process, and where young people are encouraged to develop critical perspectives and strong voices. Attainment of literacy is central to knowledge construction in all middle and secondary school curricula. Students will examine issues of literacy in different subject areas and the varied demands on readers and writers as the range of literate activities changes according to context. This course is designed to enable inservice teachers and literacy specialists to improve the literacy of all students in the middle and secondary schools.

d. Change in course number, to read:

SEYSL 703. Literacy Instruction for Diverse Learners (3hr.; 3 cr.). The primary emphasis of this course is to familiarize teacher candidates about the historical, sociological, and psychological issues related to education of all learners including English Language Learners and students with disabilities in secondary education. English Language Learners and disability issues highlighted within this course include laws and legal mandates; types of disabilities; characteristics of English Language Learners and students with specific disabilities; assessment, diagnosis, and intervention; individualized education and transition planning; curriculum adaptation; assistive technologies; and research-based instructional methods and strategies for English Language Learners and students with disabilities. Teacher candidates develop an understanding of the linguistic and cognitive capabilities of English Language Learners and students with various disabilities and acquire the expertise to adapt instruction for advancing literacy as well as content learning of English Language Learners and students with disabilities. Twenty-five hours of fieldwork focused on English Language Learners and students with disabilities are required.

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- e. Change in course number, to read:
SEYSL 704. Literature across the Curriculum (3 hr.; 3 cr.) Prereq.: SEYSL 700. This course is designed to engage students in a study of the literature of interest to adolescents or young adults. The integration of

5.d. continued

literature across disciplines can be greatly enhanced when teachers are knowledgeable about historical and current trends in young adult literature as well as the literacy theories that can serve as lenses for examining such texts. Literacy theory and pedagogy will inform all aspects of our study of literature and related media. Students will explore ways to encourage young people in middle and secondary schools to read critically and appreciate a variety of literacy works. The integration of literature into all content areas will be emphasized

- f. Change in course number, to read:
SEYSL 705. Literacy Instruction: Multiple Perspectives (3 hr.; 3 cr.). Coreq.: SEYSL 700. This course will explore the complexities of literacy teaching and learning from multiple perspectives, including the social, political, historical, economic, aesthetic and linguistic. Participants will interact with texts written by prominent scholars in the field of literacy studies. Assignments and class discussions will encourage students to view literacy practices through various overlapping, dynamic lenses so that they will be better prepared to facilitate literacy learning in their classrooms, regardless of their areas of specialization. The relationships between the reading and writing processes, reader response theory, and social and political issues in literacy instruction will be addressed. Students will be immersed in the current research regarding literacy studies and begin to formulate their own personal philosophies concerning literacy teaching and learning.
- g. Change in course number, to read:
SEYSL 750. Literacy Assessment and Instruction, Part I (3 hr.; 3 cr.). Prereq.: SEYSL 700, 701, 702, 703, 704, 705. *Satisfactory electronic portfolio review*. This course requires teacher candidates to examine causes of reading difficulty, elements of skilled reading, and systematic models for analyzing and remediating literacy problems for students in middle and adolescent education. Topics include the function of standardized assessment devices in instructional decision making, development and administration of informal assessment devices and inventories of reading and writing performance, evaluation and modification of environmental and instructional variables contributing to literacy achievement in content areas, student motivation, and strategies for determining appropriate procedures to assess students with diverse abilities and cultural and linguistic backgrounds. Candidates demonstrate ability to systematically identify critical variables that contribute to literacy success and failure and to develop and apply various procedures for assessing literacy difficulties of students with diverse backgrounds.
- h. Change in course number, to read:
SEYSL 751. Literacy Assessment and Instruction, Part II (3 hr., 3 cr.). Prereq.: SEYSL 700, 701, 702, 703, 704, 705. In this course emphasis is placed on application of systematic models for analyzing and developing instructional programs for students in middle and adolescent education who show severe literacy learning problems in English Language Arts and content areas. Topics include interpreting informal and formal assessments, interactive decision making, and specific strategies for addressing problems of word recognition, word analysis, spelling, fluency, vocabulary development, comprehension, composing, and studying. The administration and interpretation of informal and formal assessments and application of specific intervention strategies for students with diverse cultural and linguistic backgrounds who are experiencing difficulty acquiring literacy proficiency is studied throughout the course. Candidates apply literacy assessment knowledge and competence in a case study.
- i. Change in course number, to read:
SEYSL 752. Consultation, Collaboration, and Literacy Program Renewal (3 hr.; 3 cr.) Pre-req. SEYSL 700, 701, 702, 703, 704, 705, 750, 751. This course assists literacy personnel in using their knowledge of literacy to help classroom teachers, special education teachers, parents, school based support teams, administrators, and other relevant personnel to develop and enhance literacy programs for students and to improve literacy across the curriculum. It focuses on definitions of consultation, effective models of

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consultation, consultation strategies, staff development, literacy program evaluation and reform, working with para-professionals, federal and state laws and initiatives, and instructional practice.

5.d. continued

- j. Change in course number, to read:
SEYSL 760. Supervised Practicum with Middle/Junior School Students (3 hr.; 3 cr.). Prereq.: SEYSL 700, 701, 702, 703, 704, 705, 750, 751, 752. This course provides 25 hours of supervised practicum and seminars to develop teacher candidates' competence in planning and implementing instruction in middle/junior high school education, grades 5-8, for diverse students experiencing moderate and severe difficulties in literacy development. Content deals with the skills and strategies needed to assess students' literacy strategies, plan and implement appropriate instructional procedures, and report progress to students, parents, and school officials. Supervised practicum is required for New York State Certification as literacy teacher, Grades 5-12.
- k. Change in course number, to read:
SEYSL 761. Supervised Practicum with High School Students (3 hr.; 3 cr.). Prereq.: SEYSL 700, 701, 702, 703, 704, 705, 750, 751, 752, 760. This course provides 25 hours of supervised practicum and seminar to develop teacher candidates' competence in planning and implementing instruction in high school education, grades 9-12, for diverse students experiencing moderate and severe difficulties in literacy development. Content deals with the skills and strategies needed to assess students' literacy strategies, plan and implement appropriate instructional procedures, and report progress to students, parents, and school officials. Supervised practicum is required for New York State Certification as literacy teacher, Grades 5-12.
- l. Change in course number, to read:
SEYSL 790. Research investigation for literacy instruction, Part II (3 hr.; 3 cr.). Prereq.: SEYSL 700, 701, 702, 703, 704, 705, 750, 751, 752, 760, 761. The second of two research courses about the study, understanding, and evaluation of basic research designs and methodology in literacy education and the interpretation of literacy research, Grade 5-12. Major emphasis is on the design, implementation, and reporting of qualitative or quantitative research projects on a topic of concern in middle or adolescent education. Students will present their final electronic portfolios.

36. The Aaron Copland School of Music (G06-36)

Change in course prerequisite or corequisite, description, to read:

MUS 644. Student Teaching in Music. 16 hr.; 6 cr. Prereq.: Music 646 with at least a B, Music 669, Music 666 (for vocal majors), and at least three of the following (for instrumental majors): Music 661, 662, 663, 667, 668. Students will be assigned the equivalent of 20 six-hour days (120 hours) at the elementary (PreK-6) level, and 20 six-hour days (120 hours) at the secondary (7-12) level. Students will, to the extent possible, be assigned to both urban and non-urban settings. Students are expected to prepare daily lesson plans, and will develop and maintain student teaching portfolios.

37. The Aaron Copland School of Music (G06-37)

Change in requirements for degree/certificate, to read:

MASTER OF SCIENCE IN EDUCATION PROGRAM (MUSIC)

Admissions (starting with paragraph 2)

There are two graduate programs in Music Education. The first is the standard Master of Science Degree which leads toward Professional Certification for students already holding Initial Certification. The second program is an Advanced Certificate Program leading to Initial Certification. Admission is open to applicants with a bachelor's degree in music or music education. A minimum B (3.0 of 4.0) cumulative undergraduate average, or a master's degree in another area of music, is required for admission. Students must maintain a B average throughout either program for completion/graduation. Students must meet with the Graduate Advisor

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for registration prior to each semester enrolled.

Program Requirements – Advanced Certificate

The Advanced Certificate Program is a non-degree program comprised of pedagogical courses mandated by the New York State Education Department for Initial Certification. Students will be guided through the pedagogical coursework and student teaching. The completion of this program takes two years and is typically

5.d. continued

29-32 credits (depending on vocal or instrumental emphasis), but may be lower depending on the courses the individual student may have had at the undergraduate level (or another graduate program).

The coursework consists of requirements from the following list of courses:

Music 690. Foundations of Music Education, 3 cr.

or

SEYS 536. Educational Foundations, 3 cr.

SEYS 552. Educational Psychology, 3 cr.

EECE 711. Ecological Perspectives on Development: The Childhood Years, 3 cr.

and either

EECE 525. Language and Literacy Learning in the Elementary Years, 3 cr.

or

SEYS 700. Language, Literacy, and Culture in Education, 3 cr.

Music 641. Teaching of instrumental Music, 3 cr.

or

Music 642. Teaching of Choral Music, 3 cr.

Music 643. Seminar in the Teaching of Music, 4 cr. (TO BE DISCONTINUED AFTER FALL '06)

Music 645. Seminar in the Teaching of Music: Elementary, 3 cr. (NEW PROPOSED COURSE)

Music 646. Seminar in the Teaching of Music: Secondary, 3 cr. (NEW PROPOSED COURSE)

Music 644. Student Teaching in Music, 6 cr.

Music 699. Conducting II, 2 cr.

and a choice of either

Music 666. Vocal Pedagogy, 2 cr.

or at least 3 credits from among the following:

Music 661. Group Instruction in Upper Strings, 1 cr.

Music 662. Group Instruction in Lower Strings, 1 cr.

Music 663. Group Instruction in Woodwinds, 1 cr.

Music 667. Group Instruction in Brass, 1 cr.

Music 668. Group Instruction in Percussion, 1 cr.

38. The Aaron Copland School of Music (G06-38)

MUS 645. Seminar in Teaching Music: Elementary. 3 hr.; 3 cr. Prereq.: Co-req.: EECE 711. Students will focus on curriculum, instruction and assessment for teaching elementary classroom music. Students will learn about children's musical thinking from a developmental point of view. Students will learn and practice teaching strategies and technologies for supporting student learning as defined by city, state and national standards for music education. Strategies for adapting instruction to students with specific types of exceptionalities will be explored. There is an intensive field component to this class that allows students the opportunity to teach and then reflect on their experiences with children. Biweekly observations are also required. Students must pass this course with a B or higher to continue on to MUS 646.

Projected Enrollment: 15

Projected Frequency: Once a year.

MUS 646. Seminar in Teaching Music: Secondary. 3 hr.; 3 cr. Prereq.: MUS 645 with a minimum grade of B. Co-req.: SEYS 552.

Students will focus on curriculum, instruction and assessment for teaching secondary general music including music in middle schools. Students will learn about children's musical thinking from a developmental point of view. Students will learn and practice teaching strategies for supporting student learning as defined by city, state and national standards for music education. Students will learn and practice strategies for teaching music

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from a multicultural perspective. There is an intensive field component to this class that allows students the opportunity to teach and then reflect on their experiences with children. Weekly observations are also required. Students must pass this course with a B or higher to be allowed to student teach.

Projected Enrollment: 15

Projected Frequency: Once a year.

5.d. continued

39. Psychology (G06-39)

Change in course prerequisite or corequisite, description, to read:

740. Personality. 2 lec. hr. plus conf.; 3 cr. Prereq.: Psychology 705. Survey of contemporary research topics in personality psychology.

40. Educational and Community Programs (G06-40)

a. Change in Course title, hours, description, to read:

ECPCE 700 Foundations of Counseling. 3hrs. 3 cr This course is an introduction to the field of counseling and will survey the broad areas of knowledge necessary for preparation of professional counselors. It covers psychological theory that is the basis of the counseling relationship, counseling process, and therapeutic change. The history of counseling, ethics, and the various roles of professional counselors will be addressed. The course facilitates the development of the skills and learning processes necessary for counselor training at the graduate level.

b. Change in Course title, prerequisite or corequisite, description, to read:

ECPCE 701 Lab in Self Awareness 3 hrs; 3cr. Taken concurrently with ECPCE 700, this experiential course develops listening, feedback, and communication skills through guided exercises and readings. The small group experience is used to explore and enhance self-awareness of intrapersonal and interpersonal dynamics through a variety of psychological, social and professional perspectives. It is the basis for the personal and professional development expected of the counselor-in-training. Graded on a Pass/Fail basis only.

c. Change in Course title, hours, description, to read:

ECPCE 702 Theories of Human Development 3hrs; 3 cr. This course is a survey of the major theories of personality, cognitive, and social-emotional development through the lifespan. It includes study of family, social and ecological factors as they interact with individual factors to facilitate development. The course emphasizes the application of developmental principles to counseling interventions.

d. Change in Course title, prerequisite or corequisite, description, to read:

ECPCE 703 Lab in Counseling Techniques 3hrs; 3cr Taken concurrently with ECPCE 704, this course focuses on developing basic counseling skills with individuals. Emphasis is on creating the core conditions for facilitating the counseling relationship and process, practicing the appropriate application of counseling microskills, and coordinating intervention techniques with counselor intentions for therapeutic change. Role plays, video feedback and group discussions as well as other activities will be used.

e. Change in Course title, hours, description, to read:

ECPCE 704 Counseling Theories. 3hrs; 3cr This course surveys the major theories of counseling and psychotherapy. Issues of theoretical assumptions, assessment, treatment, and outcome will be addressed as well as their application to counseling settings and specific clinical populations. Comparison of the various empirically based models of counseling will aim to derive common principles of therapeutic change.

f. Change in Course title, hours, description, to read:

ECPCE 706 Theories of Group Counseling 3hrs. 3 cr This course will provide an overview of the major theories of group counseling with a focus on task groups, psychoeducational groups, and therapy groups. Topics will include techniques of group counseling, group dynamics, developmental stage

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theories, group process components, types of groups, ethical and legal considerations, leadership styles, as well as research and literature in group counseling and social systems. Experiential exercises will be used to reinforce concepts.

5.d. continued

- g. Change in Course title, prerequisite or corequisite, description, to read:
ECPCE 707 Lab in Group Counseling Techniques 3hrs, 3 cr. Prerequisite ECPCE 706. This is an experiential course where students practice techniques of group interventions that are taught in the theory part of the course sequence. Students gain experience in developing their own leadership styles and responding to group dynamics. Topics will include techniques of co-facilitation, giving and receiving corrective feedback, and development of group session plans.
- h. Change in Course title, hours, description, to read:
ECPCE 800 Career Development and Assessment 3 hrs, 3 cr. This course will introduce students to the theories and practice of career counseling throughout the lifespan, the administration and interpretation of selected inventories, available career resources, and the ethical and practice standards in the field. As part of this course, issues related to working with diverse populations, (gender, race, culture and sexual orientation) will be explored. Field-based hours outside the classroom are required to administer career assessment instruments.
- i. Change in Course title, hours, description, to read:
ECPCE 802 Special Issues in School Counseling, 3 hrs, 3 cr. This course involves the study of special issues in school counseling including substance abuse, suicide, violence, trauma, crisis intervention, and ethics as they relate to educational settings. Particular emphasis is given to issues related to special needs students. The course will also cover counseling strategies, consultation and resources in the community.
- j. Change in Course title, description, to read:
ECPCE 803. Multicultural Issues in Counseling, 3 hr.; 3 cr. This course will introduce students to issues of diversity within the counseling process and society as a whole. As part of this course, students will examine issues related to race, culture, ethnicity, gender, sexual orientation, religion, socioeconomic class, and power. Students will be introduced to ethical and practice standards in the field as they relate to working with the culturally diverse client. A significant aspect of this course is to assist the emerging counselor in developing a deeper self awareness as an individual and a professional particularly as it relates to issues of diversity, and the impact of these issues on professional roles.
- k. Change in Course title, hours, description, to read:
ECPCE 804 Assessment Methods in Counseling, 3 hrs, 3 cr. This course covers the concepts, principles, and theoretical foundations of psychological and educational measurement. It surveys individual cognitive, personality, and educational measures as well as couples, family and group assessment instruments. Consideration is given to ethical practice and to factors of culture, gender, language, ethnicity, age, disability, and examiner bias in the administration and interpretation of tests.
- l. Change in Course title, hours, description, to read:
ECPCE 806 Administration and Organization of School Counseling Programs, 3 hrs, 3 cr. This course covers the role and function of the counselor in school settings; the study of school structure, policies, and procedures; the development, implementation, and evaluation of counseling and guidance services; issues in consultation, administration, and systemic interventions.
- m. Change in Course title, description, to read:
ECPCE 807 Research Methods in Counseling, 3hrs, 3 cr. This course is a survey of methods of research design. It includes program evaluation, ethical and legal considerations in research as well as the interpretation and critique of research as it relates to the field of counseling. The students work with the instructor to develop a research project in the student's area of specialization and interest or are involved

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g. **ECPCE 814 Seminar in Advanced Applications of Psychological Theories.** 3 Credits; meeting 3 hours per week. Prereq.: ECPCE 700; ECPCE 704; ECPCE 703.

This course entails an in-depth study of specific counseling approaches and their use with various client populations. Case studies will provide a focus for analysis. Students are required to conduct literature

5.d. continued

reviews and to make presentations.

Projected enrollment: 20

Projected frequency: 1 time per academic year.

e. **Nominating Committee** (Vickery):

i. The following faculty were nominated to fill expiring seats for a three-year term beginning in September 2006 on the Committee on Honors and Awards:

Pyong Gap Min (Social Sciences) – to 2009

Fern Sisser (Mathematics and Natural Sciences) – to 2009

Seeing no further nominations, the Chair asked the Secretary to cast one ballot for the nominees.

ii. The following faculty were nominated to fill an open Arts and Humanities seat on the Graduate Curriculum Committee:

Heather Hendershot (to December 2006)

Seeing no further nominations, the Chair asked the Secretary to cast one ballot for the nominee.

iii. The following students were nominated to fill an open Arts and Humanities seat on the Undergraduate Scholastic Standards Committee:

Michael Meaney (to December 2006)

Seeing no further nominations, the Chair asked the Secretary to cast one ballot for the nominee.

6. MOTION: Duly made (Fields), seconded, and passed:

“To adjourn.”

The thirty-sixth session of the Academic Senate was adjourned at 4:55 p.m.