

1. The Holder of the Chair, Elizabeth D. Lowe, called the meeting to order at 3:55 p.m.

2. Approval of Agenda:

a. MOTION: Duly made (Quinn), seconded, and passed:

“To amend the agenda, to move item 5.c (Graduate Curriculum Committee report) to make it item 5.b.”

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 15, 2004."

4. Announcements, Administrative Reports, and Memorials:

- a. The Chair announced that the Master Plan 2004-2008 is now available on line at www.soc.qc.edu/ufs. She encouraged everyone to read the document. There will be an Open Hearing at the Bronx County Courthouse on Monday, May 17 at 5 PM.
- b. The Chair announced the General Education Report will be available on the Web site by the end of the semester. She encouraged everyone to read and discuss it. She expects that it will come to the Senate floor next Fall.
- c. Tim Duffy announced that next Monday, May 10, the Spring Festival Democracy Project will take place on the Quad. The event is a campaign to get students registered to vote.
- d. Ron Spalter, Deputy Chief Operating Officer of CUNY, addressed the Senate and discussed CUNY's information technology efforts. He spoke of the benefits of the colleges collaborating with each other which reduces administrative expenses. An IT Steering Committee was established, with a representative from each college, to aid collaboration. The Enterprise Resource Planning system will replace the systems now being used, including SIMS and CUPS. He explained the new technology initiatives that are in the works. He said for the first time a data security person is being hired to develop a plan to protect the information that has been entered in the computer. Mr. Spalter took questions.

5. Committee Reports:

a. Executive Committee (Miksic):

i. MOTION: Duly made and passed:

“To adopt the Meeting Schedule for the Academic Year 2004-2005.”

ACADEMIC SENATE MINUTES, May 6, 2004
M O R E

5. continued

b. Graduate Curriculum Committee (Miller):

i. MOTION: Duly made:

“To approve the Letter of Intent for a Master of Science in Environmental Geotechnology.”

Amendment (Lord): On cover sheet, “Proposed to Begin Fall 2004” should be deleted.

The motion was adopted, as amended.

ii. MOTION: Duly made:

“To approve the Teacher Education Program Reregistration for Literacy Education.”

iii. MOTION: Duly made (Lord), seconded and passed:

“To remove the italicized credits in each of the headings on pages 3 and 4.”

Motion ii passed, as amended.

iv. MOTION: Duly made and passed:

“To approve the recommendations of the Graduate Curriculum Committee report of March 24, 2004.”

Correction (Suhail): On page 10, the rationale should read “...(these changes were passed by the Academic Senate...”

On page 10, the last line of the rationale should read “reflected.”

A. CHANGES IN DEGREE PROGRAM

1. AI.5B.1 Linguistics and Communication Disorders

Change in requirements for the M.A. Degree in Applied Linguistics - HEGIS Code 1505, to:

...1. Satisfactory completion of the following 36 credits: LCD 701, 702, 703, 705, 706, 707, 720, 740.3, 741.3, 742, 750, 790.

2. AI.5B.1 Linguistics and Communication Disorders

Change in requirements for the M.S. in Education: TESOL - HEGIS Code 1508, to:

1. For students who possess a New York State teaching certificate, satisfactory completion of the following 39 credits: LCD 701, 702, 703, 705, 706, 707, 712, 720, 740.3, 741.3, 742, 790, 796.
2. For students who do not possess a New York State teaching certificate, satisfactory completion of the following 44 credits: LCD 701, 702, 703, 705, 706, 707, 712, 720, 740.4, 741.4, 742, 790, 794, 795.

ACADEMIC SENATE MINUTES, May 6, 2004

3.Completion of course requirements with a minimum overall grade point average of B (3.0).

M O R E

5.b. continued

3. AI.5B.2 Biology

Change in requirements for the M.A. Degree in Biology - HEGIS Code 0401

On page 49 of the current 2002-2004 Graduate Bulletin under Requirements for the Master of Arts Degree delete ...[3. Students must participate in two semesters of Biology 791 (Colloquium), one credit each semester.]

4. AI.5B.3 History

Change in requirements for the M.A Degree in History - HEGIS Code 2205

On page 107 of the current 2002-2004 Graduate Bulletin under Departmental Regulations for the Master of Arts Degree delete ...[5. Each applicant must present evidence of a reading knowledge of a foreign language approved by the department and demonstrated to its satisfaction. The department currently accepts French, German, and Spanish, but with the written approval of the student's adviser, and the departmental Graduate Adviser, another language may be substituted if it is required for thesis research.]

Change in requirement for the M.A. Degree in History - HEGIS Code 2205

On page 107 of the 2002-2004 Graduate Bulletin under Department Regulations for the Master of Arts Degree delete the bracketed material . . . 3. A student must complete 30 hours of graduate history courses, which must include [both] a seminar [and a course in historiography]. The department recommends that the [two] required course[s] be completed as early as possible to avoid scheduling difficulties.

5. AI.5B.4 Graduate School of Library and Information Studies

Change in requirements for the M.L.S. Degree in School Media Specialist-Library - HEGIS Code 0899.01

To: ...GLIS 737 Literature for Children and Adolescents
GLIS 761 Organization and Management: Media Centers
GLIS 763 Non-book Materials: Sources and Services
GLIS 765 Resources for the School Curriculum
GLIS 767 Reading Motivation Techniques for Children and Adolescents
GLIS 795 Internship (150 hours of practicum)

All students must complete 25 hours of fieldwork in each of GLIS 761, 763, 764, and 767.

6. AI.5B.5 Music

Change in requirements for the M.A. Degree in Music - HEGIS Code 1004

To:

ACADEMIC SENATE MINUTES, May 6, 2004

Jazz performance majors are required to take Music 794.7 (Jazz Ensemble) for three semesters, Composition and Arranging), 756 (Jazz History), plus nine (9) graduate elective credits. In addition, the Jazz faculty administers a comprehensive exit examination, which includes piano proficiency, aural skills, sight-reading and repertoire. Materials for this examination are distributed to all

M O R E

5.b. continued

incoming students. This exit examination must be passed before a graduate recital is scheduled.
The preferred schedule of courses is:

Fall (Semester I)

Music 778.1 (Private Lessons)

Music 754 (Jazz Improvisation)

Music 794.7 (Jazz Ensemble)

One or two electives

Spring (Semester II)

Music 778.2 (Private Lessons)

Music 755 (Jazz Composition and Arranging)

Music 794.7 (Jazz Ensemble)

One or two electives

Fall (Semester III)

Music 776.3 (Private Lessons)

Music 756 (Jazz History)

Music 794.7 (Jazz Ensemble)

One or two electives

Electives offered include: Mus. 757 Advanced Jazz Arranging, Mus. 786 Combo Workshop, Mus. 788 Piano Workshop, Mus. 750 Music Business, and Mus. 790.1, 790.2, 790.3 Special Problems. Jazz Students are also encouraged to take advantage of classes in the classical division.

7. AI. 5B. 1 Literacy Teachers, 5-12

Change in Requirements for the M.S. Degree in Literacy Teachers, 5-12

HEGIS Code 083000; Program Code 559; and New York State Education Department # 26421

To:

- a. Admission into the Graduate Literacy Program is open to individuals who hold a provisional or initial certificate in middle school, 5-8 or secondary education, 7-12.

Graduation requirements include completion of the 36 credits of required course work in the areas of diversity, literature, literacy pedagogy, and content area literacy, a GPA of 3.0, and successful completion of a professional portfolio and research project.

- b. Change in Course Requirements for the M.S. Degree in Literacy Teachers, 5-12, to:

Literacy Teachers, 5-12 (36 credits)

ACADEMIC SENATE MINUTES, May 6, 2004

*Foundations (required 3 cr.)**

SEYS 733. Foundations of Literacy Development and Instruction (3 cr.)

MORE

5.b. continued

*Diversity in Literacy Learning (required 6 cr.)**

SEYS 745. Reading and Writing for Diverse Students in Content Areas (3 cr.)

SEYS 734. Literacy Instruction for Students with Disabilities (3 cr.)

*Literacy Studies (required 3 cr.)**

SEYS 746. Multicultural Literacy (3 cr.)

*Literacy Pedagogy (required 3 cr.)**

SEYS 735. Disciplinary and Cross-Disciplinary Literacy Instruction (3 cr.)

*Literacy in Content Area Studies**

*Assessment and Instruction (required 6 cr.)**

SEYS 736. Assessment and Instruction for Students with Literacy Differences, Part I (3 cr.)

SEYS 737. Assessment and Instruction for Students with Literacy Differences, Part II (3 cr.)

Consultation (required 3 cr.)

SEYS 742. Consultation Strategies for the Literacy Specialist (3 cr.)

*Practicum (required 6 cr.)**

SEYS 748. Supervised Practicum with Middle/Junior High School Students (3 cr.)

SEYS 749. Supervised Practicum with High School Students (3 cr.)

*Research (required 6 cr.)**

SEYS 788. Research investigation for literacy instruction, Part I (3 cr.)

SEYS 789. Research investigation for literacy instruction, Part II (3 cr.)

** Literacy Specialist candidates are required to complete a 36 credits blocked program.*

8. AI.5B.7 Literacy Education, Birth – Grade 6

Change in requirements for the M.S. in Literacy Education, Birth-Grade 6 – HEGIS Code 0830

To:

EECE 711, EECE 722, EECE 731, EECE 733, EECE 746, EECE 764, EECE 780, EECE 782,
EECE 787, EECE 801, EECE 802, EECE 803, EECE 804, EECE 805

B. NEW COURSES

1. AII.5.B.1 Literacy Teacher, 5-12

ACADEMIC SENATE MINUTES, May 6, 2004

SEYS 734. Literacy Instruction for Students with Disabilities. 3 hr.; 3 cr. Prereq.: SEYS 733 and 788. Coreq.: SEYS 745. This course familiarizes teacher candidates about the historical, sociological, and psychological issues related to literacy education of students with disabilities (i.e., learning disabilities; emotional disorders; physical disabilities; sensory impairments, and others) in secondary education. Disability issues highlighted within this course include laws and legal mandates; assessment for instruction; full inclusion movement; Individualized Education Program; instructional and assistive technology; and teaching literacy strategies and skills. Teacher candidates

M O R E

5.b. continued

will develop an understanding of the linguistic and cognitive capabilities of students with disabilities and ability to plan lessons for advancing academic skills of students with disabilities. Twenty-five hours of fieldwork focused on students with disabilities are required.

Projected Enrollment: 50 students (Two sections)

Projected Frequency: Annually (Spring semester)

2. AII.5B.2 Psychology

747. Human Memory. 3 hr.; 3 cr. Covers all aspects of human memory from the behavioral to the neural levels. The subject material is a blend of standard cognition data on memory along with the newer results from cognitive neuroscience. Thus, the information on each lecture topic is divided into two parts: 1) the standard cognitive material, including an historical perspective and the essential behavioral data and models that have been developed and 2) the neurocognitive data (lesion studies, brain imaging using blood flow and event-related potential techniques). The latter provide focus on the new insights into the brain mechanisms underlying various memory processes obtained in the past decade.

Projected Enrollment: 8-15 students Projected Frequency: 1 each year

3. AII.5B.3 Biology

645. Evolution and Cultural Behavior. 3 hr.; 3 cr. Prereq.: B.S. or B.A. a major or minor in biology, zoology, or equivalent or permission of instructor. A lecture/seminar course that examines several recent evolutionary theories associated with culture, i.e. behavioral ecology, evolutionary psychology, memetics, and bio-cultural co-evolution. These theories are compared and assessed in seminars on current research, critiques, and applications to human and animal cultures.

Projected Enrollment: 25-30 per offering

Projected Frequency: 645 is expected to be offered in the evening, alternate fall terms. It likely will alternate years with 724.6 (Behavior and Evolution) a current graduate level course

4. AII.5B.4 Linguistics and Communication Disorders

ACADEMIC SENATE MINUTES, May 6, 2004

a. 796. Student Teaching Internship in TESOL for Certified Teachers. 3 hr. plus 20 hr./wk. Student teaching; 3 cr. Prereq.: LCD 742. Supervised student teaching in ESL classes, plus a weekly seminar at the College. (For students who possess a New York State Teaching certificate.)

Projected Enrollment: 6-8 Projected Frequency: Once per year

b. 794. Student Teaching Internship in TESOL I. 3 hr. plus 20 hr./wk. Student teaching; 3 cr. Prereq./Coreq.: LCD 742. Supervised student teaching in ESL classes, plus a weekly seminar at the College. (For students who do not possess a New York State Teaching Certificate.)

Projected Enrollment: 6-8 Projected Frequency: Once per year

M O R E

5.b. continued

5. AII.5B.5 Computer Science

734. Hardware Design Practicum. Hours to be arranged; 3 cr. Prereq.: completion of 21 credits, including a hardware semi-core course. Each student will complete a significant hardware development project approved by the instructor. Projects may be based on existing development platforms, or may involve construction of a hardware platform specific to the project. Designs may involve various areas of digital design, such as signal processing, robotics, networking, or peripheral interfacing.

Projected Enrollment: 20 per semester

Projected Frequency: Each semester (except summer sessions)

6. AII.5B.6 Elementary and Early Childhood Education Services

a. EECE 801. The Role of the Literacy Specialist. 3 hr.; 3 cr. Prereq.: EECE 711, 722, 731, 780. This course is designed to provide the reading specialist with the knowledge, skills, and processes necessary to collaborate with other professionals in the school and community.

Projected Enrollment: 50 (two sections of 25 students)

Projected Frequency: Annually

b. EECE 802 Teaching Strategies for the Literacy Specialist. 3 hr., 3cr., Prereq. EECE 711, 722, 731, 780, 801, 764. This course is designed to present the various techniques that the literacy specialist will need. It will prepare teachers to use their knowledge of literacy teaching techniques to meet the needs of individuals, small groups and whole classes.

Projected Enrollment: 50 (two sections of 25 students)

Projected Frequency: Annually

c. EECE 803 Authentic Assessment. 3 hr., 3cr.. Prereq.: EECE 711, 722, 731, 780, 801, 764, 802. This course is designed to provide the literacy specialist with the knowledge and skills necessary for the use of authentic assessment. Teachers practice classroom diagnostic procedures to assess, analyze, and provide instruction to enhance the reading and writing performance of students.

Projected Enrollment: 50 (two sections of 25 students)

Projected Frequency: Annually

ACADEMIC SENATE MINUTES, May 6, 2004

- d. **EECE 804 Standards-Based Assessment.** 3 hr., 3cr., Prereq.: EECE 711, 722, 731, 780, 801, 764, 802, 803, 787. This course is designed to provide the literacy specialist with the knowledge and skills of standardized assessment. The teacher will learn techniques for using and interpreting standardized tests and become thoroughly familiar with specific literacy assessment. Teachers will practice administering standardized tests to assess, analyze, and provide instruction to enhance the reading and writing performance of students.
Projected Enrollment: 50 (two sections of 25 students)
Projected Frequency: Annually

MORE

5.b. continued

- e. **EECE 805 Practicum.** 3 hr., 3cr., Prereq.: EECE 711, 722, 731, 780, 801, 764, 802, 803, 787, 804, 782. This course is designed to allow teachers to use all the knowledge and skill they have gained from their coursework to work with children who are struggling with literacy. Teachers will administer appropriate tests, analyze these tests, and determine an appropriate instruction for each child.
Projected Enrollment: 50 (two sections of 25 students)
Projected Frequency: Annually

C. Changes in course number, title, description, credits, hours, co- or pre-requisites

1. AIV.5B.1 Linguistics and Communication Disorders

To:

- a. **LCD 740. Second Language Acquisition and Teaching.** Prereq. or coreq.: LCD 701. Introduction to the linguistic and pedagogical theories and methods of teaching ESL. There is a field experience requirement at various school settings in conformity with New York State certification requirements. Classes may sometimes be held at these off-campus locations.
740.3. 3 hr. plus 25 hr. fieldwork observation; 3 cr.(For students who possess a New York State teaching certificate.)
740.4. 3 hr. plus 50 hr. fieldwork observation; 4 cr.(For students who do not possess a New York State teaching certificate.)
- b. **LCD 741. Methods and Materials of TESOL: Listening, Speaking, Reading, Writing.** Prereq.: LCD 702 and 740 This course is a comprehensive review of the methods and materials used in TESOL/ESL classes to teach the four language skills: listening, speaking, reading, and writing. The class covers how to adapt methods and materials to suit learner populations of different ages and at varying levels of English proficiency. The role of instructional technology (e.g. audiovisual, multimedia, computers in ESL instruction) will also be addressed. There is a field experience requirement at various school settings in conformity with New York State certification requirements. Classes may sometimes be held at these off-campus locations.
741.3. 3 hr. plus 25 hr. of fieldwork tutorial; 3 cr. (For students who possess a New York State teaching certificate.)

ACADEMIC SENATE MINUTES, May 6, 2004

741.4. 3 hr. plus 50 hr. of fieldwork tutorial; 4 cr. (For students who do not possess a New York State teaching certificate.)

- c. **LCD 742. Methods and Material of TESOL: The Content Area.** 3 hr.; 3 cr. Prereq.: LCD 741. In this course students learn the principles and practices for TESOL/ESL through academic content areas such as mathematics, science, social studies, and language arts. Reading, model lessons, and authentic materials are used to examine the theoretical issues involved and apply them to teaching practices for ESL learners at the elementary and secondary levels.
- d. **LCD 795. Student Teaching Internship in TESOL II.** 3 hr. plus 20 hr./wk student teaching; 3 cr. Prereq.: LCD 794. Supervised student teaching in ESL classes at either the elementary or secondary level, complementing the level of student teaching in LCD 794, plus a weekly seminar at the College. (For students who do not possess a New York State teaching certificate.)

M O R E

5.b. continued

2. AIV.5B.2 History

To:

798.1-798.3. Individual Readings for Graduate Credit. Hr. to be arranged; 1-3 cr. With permission of the individual instructor concerned, the student's adviser and the Departmental Graduate Adviser, a student may enroll for 1-3 hours of credit in a program of directed readings. This course is designed to supplement existing course offerings and is not proposed as a substitute for more formal course and seminar work in a field of graduate study.

3. AIV.5B.1 Literacy Teachers, 5-12

To:

a. **SEYS 733.** Foundations of Literacy Development and Instruction. 3 hr.; 3 cr. Coreq.: SEYS788. 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.

ACADEMIC SENATE MINUTES, May 6, 2004

- b. SEYS 788. Research Investigation for Literacy Instruction, Part I. 3 hr.; 3 cr. Coreq.: SEYS733. Foundations of Literacy Development and Instruction. 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.
- c. SEYS 735. Disciplinary and Cross-Disciplinary Literacy Instruction. 3 hr.; 3 cr. Prereq.: SEYS 733, 734, 745, and 788; Coreq.: SEYS 746. This course examines principles of literacy teaching and learning within and across content areas. Major areas of inquiry include knowledge about the nature of literacy and literacy development, developmental literacy programs, major issues in literacy instruction in the content areas, integrating technology with literacy development in content areas, and differentiating English Language Arts and content area literacy instruction for diverse students. Design and application of research-based literacy activities and materials in the content areas is emphasized. Twenty-five hours of fieldwork in content-area literacy are required.

MORE

5.b. continued

- d. SEYS 736. Assessment and Instruction for Students with Literacy Learning Differences, Part I (3 hr.; 3 cr.). Prereq.: SEYS. 733, 734, 735, 745, 746, and 788; Coreq: SEYS 748. 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.

ACADEMIC SENATE MINUTES, May 6, 2004

- e. SEYS 748. Supervised Practicum with Middle/Junior High School Students (3 hr.; 3 cr.). Prereq.: SEYS 733, 734, 735, 745, 746, and 788; Coreq.: SEYS 736. This course provides 25 hours of supervised practicum and seminar 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.
- f. SEYS 737. Assessment and Instruction for Students with Literacy Learning Differences, Part II (3 hr., 3 cr.). Prereq.: SEYS 733, 734, 735, 736, 745, 746, 748, and 788; Coreq.: SEYS 749. 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.
- g. SEYS 749. Supervised Practicum with High School Students (3 hr.; 3 cr.). Prereq.: SEYS 733, 734, 735, 736, 745, 746, 748, and 788; Coreq.: SEYS 737. 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.

MORE

5.b. continued

- h. SEYS 742. Consultation Strategies for the Literacy Specialist (3 hr.; 3 cr.). Prereq.: SEYS 733, 734, 735, 736, 737, 745, 746, 748, 749, and 788; Coreq.: SEYS 789. This course assists literacy personnel to use their knowledge of literacy and literacy problems to help general classroom teachers, special education teachers, parents, Individualized Education Program (IEP) teams, administrators, and other relevant personnel to develop literacy programs for individual students and to improve literacy across the curriculum. It focuses on definitions of consultation, effective models of consultation, consultation strategies, IEP development, federal and state special education laws, and instructional practice.

ACADEMIC SENATE MINUTES, May 6, 2004

- i. SEYS 789. Research Investigation for Literacy Instruction II (3 hr.; 3 cr.). Prereq.: SEYS 733, 734, 735, 736, 737, 745, 746, 748, 749, and 788; Coreq.: SEYS 742. 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 project on a topic of concern in middle or adolescent education.

D. Courses Withdrawn:

AV.5B.1 History

History 701. Historiography

- E. The SEES Department requests that GEOL 721 (Optical Mineralogy) be reinstated to the regular rotation of offerings beginning with the Fall 2004 Semester.

The catalogue listing is:

721. Optical Mineralogy. 2 hrs. lec.; 4 hrs. lab, plus field trip. 2 credits (for half a semester). Prereq.: Undergraduate course in mineralogy assumed. Use of the petrographic microscope as a rigorous tool in the identification of minerals and the study of rocks.

- F. The ENGLISH Department requests that ENGLISH 788 (Cooperative Education Placement) be reinstated to the regular rotation of offerings beginning with the Fall 2004 Semester.

The catalogue listing is:

788. Cooperative Education Placement. Permission of the director of graduate studies. Experiential learning through placement. Opportunity to test and demonstrate academic learning in an organizational setting. Students receive academic credit as well as a stipend from the placement. A learning contract as well as an academically related project will be worked out with an adviser.

788.1. 1 hr.; 1 cr.

788.2. 2 hr.; 2 cr.

788.3. 3 hr.; 3 cr.

788.4. 4 hr.; 4 cr.

788.5. 5 hr.; 5 cr.

788.6. 6 hr.; 6 cr.

5. continued

c. Undergraduate Curriculum Committee (Lord):

- i. MOTION: Duly made:

"To adopt the Undergraduate Curriculum Committee recommendations of April 15, 2004."

Editorial corrections:

ACADEMIC SENATE MINUTES, May 6, 2004

1. Page 1 – Item 2.a, in the From section, the sentence “All students must have at least a C...economics” should remain in. The bracket to delete should start at Mathematics 131. The aforementioned sentence should be added to the To Read section.
2. Page 2 – Item d, before the last sentence insert “Specific topics explored are instructor-specific; please check the syllabi of the relevant faculty for details.”
3. Page 10 – Item bb, the From and To Read should be reversed.
4. Page 1 – (Habib) Item 1.a.i. should be Geology 213W (not 231W).
5. Pages 2 and 3 – (Peritz) Items d and e, the sentence “Specific topics explored are instructor-specific;...” is a redundancy; sentence should read “Topics explored are instructor-specific;...”

ii. MOTION: Duly made (Moore), seconded and passed:

“On page 8, item v, ECO 212, remove “Problems” from the title to change the title to “Economics of Latin America.”

Motion i was adopted, as amended.

1. Writing-Intensive Sub-committee

- a. W Courses
 - i. Geology 213W, 239W (approved 3/17/04)
 - ii. EECE 201W, EECE 310W (approved 2/17/04)

2. Economics. (03-44)

- a. Change to a Major: Economics (HEGIS 2204, SED 02811)

To Read:

Required: Mathematics 131 or the equivalent and at least 30 credits in economics courses exclusive of courses 151, 253, 254, 258, and 370 and BUS 385. Economics 101 or 103, 102 or 104, 205 or 225, 206 or 226, and 249 and 382 are required of all majors. Transfer students must take at least 15 hours of economics at Queens College. All courses required for the major including Math 131 or the equivalent must be completed with a grade of C- or better. The P/ NC option may not be utilized for any course required for the economics including Math 131 or its equivalent. All students must have at least a C average for economics courses taken at Queens College, and, in addition, a C average in the required courses in economics.

M O R E

5.c. continued

Students who are planning to major in economics should take Mathematics 131 or its equivalent as early in their economics major as possible because Mathematics 131 or its equivalent is a prerequisite for two required courses, Economics 205 and 249. Equivalents for Mathematics 131 include Mathematics 141, 151, 157, an AP calculus score which is 3 or better for Calculus AB or BC.

ACADEMIC SENATE MINUTES, May 6, 2004

- b. Change to a Minor: Economics, to read:

Required: Mathematics 131 or the equivalent and 18 credits in economics consisting of Economics 101 or 103, 102 or 104; two of the following courses: Economics 205 or 225, 206 or 226, and 249; and two electives. At least 12 of these credits must be taken at Queens College.

A C average is required for all economics courses applied to the minor and a C average in Economics 101 or 103, 102 or 104, and the two courses chosen from Economics 205 or 225, 206 or 226, and 249. All courses for the minor, plus Math 131 or equivalent, must be passed with a letter grade (no P/NC option).

- c. Changes to Requirements for the BBA:

Majors in Finance, Actuarial Studies for Business and International Business, to read:

The specific requirements for the BBA degree are described in the box on page ?. All students wishing to earn a BBA must take the Business Fundamentals courses listed below, as well as the courses listed under Social and Ethical Aspects of Business and all must satisfy the Liberal Arts and General Education Requirements for Queens College. In addition to all general Queens College requirements, students must have completed all requirements for the appropriate major, as specified below and must have a grade point average in their chosen major of B- (2.7) or better in courses taken for the major at Queens College. All courses required for the major must be completed with a grade of C- or better. All courses in Business Fundamentals, Society and Ethics, and specialization courses taken for the BBA must be completed with a letter grade to be counted for the major. P/NC grades will not be accepted.

- d. New Course

ECO 103 The Global Economy

3 hrs., 3 cr. The impact of globalization on consumers, workers, the structure of production, markets, and government and international regulation and economic strategies; the determinants of economic growth and development, the nature of international trade and finance, as well as the phenomena of inflation and unemployment; the changing structure of selected national economies. Topics explored are instructor-specific; please check the syllabi of the relevant faculty for details. The course may not be taken for credit if Economics 101 has already been taken.

M O R E

5.c. continued

- e. New course
ECO 104 The Market Society

ACADEMIC SENATE MINUTES, May 6, 2004

3 hrs., 3 cr. A topic focused, problem-solving course on micro-oriented applications of economic reasoning. The laws of supply and demand are introduced in a framework that concentrates on how firms, consumers, investors and the government interact to produce relevant economic outcomes. Topics explored are instructor-specific; please check the syllabi of the relevant faculty for details. The course may not be taken for credit if Economics 102 has already been taken.

f. New course.

ECO 204 International Political Economy

3 hrs., 3 cr. Prereq: Economics 101 or 103. The important conceptual frameworks for considering the international political economy starting with mercantilism and ending with issues of international financial governance regime theories. Questions of property rights, state-market tensions, global public goods and bads, foreign direct investment and debt, structural adjustment programs and the creation of new financial architecture along with an examination of global economic governance institutions such as the International Monetary Fund, the World Bank and the World Trade Organization will be considered in the light of different approaches to the international political economy.

g. New Course

ECO 393 Internship for Economics 3 hr, 3 cr.

Prerequisites: Completion of 60 credits including Eco 101 or 103 and 102 or 104 and two additional economics courses. Economics majors are given the opportunity to do a supervised internship in an appropriate corporate, not-for-profit, research organization, small business or governmental organization. Internships are subject to the approval of the Internship Director, and approval must be sought a minimum of one month prior to the internship. The internship should be a minimum of 8 hours per week for 15 weeks. Students must meet periodically during the internship with the Internship Director. The student must write a report on his or her internship. While the Department will endeavor to find an appropriate internship, often in the not-for-profit sector, students may also locate a potential internship and submit it to the Internship Director for approval.

h. New Course.

BUS 393 Internship for Business Administration 3 hr, 3 cr.

Prerequisites: Completion of 60 credits including Eco 101 and 102, Accounting 101 and 102 and two other required courses in the BBA program. This course gives economics majors the opportunity to do a supervised internship in an appropriate corporate, not-for-profit, research organization, small business or governmental organization. Internships are subject to the approval of the Internship Director, and approval must be sought a minimum of one month prior to the internship. The internship should be a minimum of 8 hours per week for 15 weeks. Students must meet periodically during the internship with the Internship Director. The student must write a report on his or her internship. While the Department will endeavor to find an appropriate internship, often in the not-for-profit sector, students may also locate a potential internship and submit it to the Internship Director for approval.

MORE

5.c. continued

i. Change in description, to read:

ACADEMIC SENATE MINUTES, May 6, 2004

ECO 101. Introduction to Macroeconomics. 3 hr.; 3 cr. Covers the nature and methods of economics and survey of major economics problems; the determinants of national income and output, the price level, and employment; the role of money and banking in the economy; and the role of the government's fiscal and monetary policies. May not be taken for credit if Economics 103 has already been taken. (SS)

- j. Change in description, to read:

ECO 102. Introduction to Microeconomics. 3 hr.; 3 cr. How decisions are made by the consumer and producer sectors of the economy and the interactions between the two sectors; the process of resource allocation and income distribution within a free enterprise economy as well as alternative market structures such as monopoly, oligopoly, and monopolistic competition; and the effects of various government policies on the allocation of resources and the distribution of income. May not be taken for credit if Economics 104 has already been taken.

- k. Change in prerequisites, to read:

ECO 326. International Economics. 3 hr.; 3 cr. Prereq.: Economics 205 or 225. An introduction to the theory of international trade and to empirical tests of trade theory.

- l. Change in prerequisites and description, to read:

ECO 207. Comparative Economic and Financial Systems. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104; English 110. Despite the evolution of many world economies toward the market system and privatization, the major differences - formal, cultural, and informal - in the financial, legal, accounting, social and economic institutions, ownership, business practices and economic policy-making in both the transitioning economies and the world's major economies pose major challenges for international business decision making and cause major differences in economic performance, income distribution, growth and efficiency of these economies. This course analyzes these components of an economy within a decision-making-information-motivation framework. Examples will be drawn from a number of economies including US, EU, Russia, Mexico, China and Pakistan. Of particular interest are macroeconomic institutions, monetary and fiscal policy, relationships to the world economic organizations as well as the internal political and legal frame work which influences privatization, market structures, competition and comparative internalization of social costs. Also examines the impact of systems and the political and social relationships in the behavior of economic institutions.

- m. Change in hours, to read:

ECO 382. Introduction to Econometrics. 3 lec. 1 lab hr.; 3 cr. Prereq.: Economics 249 or equivalent. This course will begin with a review of statistics and hypothesis testing, then introduce simple and multiple regression techniques; the estimation of regression using ordinary least squares; inference; and the use of spreadsheets and statistical software to estimate economic models.

MORE

ACADEMIC SENATE MINUTES, May 6, 2004

- n. Change in prerequisites, to read:

ECO 383, 383W. Seminar in Selected Studies in Economics. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104 and permission of department; English 110. Subject varies with the instructor and the year. May be repeated for credit provided the topic is not the same.††

- o. Change in Prerequisites, to read:

ECO 390W. Research Methods in Economics. 3 hr.; 3 cr. Prereq.: Economics 101 or 103, 102 or 104, 205 or 225, 206 or 226, 249. Class size is limited to 20. Required of honors students. The purpose of this course is to teach students some research methods in economics, including data sources, presentation and interpretation of data, organization writing, editorial revision, and oral presentation of brief research memos, a major research paper, use of literature searches, government documents, and computers to access data banks, and introduction to computer-based modeling.

- p. Change in prerequisites, to read:

ECO 203. Development of Economic Thought. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104 or permission of instructor; English 110. Traces the evolution of economic doctrines both in their institutional context and with reference to central issues that are of present-day significance.

- q. Change in prerequisites, to read:

ECO 205. Price Theory. 3 lec., 1 lab. hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104 and Mathematics 131 or the equivalent. Familiarizes the student with the technical tools of economic analysis. Covers price, input and output decisions of the business firm; the forces behind supply of and demand for the product of the firm and industry; and the factors determining the distribution of income. This course cannot be taken for credit if Economics 225 has been taken (see also Economics 225). Fall, Spring.

- r. Change in prerequisites, to read:

ECO 206. Macro-Economic Analysis. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104. National income measurement; macro-economic theories of income, employment, prices, and interest rates; public policies for growth and stabilization. This course cannot be taken for credit if Economics 226 has been taken (see also Economics 226). Fall, Spring.

- s. Change in prerequisites, to read:

ECO 208. Emerging Markets and Transitional Economies . 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104; English 110. The causes of differences in the levels of economic performance among countries; major theories of economic development; policies for economic development.††

MORE

ACADEMIC SENATE MINUTES, May 6, 2004

5.c. continued

- t. Change in prerequisites, to read:

ECO 210. Transformation of Economic Systems. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104; English 110. This course is concerned with the breakup and reconstitution of economic systems from antiquity to the present. The emphasis will be on primitive, feudal, and contemporary underdeveloped economies.††

- u. Change in prerequisites, to read:

ECO 211. Economics of Asia. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104 or permission of department; English 110.††

- v. Change in prerequisites, to read:

ECO 212. Economics of Latin America. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104 or permission of department; English 110.

- w. Change in prerequisites, to read:

ECO 213. Economics of the Labor Force. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104; English 110. Theoretical and public policy issues relating to wage determination, labor markets, the labor force, wages, prices, productivity, employment, human resources, and income maintenance.

- x. Change in prerequisites, to read:

ECO 214. Economics of Organized Labor. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104; English 110. Includes collective bargaining in the public and private sectors and labor problems of minorities.††

- y. Change in prerequisites, to read:

ECO 215. Money and Banking. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104. Description and analysis of monetary and banking principles and institutions.

- z. Change in prerequisites, to read:

ECO 218. The Economics of State and Local Finance. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104; English 110. Such topics as the demand for government services, intergovernmental fiscal relations, the distribution of various public services within and between governmental jurisdictions, governmental budgeting processes, and sources of revenue.

M O R E

ACADEMIC SENATE MINUTES, May 6, 2004

5.c. continued

aa. Change in prerequisites, to read:

ECO 219W. Economics of Class, Race, and Sex. 3 hr.; 3 cr. Prereq.: Economics 101 or 103; English 110. This course is concerned with theoretical and historical explanations of stratification by class, race, sex, and ethnicity. Specifically, it is concerned with explaining differential rates of progress among ethnic groups; the economic position of the black population versus the white one; black/white males vis-à-vis black/ white females; and finally, males and females.

bb. Change in prerequisites, to read:

ECO 220. Consumer Economics and Personal Finance. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104; English 110. This course covers personal financial planning, consumer decision making, present value theory, money management, and credit. Specific topics include: income taxes, investing and portfolio management, risk management (insurance), pensions, long-term family and estate planning, and the problems of information and transaction costs. Students learn to use a spreadsheet on the IBM PC to solve various case problems.††

cc. Change in prerequisites, to read:

ECO 221. The Economy of Greece. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104; English 110. This course will focus on the postwar structure and performance of the Greek economy. An examination of overall growth as well as growth of the agricultural, industrial, and service sectors will be pursued, taking into account the private-versus-public sector dichotomy. Special consideration will be given to external economic relations of Greece, its membership in the EEC, and balance of payments problems. The structural effects of external relations upon domestic development will be traced, dealing, for example, with migration and income distribution.††

dd. Change in prerequisites, to read:

ECO 222. European Economic History since 1750. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104; English 110. Emphasizes the processes and repercussions of industrialization.

ee. Change in prerequisites, to read:

ECO 223W. The Development of the American Economy to 1914. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104; English 110.

ff. Change in prerequisites, to read:

ECO 224. American Economic History since 1914. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104; English 110.

M O R E

ACADEMIC SENATE MINUTES, May 6, 2004

5.c. continued

gg. Change in prerequisites, to read:

ECO 225. Price Theory (Mathematics Emphasis). 3 lec., 1 lab. hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104 and Mathematics 132 or 143 or 152. Identical to Economics 205, except taught with a greater use of mathematical tools. Recommended for students planning to do graduate work in economics and business. This course cannot be taken for credit if Economics 205 has been taken.††

hh. Change in prerequisites, to read:

ECO 226. Macro-Economic Analysis (Mathematics Emphasis). 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104 and Mathematics 132 or 143 or 152. Identical to Economics 206 except taught with a greater use of mathematical tools. Recommended for students planning to do graduate work in economics and business. This course cannot be taken for credit if Economics 206 has been taken.††

ii. Change in prerequisites, to read:

ECO 227. International Finance. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104 and 206 or 226; English 110. An analysis of the economics of balance of payments, the foreign exchange market, international liquidity and adjustment problems, exchange rate systems and their influence on internal and external balance, international financial institutions, international capital movements, financial problems of economic integration.

jj. Change in prerequisites, to read:

ECO 228, 228W. The Economics of the Environment. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104 or permission of instructor; English 110. The economic causes of environmental problems and the problems encountered in estimating the economic cost of environmental damages. Application of economic theory to establish the conditions for the best use of the environment, and to evaluate economic costs and benefits of current regulatory policy.††

kk. Change in prerequisites, to read:

ECO 229. History of International Business and Finance, 1850 to the Present. 3 hr. 3 cr. Prerequisites: Economics 101 or 103 and 102 or 104. This course will study the evolution of typical international business and financial structures and their performance through readings and lectures on international enterprise and national economic histories from the first era of globalization to the present. The business of export-import, financing trade and international investment, and multinational enterprise will be covered. Other topics will include the evolution of international monetary systems, trade regulation, and the size of the international economy.

ll. Change in prerequisites, to read:

ECO 230W. Women's Issues in Economics. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104; English 110. Includes discussion of participation of women in the labor force; distribution of women among occupations; work outside the marketplace and in the home; wage differentials between men and women; and government policies that affect the economic position of women.††

ACADEMIC SENATE MINUTES, May 6, 2004
M O R E

5.c. continued

mm. Change in prerequisites, to read:

ECO 240. Industrial Organization. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104; English 110. The economic functions of business firms; the theory and practice of internal organization of firms; market structure and performance of competitors, oligopolists, etc., and their effects on economic welfare; business as a social and political institution; the large firm in a mixed economy.

nn. Change in prerequisites, to read:

ECO 242. Regulation of American Business. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104; English 110. The origin, evaluation, and present pattern of government regulation of business; the organization of industry; anti-trust and the promotion of competition and prevention of monopoly and public regulation; public policies in natural resource and environmental conservation.††

pp. Change in prerequisites, to read:

ECO 246. Urban Economics. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104; English 110. The microeconomics of U. S. urban development patterns from the industrial revolution to the present. Decentralization of economic activity and population; the resulting urban problems and possible solutions to these problems.

qq. Change in prerequisites, to read:

ECO 249. Statistics as Applied to Economics and Business. 3 lec., 1 lab. hr.; 3 cr. Prereq.: Economics 101 or 103 and Mathematics 131 or equivalent. The topics covered are descriptive statistics, elementary probability theory, sampling statistical inference, estimation, and simple correlation and regression. (Not open to students with credit for Mathematics 241, which will be accepted in lieu of Economics 249.) (SQ) Fall, Spring

rr. Change to LASAR requirements, to read:

Economics 100, 101, 102, 103, and 104 may be used to fulfill the Social Science LASAR requirement.

3. History (03-06)

a. Addition of another specialty category for History majors to be added to the list special area studies.

ACADEMIC SENATE MINUTES, May 6, 2004

Students with a particular interest in a topic that cuts across geographical or chronological lines may develop their own specialty. Students wishing to develop their own specialty must make their request in writing before their upper junior year. Their request must be approved by both the Chief Concentration Advisor and the Chair of the History Department.

M O R E

5.c. continued

4. Film Studies (03-08, HEGIS 1010, SED 81206)

- a. Change to the major, to read:

Required (15 credits): Media Studies

143, 144, 200, 240, 341/341W

Electives (21 credits, at least one of which must be designated a "W" course): Media Studies

146, 245, 263, 315, 342/342W, 344/344W, 345W, 346/346W; Comparative Literature 241;

English 280, 285; Film Studies 201, 211, 380; German 261; Philosophy 105; Political Science 209; Russian 244; Sociology 249.

5. Economics (04-09)

- a. Change to the major: BBA, Actuarial Studies for Business, to read:

Requirements for the BBA in Actuarial Studies for Business (20-22 credits):

Mathematics 152 (or 142 and 143), 201, 242, 271, 272; Economics 225, 226;
BUS 341W.

Recommended: Math 116 (prior to taking BUS 241), BUS 350, 352, 353

Note: Actuarial majors need not take ECO 382 or BUS 384.

- b. Change in Honors Programs, to read:

The Economics Department has two honors options: Honors in Economics and High Honors in Economics. The Honors in Economics Program requires that students maintain a 3.5 average or better in all economics courses. High Honors in Economics requires that students (1) take Economics 392; (2) write a senior thesis in conjunction with Economics 392; (3) maintain a 3.5 average or better in all economics courses; and (4) obtain an A- or better in 392W (or 392 plus 134W or 135W).

- c. New Honors Programs:

Honors in Finance/ International Business/Actuarial Studies for Business

Honors in Finance/International Business requires that students maintain a 3.5 average or better in all courses taken for the Finance/International Business/Actuarial Studies for Business Majors.

High Honors in Finance/International Business

High Honors in Finance/International Business requires that students (1) maintain a 3.5 average or better in all courses taken for the Finance/International Business/Actuarial Studies for Business Majors and (2) earn an A- or better in BUS 392W.

ACADEMIC SENATE MINUTES, May 6, 2004

High Honors in Actuarial Studies for Business

High Honors in Actuarial Studies for Business requires that students maintain a 3.75 average or better in all courses taken for the Actuarial Studies for Business major.

M O R E

5.c. continued

- d. New Course.
BUS 383, 383W. Seminar in Selected Studies in Business. 3 hr.; 3 cr. Prereq.: Economics 101 or 103 and 102 or 104 and permission of department; English 110. Subject varies with the instructor and the year. May be repeated for credit provided the topic is not the same.††
- e. New Course.
BUS 391, 391W. Special Problems. 391.1-391.3, 1-3 hr.; 1-3 cr. Prereq.: Permission of department; English 110. Recommended for students of high standing who want to do special individual research in business under the guidance of an instructor. (A student may receive credit only once for courses in the 391.1-391.3 series.)††
- f. New Course.
Business 392W Honors Seminar 3 hr 2 cr. Prereq.: ECON 382 or BUS 384; For Finance majors: BUS 341W, 350, and 351; For International Business Majors: ECON 227, 326 and 355W; and permission of the department. This class is required for High Honors Students in Finance and International Business. Class size is limited to 20. The course will cover use of data sources, literature searches, analysis of data, presentation and interpretation of research results, and the process of writing and revision.
- g. Change in description, to read:
ECO 392W. Honors Seminar. 3 hr.; 3 cr. Prereq.: Economics ECO 205 or 225, Eco 382 or Bus 384, two of the following three courses: 215, 227, and either of ECO 206 or 226; and permission of the department. This class is required for High Honors Students in Economics. Class size is limited to 20. The course will cover use of data sources, literature searches, analysis of data, presentation and interpretation of research results, and the process of writing and revision for economists.
- h. Change in title, to read:
BUS 385. Investments Workshop.
1 hr. 1 cr. Prerequisite: Senior standing and completion of/co registration with finance courses.
Course is intended to prepare students for the Level I CFA exam.

6. Linguistics and Communication Disorders (LCD)

- a. Change to a Major:
Applied Linguistics: Teaching English to Speakers of Other Languages, to read:
Required: A minimum of 12 cr. or the equivalent of study of a language other than English.
First Level: 101, 120, and 130; Second Level: 205, 206, 220, 240, and 241; Third Level: 307, 312, 340, 341, and 342; EECE 310; SEYS 201 and 221.

ACADEMIC SENATE MINUTES, May 6, 2004

Electives: 116 or 360; 209 or 306.

Note: No course will count toward this major with a grade lower than C-.

- b. Change in title and description, to read:

LCD 120. The Syntactic Structure of English I.

3 hr.; 3 cr.

The study of the structure of sentences in English, with implications for TESOL, Part I.

M O R E

5.c. continued

- c. Change in number, title, prerequisite, and description, to read:

LCD 130. The Sound Structure of English.

3 hr.; 3 cr.

The study of the articulation and patterning of sounds in English, with implications for TESOL.

- d. Change in title and description, to read:

LCD 220. The Syntactic Structure of English II. 3 hr.; 3 cr. Prereq.: LCD 101 and 120. The study of the structure of sentences in English, with implications for TESOL, Part II. Continuation of LCD 120.

- e. Change in hours and prerequisite, to read:

LCD 241. Methods and Materials of TESOL: Listening, Speaking, Reading, Writing.

3 hr. plus 50 hr. of fieldwork; 4 cr. Coreq./Prereq.: LCD 240, SEYS 201, 220, EECE 310.

Prereq.: LCD 120 and 130.

- f. Change in hours, credits, corequisite, and description, to read:

LCD 340. Methods and Materials of TESOL: The Content Areas.

3 hr.; 3 cr. Prereq.: LCD 241. Coreq.: LCD 341.

Introduction to the theory and practice of language teaching approaches used in TESOL/ESL courses which focus on thematic units and subject areas, i.e., mathematics, science, social studies, and language arts. With particular attention to the development of language and literacy skills, the course will include adaptation of methods and materials to suit non-native speakers of English as well as special education students at the elementary and secondary levels.

- g. New course

LCD 341. Student Teaching Internship in TESOL I.

3 hr. plus 20 hr. per week of student teaching; 5 cr. Coreq.: LCD 340.

Supervised student teaching in ESL classes at either the elementary or secondary level, plus a weekly seminar at the College.

- h. New Course

LCD 342. Student Teaching Internship in TESOL II.

3 hr. plus 20 hr. per week of student teaching; 5 cr. Prereq.: LCD 340 and 341.

Supervised student teaching in ESL classes at either the elementary or secondary level, complementing the level of student teaching in LCD 341, plus a weekly seminar at the College.

ACADEMIC SENATE MINUTES, May 6, 2004

i. Course withdrawn.

LCD 395. Student Teaching Internship in TESOL. 3 hr. plus 75 days of student teaching; 6 cr.

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

“To adjourn, *sine die*.”

The thirty-fourth session of the Academic Senate was adjourned at 5:15 p.m. *sine die*.