Resolution #28 1979-1980

TO:  PRESIDENT ALBERT W. BROWN
FROM:  THE FACULTY SENATE
RE:  X  I. Formal Resolution (Act of Determination)
     II. Recommendation (Urging the fitness of)
     III. Other (Notice, Request, Report, etc.)

SUBJECT:  A Proposal for a Variation in the Spanish Major/Minor:
An Interdisciplinary Concentration in Bilingual Multicultural Studies

(see attached)

Robert G. Kemmerling, President, Faculty Senate

TO:  THE FACULTY SENATE
FROM:  PRESIDENT ALBERT W. BROWN
RE:  I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION
     a. Accepted. Effective Date: 4-17-80
     b. Deferred for discussion with the Faculty Senate on
     c. Unacceptable for the reasons contained in the attached explanation

II., III.  a. Received and acknowledged
          b. Comment:

DISTRIBUTION:  Vice Presidents:

Others as identified:

Distribution Date: 4/17/80

Signed  (President of the College)

Date Received by the Senate:
A PROPOSAL FOR A VARIATION IN THE SPANISH MAJOR/MINOR:
AN INTERDISCIPLINARY CONCENTRATION
IN
BILINGUAL MULTICULTURAL STUDIES

SUNY COLLEGE AT BROCKPORT
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

APRIL, 1980
A PROPOSAL FOR A VARIATION IN THE SPANISH MAJOR/MINOR:
AN INTERDISCIPLINARY CONCENTRATION IN BILINGUAL MULTICULTURAL STUDIES

This is a proposal to vary the existing Spanish major and minor in order to provide two tracks: one with a concentration in literature and civilization, in effect at the present time, and a new track with a concentration in Bilingual Multicultural Studies. This variation is highly valuable for the implementation of the Mission Statement of the College relative to the social and cultural needs of both the Greater Rochester area and the State of New York in terms of the Hispanic population. As far as can be determined, the only other academic program of a similar nature in the State of New York is a major in Communicative and Cultural Arts, Bilingual Multicultural Studies Concentration, offered at SUNY Old Westbury.

The proposal was prepared by an ad hoc committee consisting of Dr. Francisco Zayas, Director of the Bilingual Multicultural Education Project; Dr. Benita M. Jorkasky, Associate Director of the Bilingual Multicultural Education Project; Dr. Joseph Siracusa, Professor, Department of Foreign Languages and Literatures; and Dr. Víctor J. Eslava, Interim Chairman of the Department of Foreign Languages and Literatures.
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NEED FOR THE PROGRAM

1. The increase of Spanish-speaking population in the U.S.A. and the effect of such increase on educational policy.

There are approximately nineteen million people of Hispanic origin in the United States. The Census Bureau calculates that by the end of this century Hispanics will be the largest minority in the country (MacNeil-Lehrer, 1978). In the State of New York alone, the number of Hispanics is estimated at 1.5 million (Bureau of Census, 1979). Locally, the Bilingual Office of the Rochester City School District reports that some 22,000 Spanish-speaking people live in Monroe County.

The Hispanic population demonstrates a strong desire and need to maintain its Hispanic cultural and linguistic heritage as a positive value in the multicultural composition of American society. Therefore, there is a concomitant need for non-Hispanic professionals to communicate with Hispanics in Spanish and, especially, to be sensitive to the subtle cultural differences which are essential to that communication. There is also a need for certified teachers in elementary and secondary schools who can teach in bilingual multicultural programs designed to provide equal educational opportunities for the increasing number of Hispanic children. In 1977, the National Advisory Council on Bilingual Education reported that over 65,000 teachers were needed for Spanish/English bilingual multicultural programs.
The New York State Board of Regents is presently considering recommendations for a certificate extending elementary and secondary subject teaching certificates to Bilingual Education to be effective September 1, 1980, with mandatory implementation by September 1, 1983. This means that on or after September 1, 1983, all bilingual education classes may only be taught by persons holding certificates or statements of continued eligibility (Harrison Blaney, 1979). The Board of Regents in an earlier declaration of policy on bilingual education stated that "Colleges and universities will be urged to provide bilingual education programs for professional personnel" (1972, p. 13). The final conclusion of the same policy emphasizes the multicultural aspect of the new educational system:

Our schools must teach what our society must ultimately come to believe; that cultural-linguistic diversity is not to be feared or suspected, but rather valued and enjoyed; that culturally and linguistically different people share equal rights of freedom and opportunity fundamental to democracy (p. 13).

2. Student interest

A brief history of the involvement of SUNY Brockport in Bilingual Multicultural Education should serve to indicate the growth of student interest in the proposed new track. In 1976, the College received a grant from the U.S. Office of Education to develop, through the cooperative efforts of the Department of Curriculum and Instruction and the Department of Foreign Languages and Literatures, a graduate program in bilingual multicultural education to meet the needs of persons already teaching in bilingual classrooms and to prepare new professionals to enter the field.
The Bilingual Multicultural Project is now in its fourth year of operation, with a cumulative funding since 1976 of $382,000. As a result of the U.S. Office of Education's support, which includes technical assistance and payment of tuition and fees for trainees, 13 students have been graduated from, and 49 students are presently matriculated in programs leading to a Master of Science in Elementary Education with a concentration in Bilingual Multicultural Education or to a Certificate of Advanced Studies in Educational Administration with a concentration in Bilingual Multicultural Education.

In order to provide a program for selected teacher aides who wished to become bilingual multicultural elementary teachers, core courses in the MS program were offered at the 'swing' level (400/500). Interest on the part of the undergraduates grew—as shown by the enrollment figures in Table 1—to the point where CLAM programs for individual students were designed and approved not only for persons willing to become bilingual multicultural elementary teachers but also for persons who wished to add such major to their majors in other professional and academic areas (see Table 2). This interest also led to the inclusion in the Office of Education grants for 1978-79 and 1979-80 of a limited number of traineeships for tuition and fees for undergraduates wishing to become bilingual multicultural teachers. With this support, ten students have been graduated with a Bilingual Multicultural Education CLAM and a provisional elementary teacher's certificate. Seventeen students are currently receiving traineeships and are enrolled in courses leading toward elementary teacher certification with a
Bilingual Multicultural emphasis.

The growth in numbers of undergraduate students indicates that the CLAM is no longer a proper channel for the organization of an academic program in Bilingual Multicultural Studies. It does indicate that a variation of the Spanish major and minor to provide for such study is necessary to meet the needs of the students.
<table>
<thead>
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<tr>
<td>FALL</td>
<td>98TH</td>
<td>98TH</td>
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<td>98TH</td>
</tr>
</tbody>
</table>

**Table 1: Enrollment of Core Courses**
OBJECTIVES OF THE PROGRAM:

To provide a concentration of studies which emphasizes language proficiency in English and in Spanish, language theory and practice, and the multicultural concept relative to Hispanic heritage in the United States. This proposed concentration is intended for students wishing:

1. to acquire a greater depth in the study of the Hispanic linguistic and cultural heritage in relation to the democratic organization of the U.S. multilingual multicultural society,

2. to become elementary school teachers who desire an extension of their provisional certificate to include Bilingual Multicultural Education,

3. to become secondary school teachers who desire an extension to Bilingual Multicultural Education of their provisional certification in the areas of mathematics, social studies, and the sciences,

4. to enhance their professional careers in areas such as business administration, social work, criminal justice, nursing, recreation and leisure, etc., with the capacity to communicate effectively with Hispanics by becoming proficient in the Spanish language, and sensitive to the cultural differences underlying said communication.
PROPOSED VARIATION IN THE SPANISH MAJOR

The proposed variation in the Spanish major with an interdisciplinary concentration in Bilingual Multicultural Studies consists of prerequisites in both Spanish and English language proficiency, and course requirements in three areas: further language proficiency, language theory and practice, and multicultural awareness appropriate to the student’s interest and career goals. This variation includes two options: A, 30 credit hours, for students who do not seek teaching certification; and option B, 33 credit hours, for students seeking extension of Bilingual Multicultural Education to their elementary provisional certification.
MAJOR IN SPANISH WITH AN INTERDISCIPLINARY CONCENTRATION IN BILINGUAL MULTICULTURAL STUDIES

I. Prerequisites for both options

A. Complete 12 credit hours in Spanish (SPN 111, 112, 211, 212) or equivalent through appropriate testing.
   -- Transfer students must pass the MLA Test at an appropriate equivalent level.
   -- Regular students must have an average of "C" or better.

B. Pass the Communication Core requirement or the equivalent with "C" or better.
   OR
   Pass an English exam at an appropriate equivalent level.

Any student showing deficiency in either language must take appropriate courses by advisement to remedy the deficiency.

II. Course requirements

Option A: 30 credit hours

(For students who do not seek teaching certification)

1. Required courses: 21 credit hours

   a. Language proficiency: 6 credit hours
      SPN 322 - Composition and Conversation - 3 credits
      SPN 422 - Advanced Composition and Conversation - 3 credits

   b. Language theory and practice: 9 credit hours
      SPN 321 - Contrastive Phonology: English/ Spanish - 3 credits
SPN 413-Contrastive Grammar: English/Spanish - 3 credits
SPN 414-Spanish Language Variations in the U.S.A. - 3 credits

OR

SPN 415-Spanish for Professions - 3 credits
c. Multicultural awareness: 6 credits
SN 420-Multiculturalism and the Spanish Speaker in the U.S.A. - 3 credits
SN 426-Bilingual Multicultural Topics - 3 credits

2. Elective courses: 9 credit hours

Nine credit hours in upper-division courses appropriate to
Bilingual Multicultural Studies from, but not limited to
Anthropology, English, Foreign Cultures in English, Global
Studies, History, Political Science, or Speech Communications.
Students are advised to choose their elective credits from
different disciplines.

Examples of appropriate courses:

ANT 313-Language and Meaning - 3 credits
ANT 430-Language and Culture - 3 credits
ENL 301-Introduction to Linguistics - 3 credits
FCE 333-Cultures in Conflict - 3 credits
GBS 313-Global Communications - 3 credits
HIS 432-Latin America in the 20th Century - 3 credits
SOC 317-Prejudice, Personality and Culture - 3 credits
SOC 414-Racial and Ethnic Minorities - 3 credits
SN 418-Cross-Cultural Communication - 3 credits
SN 415-Nonverbal Communication - 3 credits
SN 307-Spanish American Civilization - 3 credits

Option B: 33 credit hours

(For students seeking extension of Bilingual Multicultural education
to their elementary provisional certification.)

1. Required courses: 27 credit hours

a. Language proficiency: 6 credit hours
   - SPN 322-Composition and Conversation - 3 credits
   - SPN 422-Advanced Composition and Conversation - 3 credits

b. Language theory and practice: 18 credit hours
   - SPN 321-Contrastive Phonology: English/Spanish - 3 credits
c. Cultural awareness: 3 credit hours

SPN 420-Multiculturalism and the Spanish Speaker
  in the U.S.A. - 3 credits

OR

SPN 426-Bilingual Multicultural Topics - 3 credits

2. Elective courses: 6 credit hours

Six credits in upper-division courses appropriate to Bilingual
Multicultural Studies from, but not limited to Anthropology,
English, Foreign Cultures in English, Global Studies, History,
Political Science or Speech Communications. Students are advised
to choose their elective credits from different disciplines.

Examples of appropriate courses:

AMT 330-Language and Meaning - 3 credits
AMT 430-Language and Culture - 3 credits
FCE 313-Cultures in Conflict - 3 credits
GBS 303-Global Communications - 3 credits
HST 432-Latin America in the 20th Century - 3 credits
SOC 317-Prejudice, Personality and Culture - 3 credits
SOC 418-Racial and Ethnic Minorities - 3 credits
SPH 318-Cross-Cultural Communications - 3 credits
SPH 435-Nonverbal Communication - 3 credits
SPN 307-Spanish American Civilization - 3 credits

NOTE: Students are encouraged to participate in appropriate overseas
programs to fulfill partial requirements for the new track in the
Spanish major/minor.
PROPOSED VARIATION IN THE SPANISH MINOR

The proposed variation in the Spanish minor, a concentration in Bilingual Multicultural Studies, consists of prerequisites in both Spanish and English language proficiency and course requirements in three areas: further language proficiency, language theory and practice, and multicultural awareness appropriate to the student's interests and career goals. The proposed variation totals 16 credit hours, 15 of which are in required courses and 3 in elective courses.
MINOR IN SPANISH WITH AN
INTERDISCIPLINARY CONCENTRATION
IN BILINGUAL MULTICULTURAL STUDIES

I. Prerequisites

A. Complete 12 credit hours in Spanish (SPN 111, 112, 211, 212)
or equivalent through appropriate testing.
—Transfer students must pass the MLA Test at an appropriate
   equivalent level.
—Regular students must have an average of "C" or better.

B. Pass the Communication Core requirement or the equivalent
   with "C" or better.

OR

Pass an English exam at an appropriate level. Any student
showing deficiency in either language should take appropriate
courses by advisement to remedy the deficiency.

III. Course requirements: 18 credit hours

A. Required courses: 15 credit hours

Language proficiency: 6 credit hours
SPN 322-Composition and Conversation - 3 credits
SPN 422-Advanced Composition and Conversation - 3 credits

Language theory and practice: 3 credit hours
SPN 321-Contrastive Phonology - 3 credits
   OR
SPN 413-Contrastive Grammar - 3 credits

Multicultural awareness: 6 credit hours
SPN 426-Multiculturalism and the Spanish Speaker in the
   U.S.A. - 3 credits
SPN 426-Bilingual Multicultural Topics - 3 credits
3. Elective courses: 3 credit hours

Any three-credit upper-division course in Spanish, Foreign Culture in English, or in any field appropriate to Bilingual Multicultural Studies. NOTE: Students wishing to extend a secondary provisional teaching certificate to Bilingual Multicultural Education should take EDI421—The Bilingual Child--3 credits.

COMPARISON OF PROPOSED MAJOR/MINOR CONCENTRATION WITH EXISTING CONCENTRATION IN LITERATURE AND CIVILIZATION

The existing concentration in the Spanish major/minor emphasizes literature and civilization in courses offered exclusively by the Department of Foreign Languages and Literatures. The proposed interdisciplinary variation emphasizes language theory and practice and multicultural awareness through courses offered by the Department of Foreign Languages and Literatures, the Department of Curriculum and Instruction, the Department of English, the Department of Speech Communications, and departments in the division of Social Sciences. The existing Spanish major requires 30 credit hours in upper-division Spanish courses, as follows:

I. Required courses: 15 credit hours

Language proficiency: 6 credit hours

SPN322—Composition and Conversation--3 credits
SPN322--Advanced Composition and Conversation--3 credits

Language theory and practice: 3 credit hours

SPN321—Contrastive Phonology: English/Spanish--3 credits
Literature: 3 credit hours

SPN324-Introduction to Spanish Literature--3 credits 
OR
SPN325-Introduction to Spanish American Literature -- 3 credits

Civilization: 3 credit hours

SPN304-Spanish Civilization--3 credits
OR
SPN307-Spanish American Civilization--3 credits

II. Electives: 15 hours

Fifteen credit hours in upper-division Spanish courses. At least nine of those fifteen credit hours must be at the 400 level.

Examples of elective courses

SPN401-Spanish Literature I--3 credits
SPN402-Spanish Literature II--3 credits
SPN405-Spanish American Literature I -- 3 credits
SPN406-Spanish American Literature II--3 credits
SPN413-Contrastive Grammar Eng/Span--3 credits
SPN414-Spanish Language Variation in the U.S.--3 credits
SPN420-Multiculturalism and the Spanish Speaker--3 credits
SPN426-Bilingual Multicultural Topics -- 3 credits
SPN433-Cervantes--3 credits
SPN435-19th Century Spanish Novel--3 credits
SPN436-20th Century Spanish Novel-- 3 credits
SPN441-Latin American Ideas --3 credits
SPN499-Independent Study -- 3 credits

The existing Spanish minor requires 18 credits in upper-division Spanish courses, as follows:

I. Required courses: 9 credit hours

A. Language proficiency: 6 credit hours

SPN322-Composition and Conversation - 3 credits
SPN422-Advanced Composition and Conversation - 3 credits

B. Civilization: 3 credit hours

SPN304-Spanish Civilization - 3 credits
OR
SPN307-Spanish American Civilization - 3 credits

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II. Electives (9 hours)

Nine hours in upper-division Spanish courses. At least three of those credit hours must be at the 400 level.

IMPLEMENTATION OF PROGRAM

Implementation of the proposed variation in the Spanish major/minor to provide a concentration in Bilingual Multicultural Studies requires little in terms of additional resources.

I. Course Offerings

The vast majority of courses constituting the new concentration are already institutionalized offerings of the College. Support letters from the various departments involved are appended regarding the offering of these courses on a regular basis.

The following five courses are new and have either been approved by the appropriate agencies within the respective departments which will offer the courses or are in the process of development. Support letters from the various departments involved regarding the offering of these courses on a regular basis are also appended.

SPN414 - Spanish Language Variations in the U.S. - 3 credits

A descriptive survey of the specific phonetical, morphological, syntactic, lexical and semantic features of the Spanish spoken in the U.S. by Puerto Ricans, Mexican-Americans, Cubans, etc. Considerable emphasis on the various phenomena of languages in contact, associative interference, borrowing, bilingualism, speech mixture, etc.

Prerequisite: SPN 321 and SPN 413
SPW 415 Spanish for Professionals -- 3 credits

A study of the essential terminology and idiomatic expressions needed for everyday communication with Spanish speakers in various professional areas (Nursing, Social Work, Criminal Justice, etc.) Considerable emphasis will be placed on the audio-lingual aspects of the communicative process.

Prerequisite: SPN 322

EDI 421 The Bilingual Child -- 3 credits

Students will learn the social, emotional and cognitive implications of being a child who must function as a bilingual in a classroom setting. Theoretical knowledge will be related to actual observations as students observe and work with children in a bilingual setting in a participation experience. A case study is required.

EDI 422 Teaching English as a Second Language -- 3 credits

Students will learn the basic approaches and methodologies in teaching English as a second language. Remedial strategies, teaching materials, and evaluation will also be stressed.

ENL Introduction to Linguistics -- 3 credits to be provided by the Department of English

2. Library resources

The present library holdings in titles related to the program are:

- Bilingual Education: 100
- Ethnic Studies: 214
- Intercultural Communication: 102
- Linguistics including multilingualism and languages in contact: 550
- Ethnolinguistics: 14
- Psycholinguistics: 25

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Also in the library, but not counted for this report, are about a
dozen tests of bilingual language dominance, teaching curricula from
various cities, and numerous media units designed for teaching bilingual
children.

The departments listed below have library budget allocations which
can be used partially for library acquisitions relating to Bilingual
Multicultural Studies. Please note that there is already a specific
budget allocation for Bilingual Multicultural Studies for 1979-80.

<table>
<thead>
<tr>
<th>Department</th>
<th>Allocation</th>
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<td>Bilingual-Multicultural Studies</td>
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<td>Foreign Languages</td>
<td>$3,553</td>
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<td>Curriculum and Instruction</td>
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<td>Anthropology</td>
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<td>History</td>
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<tr>
<td>Sociology</td>
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<tr>
<td>Political Science</td>
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<tr>
<td>English</td>
<td>$20,134</td>
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<tr>
<td>Speech Communications</td>
<td>$4,654</td>
</tr>
</tbody>
</table>


No additional staffing is required. The vast majority of courses are
offerings of the present SUNY Brockport staff. The departments which will
offer the five new courses have assured that the courses will be adequately
staffed (See Appendix).

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4. Other Needs.

Those costs of formally launching the concentration—i.e. mailings, preparation of brochures to publicize the program, secretarial support, etc.—will be met through funds from the Department of Foreign Languages, complemented by appropriated funds from the U.S. Office of Education grant to the Bilingual Multicultural Education Project.

5. Recruitment, Selection and Advisement of Students.

A variety of means will be used to attract students to the program. All secondary school counselors and appropriate officials in institutions of higher learning in the State of New York will receive copies of brochures and other publicity regarding the Bilingual Multicultural Program at SUNY Brockport. Publicity through news releases, television appearances, and appearances of staff members from the Bilingual Multicultural Program at meetings of appropriate professional and community organizations will also serve as a recruitment device. The Bilingual Multicultural Program will continue to offer a number of undergraduate traineeships for tuition and fees to qualified persons seeking teacher certification, as long as grants are forthcoming from the U.S. Office of Education. Professional studies departments which support the concentration in Bilingual Multicultural Studies will be encouraged to publicize this concentration in their respective publications and College catalog descriptions. As a result of the current programs, representatives from Alfred University are currently negotiating to have three to five of their students take 15-18 credit hours at Brockport in the proposed program.

A proposal for a program leading to the extension of elementary and
secondary subject certification to Bilingual Multicultural Education will be submitted to the appropriate agencies of the College and the State of New York when the regulations are formally published. All of these measures should serve to attract future students to the program.

Students may select the concentration in Bilingual Multicultural Studies in the Spanish major or minor through the normal undergraduate registration procedures.

Advisement will occur through the Department of Foreign Languages by the assignment of appropriate faculty members from that department, and/or appropriate faculty members from the Department of Curriculum and Instruction when certification is involved, to act as advisors. Advisors to students who plan a Bilingual Multicultural studies major or minor along with a major in other academic departments of professional study areas will coordinate advisement with appropriate faculty advisors of the departments involved.

Students will be advised to choose their elective credits for the new track from different disciplines. Students will be encouraged to participate in appropriate overseas programs to satisfy partial requirements for the new track in the Spanish major/minor.

6. **Administration of Program**

   All administrative details will be handled through the Department of Foreign Languages in consultation with the departments which will provide course offerings in the interdisciplinary concentration.
REFERENCES


March 25, 1980

John C. Crandall, Chairman
Undergraduate Policies Committee
Faculty Senate

Dear Jack:

I have reviewed the proposal for a variation in the Spanish major/minor in Bilingual Multicultural Studies during at least three stages of its development, each time making specific recommendations for changes during discussions with Dr. Francisco Zayas, Dr. Benita Jorkasky, and Dr. Victor Rojas.

I am fully supportive of the program as it is outlined in the document entitled "A Proposal for a Variation in the Spanish Major/Minor: An Interdisciplinary Concentration in Bilingual Multicultural Studies." It will serve an important need for the Hispanic population in the Rochester area and in other parts of New York State. I am also prepared to make the appropriate recommendations to the Provost and the President following the review by the Faculty Senate.

Yours sincerely,

Robert J. Gemmell
Dean of Humanities

RJG/a
March 26, 1980

To: Dr. John Crandall, Chairperson
   Faculty Senate Undergraduate
   Policy Committee

From: John Phillips, Jr.
      Dean, Social Professions

Please consider this as a statement of support for the proposed variation in the Spanish Major/Minor: An interdisciplinary Concentration in Bilingual Multicultural Studies.

I have reviewed the proposal and agree that this variation is highly valuable for the implementation of the Mission Statement of the College relative to the social and cultural needs of both the greater Rochester area and the State of New York in terms of the Hispanic population.

This proposal has my unqualified support.

JPh bk
March 20, 1980

Dr. John Crandall, Chairman 
Faculty Senate 
Undergraduate Policies Committee 
History Department 
Faculty Office Building 
Campus

Dear Dr. Crandall:

Regarding the proposal for a variation in the Spanish major, please be advised that the Department of Foreign Languages and Literatures will offer the courses listed below on a regular basis.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
<th>PROFESSOR</th>
<th>FREQUENCY WITH WHICH IT WILL BE OFFERED</th>
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<td>SPN 321-Contrastive Phonology: Spanish/English</td>
<td>3</td>
<td>F. Zayas</td>
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<tr>
<td>SPN 322-Composition and Conversation</td>
<td>3</td>
<td>L. Oyarzun</td>
<td>each semester</td>
</tr>
<tr>
<td>SPN 413-Contrastive Grammar: English/Spanish</td>
<td>3</td>
<td>Y. Rojas</td>
<td>once a year</td>
</tr>
<tr>
<td>SPN 414-Spanish Language Variations in the U.S.</td>
<td>3</td>
<td>J. Siracusa</td>
<td>once a year</td>
</tr>
<tr>
<td>SPN 415-Spanish for Professions</td>
<td>3</td>
<td>Y. Rojas</td>
<td>once a year</td>
</tr>
<tr>
<td>SPN 420-Multiculturalism and the Spanish speaker in the U.S.</td>
<td>3</td>
<td>J. Marti</td>
<td>once a year</td>
</tr>
<tr>
<td>SPN 422-Advanced Composition and Conversation</td>
<td>3</td>
<td>L. Oyarzun</td>
<td>each semester</td>
</tr>
<tr>
<td>SPN 426-Bilingual Multicultural Topics</td>
<td>3</td>
<td>F. Zayas</td>
<td>once a year</td>
</tr>
</tbody>
</table>

As the proposal indicates, the above listed courses are included amongst the requirements for the new track in the Spanish major.

Sincerely yours,

Victor J. Rojas, Interim Chairman

Department of Foreign Languages and Literatures 716-395-2269
State University of New York  College at Brockport  Brockport, New York 14420
December 24, 1979

Professor Francisco Zayas
Director
Bilingual Multicultural Program
State University of New York
College at Brockport
Brockport
New York 14420

Dear Professor Zayas,

I wish to thank you for your recent letter outlining the proposal for a major in Spanish with an Interdisciplinary Concentration in Bilingual Multicultural Studies together with a minor in the same area of study. The Department of Anthropology offers at least two courses which would be appropriate for students enrolled in this program:

Anthropology 330 Language and Meaning
Anthropology 430 Language and Culture

One of these courses is offered at least once a year either on a regular course basis or as a directed study course.

Several students from the Bilingual Multicultural Program have been enrolled in these courses over the past two years and have found that they receive a cross-cultural perspective of particular value to their career interests.

The new proposal appears to be an important innovation for students preparing to pursue careers in the area of Bilingual Multicultural Studies. It allows them the opportunity to enroll in anthropology courses that could encourage them to develop the cross-cultural perspective on which these courses are founded.

Yours sincerely,

Edwin S. Hall Jr.
Chairperson

Department of Anthropology 716-395-2683
State University of New York College at Brockport Brockport, New York 14420
March 21, 1980

Dr. Victor J. Rojas
Interim Chairman
Department of Foreign Languages
210 Hartwell Hall
Campus

Dear Dr. Rojas:

I have read your proposal concerning the proposed track in Bilingual/Multicultural Education and wish to express support. Given the rapid growth of multinational firms, today's business student could profit from an exposure to both the culture and language of a foreign country. Spanish culture and language provides such exposure and goes one step further, it prepares the student to deal with a significant and growing element of this country's population. Best of luck with your proposal.

Sincerely,

Louis Desfosses
Chairman

wla

Department of Business Administration and Economics   716-395-2623
State University of New York   College at Brockport   Brockport, New York   14420
105 Hartwell Hall
February 1, 1980

Dr. Robert Kemmerling
President, Faculty Senate
Counseling Center
116 Hazen
CAMPUS

Dear Bob:

I have reviewed the proposed major/minor programs in Spanish/BMS. I find that both of these proposals do in fact relate to our majors in Criminal Justice and that many of our students would be significantly benefited given the opportunity to pursue such study. Developments in our field have vividly demonstrated this need and many jurisdictions are giving employment preferences to students with an ability to speak Spanish and understand Spanish related cultures.

Sincerely,

Larry
Larry R. Bassi, Director
Criminal Justice Program

xc: Dr. Rojas, Chairman, Foreign Languages
Dean John Phillips
File
March 13, 1980

Dr. Victor Rojas, Acting Chair
Department of Foreign Language
Hartwell Hall
SUNY Brockport
CAMPUS

Dear Victor,

The Department of Curriculum and Instruction fully supports the proposal for the Bilingual multi-cultural major and minor variation of the Spanish major which incorporates teacher certification as an extension for both the elementary and secondary certification programs. The two courses, Bilingual Child and Teaching English as a Second Language will be offered on a regular basis by Curriculum and Instruction as described in the proposal.

The proposal offers an excellent alternative to students as well as meeting an important need within our society. The Department of Curriculum and Instruction is totally in support of your efforts.

Sincerely,

Betsy Ann Balzano, Chair
Curriculum and Instruction

BAB/mas

Department of Curriculum & Instruction  716-395-2205
State University of New York  College at Brockport  Brockport, New York  14420
March 25, 1980

TO: DR. VICTOR ROJAS, CHAIRPERSON OF FOREIGN LANGUAGES

SUBJECT: ENGLISH DEPARTMENT SUPPORT FOR THE BI-LINGUAL MULTI-CULTURAL PROGRAM

After discussing the program with Dr. Jorkasky and you, the English department supports the program proposal and will be prepared to offer the Introduction to Linguistics course you requested during spring, 1980 and thereafter on a regular basis as the student need requires.

Regards,

Paul Curran
Acting Chairperson, English

PC/bm

Department of English 716-395-2503
State University of New York  College at Brockport  Brockport, New York  14420
Dr. Victor Rojas  
Foreign Languages Department  
213C Hartwell Hall  

Dear Victor,

The Geography Department and the Urban Studies Program have reviewed the proposal you submitted to us for a Major in Spanish with an interdisciplinary concentration in Bilingual Multi-Cultural Studies. Both programs are in support of your proposal and believe it will add an important dimension to our educational programs on the campus.

We are particularly pleased to see that your proposal allows for students to focus on Bilingual Multi-Cultural Studies and combine that area with other academic disciplines on the campus. The Geography Department and the Urban Studies Program can see that we have logical academic ties to your proposed course of study.

As you move forward with your proposal, please don't hesitate to call on us if you need our assistance in this endeavor.

Sincerely,

[Signature]
James W. Newton, Director  
Urban Studies Program  

[Signature]
Kennard W. Rumage, Chairperson, Geography

KWR/JWN:ph
March 24, 1980

Dr. Victor Rojas
Interim Chairman
Department of Foreign Languages
State University College
Brockport, NY

Dear Dr. Rojas:

This is to indicate support for your proposed major in Spanish with an Inter-disciplinary Concentration in Bilingual Multicultural Studies. This program would be of great assistance in preparing some of our health science majors to do their community health practice in Spanish speaking communities and enhance their employment possibilities with those populations.

With all good wishes,

Sincerely,

John S. Sinacore, Ed.D.
Chairperson, Department of Health Science

JSS/db
February 20, 1980

Francisco Zayas, Director
Bilingual Multicultural Studies Program
Campus

Dear Francisco,

This is to indicate our support for the proposal for a major in Spanish with a concentration in Bilingual Multicultural Studies. The proposal makes eminent sense for our geographic area and we are convinced that Brockport has the human resources to deliver a quality program.

We have two reservations or suggestions, however.

1. We would like to see spelled out just how many credits toward the major a student may earn in the overseas program in Cuernavaca.

2. We would like to see the multidisciplinary nature of the major guaranteed. As written in the proposal, a student could take almost all courses in the Foreign language department. We could better guarantee appropriate history courses if the proposal spelled out a mandated set of choices outside the Foreign Languages department.

With those qualifications, we heartily endorse your proposal and wish you success in its approval and implementation.

Cordially,

Owen S. Ireland
Chairperson

James J. Horn, Coordinator
SUNY Mexico Programs

OSI, JFH: jmf

Department of Sociology 716-395-2619
State University of New York College at Brockport Brockport, New York 14420
March 17, 1980

Dr. Owen Ireland, Chairperson
Department of History
State University College
Brockport, NY 14420

Dear Steve:

In answer to the questions in your letter of February 20:

1. As was discussed with Dr. Rojas, students may earn 6 credits in Cuernavaca towards the major in Spanish with a concentration in Bilingual Multicultural Studies; i.e., SPA 322 and SPA 422.

2. The proposal requires 6 to 9 hours in courses specifically from the social science department, and depending on the career goals, two courses from the Department of Curriculum and Instruction and one course from the Department of English, thus guaranteeing an interdisciplinary nature to the program. Because the program must be flexible, depending on student interests and career goal needs, we cannot eliminate some social science departments to concentrate on others. Therefore, we are asking each social science department concerned to identify only one or two at most courses to limit the choices. At our meeting in January Dr. Horn said he felt HST 432, a regular offering of the History Department, would be most appropriate. Thus, it is hoped that HST 432, Latin America in the 20th Century will be the course which the History Department will guarantee offering in a regular basis at least once every two years.

If there are any concerns, please do not hesitate to call me.

Sincerely,

Benita M. Jorkasky
Associate Director

BMJ/jr
February 7, 1980

Dr. Francisco Zayas  
Director, Bilingual Multicultural Program  
College

Dear Dr. Zayas:

My congratulations on your proposal for the concentration in Bilingual Multicultural Studies. It is certainly an indication of the continued foresight that you have for the needs in the area of bilingual multicultural education.

Although you may not wish to consider it as a requirement, I would ask that you seriously promote overseas study as a way in which a student could complement their program. To my mind, and I think we have a good deal of supportive data to back it up, there is no course nor program on a campus which has the impact of an actual field experience in a foreign culture. As you may know, we are sending many students to Mexico for a semester and the majority of them are in the professional programs. It is certainly a capstone to their college careers and many are being given preference in the job market because of this experience.

May I suggest that you consider the development of a short term field experience component as part of your program. This might consist of a four to six week in-depth on-site field course in Puerto Rico and/or Mexico. It can be done with great ease in Mexico and I think also in Puerto Rico as long as it is planned at the proper time.

In short, I heartily support your proposal and look forward to seeing it move toward reality, and I shall be happy to discuss with you ways in which my Office can support any further developments in this area.

Cordially,

Donald W. Myers  
Director  
International Education

cc: Dr. Rojas, Interim Chairman, Foreign Language

Office of International Education  716-395-2119
State University of New York  College at Brockport  Brockport, New York  14420
Cable Address: INTEREDSUC  Telex: 978409 SUNY BRKT
March 21, 1980

TO: Dr. Victor Rojas
    Interim Chairperson
    Foreign Language Department

FROM: Dr. Jean R. Miller
      Chairperson
      Department of Nursing

I have reviewed the proposed plans for the Bi-Lingual Cultural major as presented to me by Dr. Joseph Siracusa. I can see the value of these courses to our nursing students, however, I cannot promise that many nursing students will enroll in the courses. It is not that nursing students would not benefit from the experience, but because of the few electives which they are able to fit into their program. Therefore, I support the major in principle but cannot promise great numbers from the nursing department.

JRM: sc

Department of Nursing 716-395-2355 or 2689
State University of New York  College at Brockport  Brockport, New York 14420
December 11, 1979

Dr. Bernard Petit
Department of Foreign Languages
Hartwell Hall
Campus

Dear Dr. Petit:

This letter is in response to the recent letter and outline you forwarded to me regarding your proposal for a concentration in Bilingual Multicultural Studies. I have reviewed the proposal and hereby express my support of it. The need for individuals entering the social professions field who are to work with Spanish speaking persons and Hispanic cultures no doubt exists. Certainly they would be more effective in such positions if exposed to a program such as you and Dr. Zayas are proposing. Best wishes for success in this endeavor.

Sincerely,

Donald G. Rich
Chairman

DGR:sr
March 20, 1980

Dr. Victor J. Rojas
Department of Foreign Languages and Literature
210 Hartwell
Campus

Dear Dr. Rojas:

Sometime ago, I talked with you and Dr. Zayas about a proposal which your department is presently making in a concentration in Bilingual Multicultural Studies. As you know, from our earlier conversations, I am in full support of such a program.

Although Social Work majors occasionally carry either a second major or a second minor in Spanish, the stable presence of a program in Bilingual Studies is congruent with several aspects of our own program. First, it supports our own Cultural Diversity sequence. This course has an eclectic framework within which students come to understand what minority group concepts evolve out of socio-cultural constraints and expectations. Secondly, emphasis on service to the Spanish speaking populations of a community conforms to our intention to help prepare students to work in non-traditional service-related settings. For these reasons, our department sees your proposal as extremely timely. During the period prior to junior status, when students declare their Social Work major is an appropriate time for our faculty to bring to the student's attention the existence of a major/minor in Bilingual Studies, because such a program carries forward the emphasis on reaching a population group which may need extended and improved social services. I feel that the social professions generally should have other positive things to say about your proposal.

I wish you every success in this present venture.

Sincerely,

[Signature]
Alvin Landy, Ph.D.,
Acting Chairperson

ALips

cc/Dr. Zayas
Dr. Phillips

Department of Social Work 716-395-2324
State University of New York College at Brockport Brockport, New York 14420
March 25, 1980

To Whom It May Concern:

This letter is in support of the concept of a Bilingual/Speech Communication Disorders Program. A program of this type would be innovative, unique, and responsive to current needs. Moreover, a Bilingual program can be integrated into a Communication Disorders Program with only minor modifications required. In this day and age, a Bilingual Communication Disorders Program is considered vital and necessary. Not only would the program attract students, but there would be job opportunities for persons with this specialized expertise.

A major in this area would allow for flexibility and growth in the Brockport Communication Disorders Program. Since few colleges presently offer this major, our school could capitalize on student interest and job availability.

The Rochester area has a large bilingual Spanish speaking population. In fact, the Rochester City School system is hiring speech therapists to address this specific need. In other areas of the country, speech therapists and audiologists who can speak Spanish are being actively sought. Predictions are that the Spanish speaking population will grow, and their needs for future Speech and Hearing Services increased. Therefore, this proposal is an opportunity for us to have vision and be creative. Moreover, it will allow us to attract students and respond to community needs.

Respectfully Submitted

Fredrick Powell Ph.D.
Chairperson

Sister Wanda Hess
Assistant Professor
Clinical Audiology

Department of Speech Communication 716-395-2511
State University of New York  College at Brockport  Brockport, New York 14420