

BROOKLYN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
FACULTY COUNCIL

Meeting of 2/14/2012

REVISED

The Committee on Graduate Curriculum and Degree Requirements herewith submits its recommendations in Curriculum Document 205

Respectfully submitted,

Jennifer Ball – Art

James Cox – Computer and Information Science

Isabelle Barriere – Speech

Wen-Song Hwu – CBSE

Carol Connell – Finance and Business Management

Members of Faculty Council with any questions are urged to contact **Jennifer Ball** at jball@brooklyn.cuny.edu prior to the meeting.

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SECTION AI: SPECIAL ACTIONS

Department of Earth and Environmental Sciences

Addition of the M.S. degree in Earth and Environmental Sciences

RESOLVED, That the Board of Trustees approves the separation of the existing M.A. program in Earth and Environmental Sciences at Brooklyn College into two tracks, one track leading to the M.A. degree and the second track leading to the M.S. degree.

Explanation: The Earth and Environmental Sciences Department has long offered a Master of Arts degree in Earth and Environmental Sciences (HEGIS code 1914; SED program code 02091). The department now proposes to retain the listing for the M.A. in Geology but to modify it slightly (see SECTION AIII: CHANGES IN DEGREE PROGRAMS, below) and create a separate track leading to the Master of Science degree (proposed Bulletin text, below). The principal change assigns the comprehensive examination requirement to the M.A. degree and the thesis requirement to the M.S. degree. This change will not create a new program per se but rather will add a separate program listing to the State Education Department's Inventory of Registered Programs and provide interested students an alternate award (the M.S. degree) based on the distinctive orientation of the research track.

Students in the M.A. and M.S. tracks must complete a total of 30 credits of coursework. Students pursuing the M.S. degree must take a Thesis Research course as part of their 30 credit requirement, and submit a thesis proposal and thesis acceptable to the Earth & Environmental Sciences Department. Faculty mentors supervise master's theses.

Although there is no discernible difference between the definitions of the M.A. degree and the M.S. degree in the official *Regulations of the Commissioner of Education* (New York State), there is a strong perception among professional earth and environmental scientists, as well as among students in the M. A. program, that an M.S. degree has greater currency and recognition in the job marketplace and therefore that the proposed M.S. is the degree of preference. The distinction between the two degrees in the Earth & Environmental Sciences master's program derives from the greater emphasis on laboratory and field research in the M.S. degree. This provides a competitive advantage in applying for positions in governmental agencies, natural resources, environmental, and sustainability industries, or as preparation for doctoral studies.

No new courses are entailed by this proposal and there are no additional costs.

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Proposed requirements for the Master of Science degree:

**M.S. in Earth and Environmental Sciences
HEGIS code 1914; SED program code TBA**

Matriculation requirements

Applicants must offer an undergraduate major in geology, environmental science or a related field, completed with a grade point average of 3.00 (B) or higher.

General matriculation and admission requirements of the Division of Graduate Studies are in the *Bulletin* section “Admission.”

Degree requirements:

Thirty credits in courses in Earth and Environmental Sciences are required for the M.S. degree. Pertinent courses in other science departments may be included in the 30 credits with permission of the Graduate Deputy.

Students must register for 1 to 3 credits of Thesis Research (EESC 7951, 7952, or 7953), and submit and defend a thesis acceptable to the Earth and Environmental Sciences Department. Prior to enrolling in a Thesis Research Course, the student must assemble a Thesis Committee consisting of the thesis advisor and one other faculty member, and submit a thesis research proposal acceptable to the Earth and Environmental Sciences Department.

Information about requirements for the thesis is in the *Bulletin* section “Academic Regulations and Procedures.”

Courses in the Earth and Environmental Sciences Department offered toward the M.S. degree must be numbered 7100 or above.

The program of study must be approved by the deputy chairperson.

Date of Departmental Approval: October 11, 2011

Effective date: Fall 2012

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SECTION AIII: CHANGES IN DEGREE PROGRAMS

Department of Earth and Environmental Sciences

M.A. in Earth and Environmental Sciences

HEGIS code 1914; SED program code 02091

Matriculation requirements

Applicants must offer an undergraduate major in geology, or a related field, completed with a grade point average of 3.00 (B) or higher.

General matriculation and admission requirements of the Division of Graduate Studies are in the Bulletin section "Admission."

~~Within twelve months of matriculation, the student must pass a qualifying examination given by the department. Details regarding the examination may be obtained from the department.~~

Degree requirements

Thirty credits in courses in Earth and Environmental Sciences are required for the M.A. degree. Pertinent courses in other science departments may be included in the 30 credits with permission of the Graduate Deputy.

~~Thirty credits in courses in geology are required for the degree. With permission of the geology graduate committee, pertinent courses in other science departments may be included in the 30 credits.~~

Student must pass a comprehensive examination.

~~Students must choose one of the following of the following options:~~

- ~~1. Students must submit a thesis acceptable to the department and orally present and defend it. A maximum of 3 credits in the series Geology 795.1G-795.3G may be accounted toward the degree.~~
- ~~2. Students must pass a comprehensive examination and submit a research paper acceptable to the department. Information on the research paper is available in the department office.~~

~~In exceptional cases, the graduate geology committee may waive required courses or prerequisites.~~

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~~Information about requirements for the thesis is in the section “Academic Regulations and Procedures.”~~

Courses in the Geology Earth and Environmental Sciences Department offered toward the degree must be numbered 7100 or above. ~~-level courses.~~

The program of study must be approved by the ~~department graduate committee~~ deputy chairperson.

Rationale: The master's in Earth and Environmental Sciences is being divided into two tracks, one (outlined above) still leads to the M.A. degree. The second track, which is a modification of the M.A. requirements, leads to the M.S. degree. The latter is described in Section AI: Special Actions (above); it entails a separate listing for the M.S. in Geology on the SED Inventory of Registered Programs. The main effect of this revision is to separate the current option in the M.A. program of passing a comprehensive examination or completing a thesis by requiring the comprehensive examination only for the M.A. degree and completion of a satisfactory master's thesis for the M.S. degree. The latter also requires one additional course, Thesis Research (1-3 credits). Removal of the qualifying exam matriculation requirement and research paper brings the Brooklyn College M.A. program into line with geology M.A. programs at other CUNY campuses and non-CUNY institutions in the New York City area. Furthermore it is in line with changes approved by Faculty Council in Spring 2011 for the Department of Chemistry.

Date of Departmental Approval: October 11, 2011

Effective date: Fall 2012

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SECTION A-IV: NEW COURSES
Department of Art**Date of departmental approval:** September 13, 2011**Effective date:** Fall 2012**ARTD 7154G The Art of Death and Dying in Mexico**
45 hours; 3 credits**Bulletin Description:** Examination of visual culture in Mexico, from 2000 B.C.E. to the present, with a focus on death, dying, and the afterlife.**Prerequisite:** Matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.**Frequency of offering:** Every 3-4 semesters**Projected enrollment:** 10-15 students**Clearances:** Puerto Rican and Latino Studies, November, 2011**Rationale:** Some of the most popular and prevalent images we associate with Mexico are of skeletons and skulls, realized in the works of artists like José Guadalupe Posada, in Day of the Dead *papier mâché* figurines, and in Aztec skull racks and cadaverous masks. Given the myriad visual objects from Mexico that seem to communicate a fascination or fixation with death and dying, it seems appropriate that anthropologist Claudio Lomnitz (2005:23) has asked with respect to Mexico, “Can Death be a national symbol?” This course queries Lomnitz’s question, focusing on the visual and literary culture from pre-colonial times to the present to give a broad overview of Mexico’s focus on death and dying. Topics studied include elaborate burials and burial goods, human sacrifice, the Underworld, apocalyptic imagery, martyrdom, the body of Christ, death and satire, revolutionary death, the Day of the Dead, and La Santa Muerte (Saint Death). We will examine death in relation to the Maya, Zapotecs, and Aztecs in the pre-Columbian period. We will investigate how the arrival of Christianity affected representations and understandings of death in the colonial era. Lastly, we will see how death once again was re-imagined and re-formulated in the post-colonial period (19th & 20th centuries). Death and dying will provide us with a focused lens with which to approach the art and architecture found in Mexico.

This course works in conjunction with the Latin American courses to be added to the department. It also works to expand upon the strengths of the department’s current courses focused on Western culture by offering a survey of Mexico, a country that is

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firmly rooted in both Western and non-Western traditions and cultures. Currently, there is increasing scholarly and popular attention to Latin America, and, thus, a course focusing on Mexico allows students the opportunity to know their southern neighbors better. Lastly, this course addresses two of the Art Department's program goals. They will (1) "learn to analyze works of art critically from both an historical and an interpretative point of view; in addition, they will gain an understanding of the importance of cultural diversity through exposure to the arts of many different times and places"; and (2) have extensive practice in articulating aesthetic judgments effectively in spoken and written form." In addition, this course meets all of the learning objectives of the department as well, including having students (1) "recognize and analyze theories of art," (2) "Use terms of art historical analysis correctly and be able to apply them to unfamiliar work," (3) "Formulate and defend critical judgments about works of art in the context of classroom discussions and exams," (4) Write clearly and analytically, with papers including precise thesis statements, well-constructed arguments and thoughtful conclusions, cleanly written and error-free," and (5) "Visit museums and art exhibitions frequently in order to learn to appreciate a wide and varied range of works of art."

Objectives of Course:

To identify the major monuments, objects, and media associated with death, dying and the afterlife throughout Mexico's history and to be able to discuss those works in writing and orally.

To engage in the historiography of the field and engage in critical thinking about the primary and secondary source material.

To demonstrate how art encodes specific ideas as well as reflects them.

To attend a museum to view original works of art.

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Department of Art**Date of Departmental Approval:** September 13, 2011**Effective Date:** Fall 2012**ARTD 7056G Latin American Art, 1492 to the present**

45 hours; 3 credits

Bulletin Description: Examination of art and architecture of Latin America from the Conquest to the contemporary moment.**Prerequisite:** Matriculation for the M.A. in art history or for the M.F.A. in art or permission of the deputy chairperson.**Frequency of offering:** Every 3-4 semesters**Projected enrollment:** 10-15 students**Clearance:** Puerto Rican and Latino Studies

Rationale: This class offers a broad introduction to the art, architecture, and visual culture produced in Latin America from the colonial period to the twentieth century. The course will begin by examining the introduction and adaptation of European artistic models into the Americas as well as the transformation of American art as a result of the conquest, analyzing a variety of materials and media including urban planning, religious and secular architecture, paintings, sculpture, manuscript drawings, and prints from the colonial period (1492 – *circa* 1820). We will then study materials from the nineteenth century, examining the role of the arts in building independent nations, and from the twentieth and twenty-first centuries, focusing on modern and contemporary art. Successful completion of this course will prepare students to enroll in upper-division art history courses in Latin American visual culture or Latin American Studies courses. It relies on primary and secondary sources to introduce students to the historical moment and issues in the field.

This course works in conjunction with the Latin American courses to be added to the department, especially the pre-colonial courses and colonial arts course. It expands upon the strengths of the department's current courses focused on Western culture by examining the arts of Latin America, which showcases the unique intersection of Western and non-Western cultures and ideas between 1492-2000. Currently, there is increasing scholarly and popular attention to Latin America, and, thus, a course focusing on the cultures there allows students to engage with themes about cultural contact, hybridity, religious syncretism, race and gender, modernism, and contemporary

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issues.

Lastly, this course addresses two of the Art Department's program goals. Students will (1) "learn to analyze works of art critically from both an historical and an interpretative point of view; in addition, they will gain an understanding of the importance of cultural diversity through exposure to the arts of many different times and places"; and (2) "have extensive practice in articulating aesthetic judgments effectively in spoken and written form."

In addition, this course meets all of the learning objectives of the department, Which include having students (1) "recognize and analyze theories of art," (2) "Use terms of art historical analysis correctly and be able to apply them to unfamiliar work," (3) "Formulate and defend critical judgments about works of art in the context of classroom discussions and exams," (4) Write clearly and analytically, with papers including precise thesis statements, well-constructed arguments and thoughtful conclusions, cleanly written and error-free," and (5) "Visit museums and art exhibitions frequently in order to learn to appreciate a wide and varied range of works of art."

Learning Objectives:

To gain an awareness of the complex cultural interactions that occurred and are occurring as a result of European conquests and interactions in Latin America. To recognize these interactions as they are evidenced in works of visual art.

To gain an awareness of how Latin American artists developed independently from other areas, as evidenced in visual art.

To identify the major monuments, objects, artists, and media of the colonial period to the contemporary period and to be able to discuss those works in writing and orally.

To engage in the historiography of the field and engage in critical thinking about the primary and secondary source material.

To demonstrate how art encodes specific ideas as well as reflects them.

To attend a museum to view original works of art.

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Department of Art**Date of Departmental Approval:** November 8, 2011**Effective Date:** Fall 2012**ARTD 7185G Museology
45 hours, 3 credits****Course Description:**

Exploration of the museum exhibition from the curatorial, educational and administrative perspective. Examination of the creation of narrative, selection of objects, layout and installation, and writing of didactics and labels to give students a comprehensive understanding of exhibition planning and execution. Practical consideration given to budget, fundraising and the incorporation of technology.

Prerequisite: matriculation for the MA in Art History**Frequency of Offering:** Every 3 to 4 semesters**Projected enrollment:** 15**Clearances:** None

Rationale: This course provides an overview to the creation and implementation of the museum exhibition. Students will acquire the skills needed to assess the objectives of a permanent collection installation or temporary exhibition, including its historical significance, cultural context, and educational intent.

Currently our MA program has no training in museology outside of an internship which some students opt to take. A majority of our students, however, wish to have careers in museums and thus it is important to include museum study in addition to our history of art courses.

Learning Objectives:

To critically evaluate museum exhibitions

To engage in critical thinking about the field of museology

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Department of Biology**Date of departmental approval:** 10/18/11**Effective Date:** Fall 2012**BIOL 7180U: Cancer Biology****45 hours, 3 Credits**

Bulletin Description: The fundamental principles of the molecular and cellular biology of cancer cells. The role of growth factors, oncogenes, tumor suppressor genes, angiogenesis and signal transduction mechanisms in tumor formation. Maintenance of genomic integrity and tumorigenesis. Discussion on recent therapeutic advances in cancer treatment and principles of drug action in cancer management.

Prerequisites: A course in genetics or molecular biology or biochemistry.

Frequency of offering: one section per year in the fall semester

Projected enrollment: 10-15 students per year

Clearances: None

Rationale: The field of cancer biology is an ever-growing field of biological sciences featuring the advancements in basic signaling pathways and their impacts on existing or future therapeutic drug development. This interdisciplinary course serves a wide interest and is of fundamental importance to students interested in pre-medical or related health care professions. This course will draw students with interests in learning biology of cancer.

Program goals: In the past, we have offered special topics, tumor suppressor pathways. Currently there are no cancer biology related courses offered in the Biology major and thus this course will satisfy an important curriculum need.

Course objectives/Learning goals:

- Develop a basic understanding of cancer formation and progression.
- Develop an understanding of the basics of tumor suppressor genes and their operational pathways.
- Explore current progress in basic and therapeutic cancer research.
- Become familiar with the current literature on cancer and its impact on medical research.
- Understand the experimental tools and evaluation utilized in such research.

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Department of History**Date of departmental approval:** November 8, 2011**Effective Date:** Fall 2012**History 7445X: The Environmental History of Urban America**

30 hours plus conference; 3 credits

Clearance obtained: Environmental Studies**Bulletin Description:** Interactions between urban societies and the natural environment in United States history. Attention to early urbanization and industrialization; the relationship between city and country; the development of pastoral parks and suburbs; pollution, public health, and environmental justice; and sprawl.**Prerequisite:** None.**Frequency of Offering:** Once every two years.**Projected Enrollment:** 20**Rationale:**

Human interaction with nature is a very old story, but the sustained study of the history of that relationship is comparatively new. This course will introduce graduate students to the field of urban environmental history, which explores the changing relationship between humans and nature over time in the urban environment. Unlike most ways of studying the human past, environmental history treats the natural world as an active participant in human affairs rather than a passive stage on which the human pageant plays out. As a result, environmental history highlights the deep historical connections between humans and nature and reveals the many ways in which we remain linked to and dependent on the natural world today. With concerns about environmental change at an all-time high, there could not be a more important time for graduate students to study the history of urban interactions with nature. Over the course of the semester, students will explore such topics as early reactions to industrialization and urbanization; relationships between cities and their hinterlands; urban interactions with water; moral environmentalism and the development of public parks and suburbs; concerns about pollution, public health, and environmental justice; and the consequences of contemporary urban sprawl. Through this course the students will develop a firm understanding of the historical forces that have produced modern urban relationships to nature and will have thought carefully about their own personal role in producing, consuming, and preserving the natural world.

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The course satisfies all the major goals the department has established for MA students in history, detailed below.

Department Goals Addressed by Course:

1. Acquisition of knowledge about key historical concepts, actors and events and their significance across a reasonably broad distribution of fields (as determined by the department's distribution requirements).
2. Acquisition of specific historical skills including ability to articulate a clear problem; identify appropriate theories and/or research methodologies; locate primary and secondary sources; formulate a thorough bibliography, and employ proper practices of citation.
3. Ability to comprehend and analyze historiography at an advanced level.
4. Ability to analyze primary sources at an advanced level.
5. Ability to apply historical skills in writing at a level appropriate to masters students.

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Department of History**Date of Departmental Approval:** November 8, 2011**Effective Date:** Fall 2012**History 7350X: Stalinism**

30 hours plus conference; 3 credits

Bulletin description: Stalinism and historiographical debates on Stalinism. Critical analysis of ideology, citizenship, the economy, state violence, gender, ethnicity, war, everyday life, and selfhood in the Soviet Union under Stalin. Study of and debates over historical memory of Stalin and Stalinism in the late Soviet and post-Soviet eras.**Prerequisite:** none**Frequency of Offering:** Once every two years**Projected Enrollment:** 18 students per year**Clearances:** None**Rationale for the Course:** This course will introduce students to the political, social, cultural, and economic history of Stalinism. Students will contend with key historiographical debates on Stalinism that have dominated the field. In their examination of both primary and secondary sources, students will develop not only their knowledge of Soviet history, but also their skills of historical analysis and writing. Moreover, this course will enhance and strengthen the department's European history offerings, allowing students an opportunity to satisfy their European history requirement. Finally, although students will focus primarily on Stalinism, this course will ask students to think comparatively as well. In readings and class discussions, students will consider the extent to which various aspects of Stalinism are historically unique to the Soviet Union or are comparable to historical phenomena elsewhere in modern Europe.

The course satisfies all the major goals the department has established for MA students in history, detailed below.

Department Goals Addressed by Course:

6. Acquisition of knowledge about key historical concepts, actors and events and their significance across a reasonably broad distribution of fields (as determined by the department's distribution requirements).
7. Acquisition of specific historical skills including ability to articulate a clear problem; identify appropriate theories and/or research methodologies; locate

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- primary and secondary sources; formulate a thorough bibliography, and employ proper practices of citation.
- 8. Ability to comprehend and analyze historiography at an advanced level.
 - 9. Ability to analyze primary sources at an advanced level.
 - 10. Ability to apply historical skills in writing at a level appropriate to masters students.

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Department of History**Date of Departmental Approval:** November 8, 2011**Effective date:** Fall 2012**History 7568X, Gender, Race, and Empire (19th-20th centuries)**
30 hours plus conference; 3 credits.**Bulletin Description:** Traces intersections of gender, race, and empire in regulation and maintenance of European, particularly British, colonies in different parts of Asia and Africa in the nineteenth and twentieth centuries. Investigates race and gender specific ideologies introduced by colonial regimes and their impact on native population in a comparative framework. Explores connections between women and imperialism and involvement and activism of European and American women with nationalist and women's questions in South Asia and beyond.**Prerequisite:** None.**Frequency of offering:** Once every two years**Projected Enrollment:** 18 students per year**Clearances:** None.**Rationale for the Course:** Conventional understanding of modern empires rests on the political and economic aspects of their expansion and control. Recent scholarship, however, emphasizes the cultural dimensions of modern empires that revolved around race and gender specific ideologies and norms. Western and native women played an integral part in empire building, while specific notions of “manliness” and “femininity” governed the hierarchical relationships between the colonizer and the colonized. Race and gender-based ideologies and practices were introduced in the colonies of Asia and Africa that still continue to color our perceptions and sensibilities. Through examining government records, legislation, literary and artistic sources, this course analyzes the many ways race and gender acted as constitutive elements of past empires and modern nation states. A sizeable section of our graduate students are public school teachers and need a broad and rigorous training in global history. The theoretical and comparative focus of this course that includes colonies in Asia, Africa, and the Caribbean is particularly instructive for our MA students.

The course satisfies all the major goals the department has established for MA students in history, detailed below.

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Department Goals Addressed by Course:

11. Acquisition of knowledge about key historical concepts, actors and events and their significance across a reasonably broad distribution of fields (as determined by the department's distribution requirements).
12. Acquisition of specific historical skills including ability to articulate a clear problem; identify appropriate theories and/or research methodologies; locate primary and secondary sources; formulate a thorough bibliography, and employ proper practices of citation.
13. Ability to comprehend and analyze historiography at an advanced level.
14. Ability to analyze primary sources at an advanced level.
15. Ability to apply historical skills in writing at a level appropriate to masters students.

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**Department of Speech Communication Arts and Sciences
Graduate Program in Speech-Language Pathology**

Date of department approval: November 8, 2011

Effective date: Fall 2012 semester

SPE 7316X Special Issues in Education: Classroom and School-wide Learning Environments for Students with Low Incidence Disabilities

30 hours plus conference; 3 credits

Current issues in teaching students with severe and multiple disabilities, including autism spectrum disorders. Focus on emerging trends and research. Validated approaches in curriculum, instruction, life skills, functional behavioral assessment and positive behavioral supports. Examination of the politics of labeling, the constructs of disability, and the influence of school culture on inclusion, transenvironmental planning, and the development of least restrictive environments. Independent and small group study. This course is the same as EDUC 7666T.

Prerequisite: Admission to Advanced Certificate Program in Autism Spectrum Disorders or permission of the program co-director.

Frequency of offering: This course, specific to the advanced certificate program in Autism Spectrum Disorders, will be offered every fall semester.

Projected enrollment: 1 section of 15 students

Rationale: At the suggestions of Deans Shanley and Phillips, the Department of Speech Communication Arts and Sciences proposes to resolve scheduling problems by cross-listing existing Education courses in the Advanced Certificate Program in the Department of Speech Communication Arts and Sciences. The 15-credit advanced certificate program is a collaborative offering between the School of Education's graduate program in Special Education and the Department of Speech Communication Arts and Sciences' graduate program in speech-language pathology. Two of the five courses in the certificate program, which are offered in the Speech Department's program in Speech-language Pathology, are already cross-listed with the School of Education. Specifically, SP 7317 Introduction to Autism is EDUC 7685 and SP 7319 Speech, Language, and Communication Assessment and Intervention in Children with Autism Spectrum Disorders is EDUC 7686. The other three courses, which currently exist in the School of Education and serve as specific requirements in the certificate program, have not yet been cross-listed with the Department of Speech Communication Arts and Sciences. As such, we now propose to cross list them in the Department of

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Speech Communication Arts and Sciences. Cross listing this course enables both departments to enroll students in all courses in the collaborative certificate program.

Clearances: sought and obtained from School of Education

Texts:

Hodgdon, L.A. (2007). *Solving Behavior Problems in Autism: Improving communication with visual strategies*. Quirk Roberts Publishing.

National Research Council (2001). *Educating Children with Autism*. Washington, DC: National Academy Press.

Learner Outcomes:

- Students will describe the theoretical basis for reinforcement techniques and their implementation of positive intervention and management of behavior for individuals with Autism Spectrum Disorders (ASD) and related disorders.
- Students will describe crisis strategies and create collaborative plans for prevention and intervention.
- Students will summarize the research that validates the use of Functional and Task Assessment and use it to develop intervention plans.
- Students will review multiple theories for varied approaches to working with the students with ASD and related disorders.
- Students will explore and experience consultation and collaboration models and strategies with a focus to the needs of the student with ASD and related disorders and their families.
- Students will describe the concerns and challenges faced by parents of students with ASD and describe ways to actively involve them in their child's program, behavior management, and language facilitation.

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**Department of Speech Communication Arts and Sciences
Graduate Program in Speech-Language Pathology**

Date of department approval: November 8, 2011

Effective date: Fall 2012 semester

SPE 7320X Curriculum Modifications for Students with Special Needs

45 hours; 3 credits

Adaptation of general education curriculum for teaching students across the range of special needs including giftedness and English language learners. Principles, rationale, and research-validated methods of instruction and assessment in special populations in a variety of settings. Inquiry processes across all content areas and life skills, including literacy, mathematics, social science, and the expressive arts. Focus on the New York State Learning Standards and educational experiences of children and youth from diverse cultural and linguistic backgrounds.

Field experiences in schools and a variety of community settings.

This course is the same as EDUC 7677T.

Prerequisite: Admission to the Advanced Certificate Program in Autism Spectrum Disorders or permission of the program co-director.

Frequency of offering: This course, specific to the advanced certificate program in Autism Spectrum Disorders, will be offered every spring.

Projected enrollment: 1 section of 15 students

Rationale: At the suggestions of Deans Shanley and Phillips, the Department of Speech Communication Arts and Sciences proposes to resolve scheduling problems by cross-listing existing Education courses in Advanced Certificate Program in the Department of Speech Communication Arts and Sciences. The 15-credit advanced certificate program is a collaborative offering between the School of Education's graduate program in Special Education and the Department of Speech Communication Arts and Sciences' graduate program in Speech-language Pathology. Two of the five courses in the certificate program, which are offered in the Speech Department's program in Speech-language Pathology, are already cross-listed with the School of Education. Specifically, SP 7317 Introduction to Autism is EDUC 7685 and SP 7319 Speech, Language, and Communication Assessment and Intervention in Children with Autism Spectrum Disorders is EDUC 7686. The other three courses, which currently exist in the School of Education and serve as specific requirements in the certificate program, have not yet been cross-listed with the Department of Speech Communication

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Arts and Sciences. As such, we now propose to cross list them in the Department of Speech Communication Arts and Sciences. Cross listing this course enables both departments to enroll students in all courses in the collaborative certificate program.

Clearances: sought and obtained from School of Education

Texts:

Fein, D. & Dunn, M.A. (2007). *Autism in your classroom: A general educator's guide to students with ASD*. Bethesda, MD: Woodbine House, Inc.

Henry, S. and Smith Myles, B. (2007). *The Comprehensive Autism Planning System [CAPS] for individuals with Asperger Syndrome, Autism and related disabilities: Integrating best practices throughout the student's day*. Shawnee Mission, KS: Autism Asperger Publishing Co.

Siegel, B. (2003). *Helping children with autism learn: Treatment approaches for parents and professionals*.

Volkmar, F.R. & Wiesner, L.A. ((2009). *A practical guide to Autism: What every parent, family member and teacher needs to know*. Hoboken, NJ: John Wiley & Sons Publishers.

Learner Outcomes:

- Students will detail theories and research that form the basis of curriculum development and instructional practices with students with Autism Spectrum Disorders (ASD).
- Students will identify national, state and local curricula standards, and correlate them with the respective scope and sequence of general and special education curricula.
- Students will identify and prioritize areas of the general curriculum and accommodations for individuals with ASD.
- Students will develop and implement comprehensive longitudinal individualized programs for students with ASD in collaboration with other professionals.
- Students will prepare and organize initial, intermediate and longitudinal lesson plans that reflect the learning standards and individualized needs of students with ASD.
- Students will establish strategies that promote maintenance and generalization of skills across learning environments.

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**Department of Speech Communication Arts and Sciences
Graduate Program in Speech-Language Pathology**

Date of department approval: November 8, 2011

Effective date: Fall 2012 semester

SPE 7394X Seminar and Clinical Practicum: Students with Special Needs
150 hours plus conference; 3 credits

Supervised instruction in teaching young children and school-aged children with special needs. Supervision provided by college faculty in the student's work setting. Discussion with school-based supervisors.

Projects related to school and supervisory experiences; a minimum of four supervisory sessions per semester. This course is the same as EDUC 7681T.

Prerequisite: Admission to Advanced Certificate Program in Autism Spectrum Disorders or permission of the program co-director.

Frequency of offering: This course, specific to the advanced certificate program in Autism Spectrum Disorders, will be offered every summer.

Projected enrollment: 1 section of 15 students

Rationale: At the suggestions of Deans Shanley and Phillips, the Department of Speech Communication Arts and Sciences proposes to resolve scheduling problems by cross-listing existing Education courses in Advanced Certificate Program in the Department of Speech Communication Arts and Sciences. The 15-credit advanced certificate program is a collaborative offering between the School of Education's graduate program in Special Education and the Department of Speech Communication Arts and Sciences' graduate program in speech-language pathology. Two of the five courses in the certificate program, which are offered in the Speech Department's program in Speech-language Pathology, are already cross-listed with the School of Education. Specifically, SP 7317 Introduction to Autism is EDUC 7685 and SP 7319 Speech, Language, and Communication Assessment and Intervention in Children with Autism Spectrum Disorders is EDUC 7686. The other three courses, which currently exist in the School of Education and serve as specific requirements in the certificate program, have not yet been cross-listed with the Department of Speech Communication Arts and Sciences. As such, we now propose to cross list them in the Department of Speech Communication Arts and Sciences. Cross listing this course enables both departments to enroll students in all courses in the collaborative certificate program.

Clearances: sought and obtained from School of Education

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

Course Outline

Text:

Zager, D. (2005). *Autism spectrum disorders: Identification, education, and treatment, third edition*. Mahwah, NJ: Lawrence Erlbaum.

Learner Outcomes:

- Students will implement educational or treatment plans that meet their students' needs.
- Students will collaborate with other professionals in their work with children on the spectrum and reflect upon their collaborations in journals and the seminar.
- Students will observe a variety of approaches to working with children with autism spectrum disorders and write a thoughtful, analytic cross-paradigm paper that incorporates current literature.
- Students will involve parents in their work with children on the spectrum by engaging them in planning and implementing educational and therapeutic plans that meet their child's needs.
- Students will problem solve in group discussions and contribute suggestions from their own educational and clinical experiences in the seminar.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

Department of Theater**Date of departmental approval:** November 8th, 2011**Effective date:** Fall 2012 semester**THEA 7720X Collaborative Discipline Seminar**

15 hours; 1 credit

Bulletin description:

Exploration, expansion, and application of collaborative practices related to the creative theatre production process. May be repeated 4 times for credit.

Prerequisite: Permission of head of concentration.**Frequency of offering:** Once or twice per academic year**Projected enrollment:** 1 section, 8 students**Clearances:** None**Rationale:**

Because successful theater professionals work collaboratively across concentrations it is vital to our student's growth as artists, designers, and collaborators to put into practice theories imbedded in the curriculum. Some collaborative projects or activities do not merit the full three credits, so a one-credit option is necessary. This seminar will provide preparation and training for the students to meet these challenges in the profession.

One possible example:

The Design and Technology concentration in the Department of Theater has identified a unique opportunity for the MFA design students to participate in the second year directing class. In the second year MFA directing class, design and directing students work together to analyze specific texts and delve deeply into the design process to develop a concept for the script. Students work to master communication and collaboration skills engaging in visual, verbal and active techniques both in and outside of the classroom. This project serves to reinforce and build on skills the design students have studied in the classroom, by simulating conditions found in the professional field. Working together the design and directing students produce a well considered "design concept paper project" via in depth research, exploration, and discussion both in front of peers and out side of class time. Small groups of student collaborators take turns meeting in front of fellow students and faculty so that, in addition to practicing their own collaboration process, students learn through the observation and analysis of the

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meetings and the techniques employed by their peers. This opportunity frees students from the pressure to produce a finished product. They are also afforded the time to research, organize, collaborate and consider the many options/choices that will solve the design challenge, to manifest this exploration of text in a concrete expression that communicates their collective ideas. A presentation is held at the end of the semester.

Objectives of course:

- Provide an opportunity for students to practice design skills learned in the classroom within a collaborative classroom setting that mirrors professional standards and practices.
- Develop both verbal and visual communication skills
- Improve analytical skills incorporating points of view and ideas from collaborations across concentrations through text analysis
- Increase depth and breadth of research

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

SECTION A-V: CHANGES IN EXISTING COURSES

Department of Computer and Information Science
Change in the course title

FROM:

CISC 7422 [712X] ~~Social Algorithms and Social Software~~
37½ hours plus conference and independent work: 3 credits

A comprehensive introduction to the mathematical and logical techniques relevant to understanding the structure of social algorithms (social software). The study of social institutions, including electoral systems, using techniques from mathematical and computer science, including probability, game theory, and logic. (This course is the same as MATH 7580 [Mathematics 612X].)

TO:

CISC 7422 [712X] Game Theory and Social Choice
37½ hours plus conference and independent work: 3 credits

A comprehensive introduction to the mathematical and logical techniques relevant to understanding the structure of social algorithms (social software). The study of social institutions, including electoral systems, using techniques from mathematical and computer science, including probability, game theory, and logic. (This course is the same as MATH 7580 [Mathematics 612X].)

Rationale: The new title more accurately describes the subject matter covered in the course.

Date of departmental approval: 9/6/2011

Effective date: September 2012

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

Early Childhood Education and Art Education

Change in hours and department prefix

Date of departmental approval: October 25, 2011

Effective date: Fall 2012

FROM:

EDUC 7506X Projects in Creative Art for the Classroom

30 hours lecture, plus conference; 3 credits

Initiation and development of projects in creative art in consultation with the instructor. Presentation of an evolving portfolio to both art and education faculty for evaluation. Must satisfy standards of originality and execution consistent with achievement of the advanced degree, and demonstrate and document how personal artistic knowledge translates into classroom practice. (This course is cross-listed, the same as ARTD 7250T)

TO:

ECAE 7506X Projects in Creative Art for the Classroom

45 hours lecture, plus conference; 20 hours field experience; 3 credits

Initiation and development of projects in creative art in consultation with the instructor. Presentation of an evolving portfolio to both art and education faculty for evaluation. Must satisfy standards of originality and execution consistent with achievement of the advanced degree, and demonstrate and document how personal artistic knowledge translates into classroom practice. (This course is cross-listed, the same as ARTD 7250T)

Rationale: 15 hours of class time have been added to prepare students for their field placements and to structure in-class activities that help them reflect upon the experience. These changes bring the course into alignment with others in the program and with State of New York pedagogical core requirements for initial certification. The art education program is updating the course prefixes to reflect the new departmental structure.

Clearance from the Department of Art obtained November 3, 2011.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

Early Childhood Education and Art Education

Change department prefix

Date of departmental approval: October 25, 2011

Effective date: Fall 2012

FROM:**EDUC 7530T Diverse Classrooms in a Visual Culture**

45 hours; plus 20 hours of field experience; 3 credits

Critical examination of the needs of contemporary students in a society dominated by visual images. Pedagogical strategies for analyzing visual messages in terms of diversity, plurality, and the impact of visual culture on curriculum and teaching. Discussion of the impact of images and artifacts from a variety of visual traditions on classroom interactions, personal identity formation, and learning.

Prerequisite: Matriculation for the M.A. in teaching art

TO:**ECAE 7530T Diverse Classrooms in a Visual Culture**

45 hours; plus 20 hours of field experience; 3 credits

Critical examination of the needs of contemporary students in a society dominated by visual images. Pedagogical strategies for analyzing visual messages in terms of diversity, plurality, and the impact of visual culture on curriculum and teaching. Discussion of the impact of images and artifacts from a variety of visual traditions on classroom interactions, personal identity formation, and learning.

Prerequisite: Matriculation for the M.A. in teaching art

Rationale: The art education program is updating the course prefixes to reflect the new departmental structure.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

Early Childhood Education and Art Education

Change in hours, pre-requisite and department prefix

Date of departmental approval: October 25, 2011

Effective date: Fall 2012

FROM:

EDUC 7533T Advanced Seminar in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Art

45 hours seminar, plus conference; 3 credits

Expansion of the student's knowledge and skills in art to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the discipline and implications for teaching.

Prerequisite: ~~Initial Certification or Education 7500X [742X], 7501X [792.1X], 7538T [763.17T], 7542T [764.5T], 7520T [723.17T], and 7543T [764.51T]~~ or equivalents.

Prerequisite or corequisite: ~~Education 7502T [742.2T]~~.

TO:

ECAE 7533T Advanced Seminar in Pedagogy and Curriculum: Art

45 hours seminar, plus conference, 20 hours field experience; 3 credits

Expansion of the student's knowledge and skills in art to develop individual approaches to effective teaching in different classroom situations. Improving teaching methods through review of relevant research, reflection on self-as-teacher, analysis of classroom interactions, discourse, and effective teaching and learning environments. Introduction to methods of educational research. Analysis of modes of communication in the classroom. Examination of the specialized discourses of the discipline and implications for teaching.

Prerequisite: ECAE 7506

Rationale: The art education program is updating the requirements for all course prerequisites to align with the program changes approved on 3/13/2007 by Faculty Council in GCD 175. 20 hours of field experience hours added as partial fulfillment of the 100 hours of observation the State of New York requires for initial certification. The art education program is updating the course prefixes to reflect the new departmental structure

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

Early Childhood Education and Art Education

Change in pre-requisite and department prefix

Date of departmental approval: October 25, 2011

Effective date: Fall 2012

FROM:

EDUC 7507T Critical Issues in Education-Social Values and Individual Needs: Art

45 hours lecture, plus conference, 3 credits

Systematic study of teacher's role; focus on interactions of people and environments and educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques.

TO:

ECAE 7507T Critical Issues in Education-Social Values and Individual Needs: Art

45 hours lecture, plus conference, 3 credits

Systematic study of teacher's role; focus on interactions of people and environments and educational setting. Topics in educational foundations provide concepts for examining teacher and student diversity and teacher role. Exploratory research techniques.

Prerequisites: ECAE 7506X and 7533T

Rationale: The art education program is updating the requirements for all course prerequisites to align with the program changes approved on 3/13/2007 by Faculty Council in GCD 175.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

Early Childhood Education and Art Education

Change in pre-requisite and department prefix

Date of departmental approval: October 25, 2011

Effective date: Fall 2012

FROM:

EDUC 7526T Seminar in Educational Research: Art

45 hours seminar, plus conference, 3 credits

Advanced concepts of educational research and study of modes of inquiry in the disciplines, and possible uses of research. Analysis of research relevant to teaching the major subject areas. Formulation, development, and realization of an original research project relevant to teaching and learning in the major subject area.

Prerequisite: ~~Completion of all program conditions and Education 7502T, 7533T, and 3 credits of an approved elective course.~~

TO:

ECAE 7526T Seminar in Educational Research: Art

45 hours seminar, plus conference, 3 credits

Advanced concepts of educational research and study of modes of inquiry in the disciplines, and possible uses of research. Analysis of research relevant to teaching the major subject areas. Formulation, development, and realization of an original research project relevant to teaching and learning in the major subject area.

Prerequisites: ECAE 7506X, 7533T, and 7507

Rationale: The art education program is updating the requirements for all course prerequisites to align with the program changes approved on 3/13/2007 by Faculty Council in GCD 175.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

Early Childhood Education and Art Education

Change in pre-requisite and department prefix

Date of departmental approval: October 25, 2011

Effective date: Fall 2012

FROM:

EDUC 7538T Seminar I in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Art

45 hours, plus conference, 3 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction, curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching specific subject areas at grade levels appropriate for State certification requirements. ~~Not open to students who are enrolled in or have completed Education 7540, 763.33, 763.34T, 763.35T, 763.36T, 763.37T, 763.39T.~~

Corequisite: Education 7542T

TO:

ECAE 7538T Seminar I in Pedagogy and Curriculum: Art

45 hours seminar, plus conference, 3 credits

Seminar concerning problems and issues in the organization of subject matter. Introduction to methods of instruction, curriculum development and assessment, classroom management, and developing school-community relationships. Focus on self-reflective teaching styles and assessment procedures to address the learning needs of a diverse student population, students with special needs, and English language learners. Preparation in literacy and language acquisition. Attention given to particular needs and interests of students and methods of integrating technology into the classroom. Role of materials and resources applied to teaching specific subject areas at grade levels appropriate for State certification requirements.

Prerequisite: ECAE 7506T and 7533T

Corequisite: ECAE 7542T

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

Rationale: The art education program is updating the requirements for all course prerequisites to align with the program changes approved on 3/13/2007 by Faculty Council in GCD 175.

Early Childhood Education and Art Education

Change in pre-requisite and department prefix

Date of departmental approval: October 25, 2011

Effective date: Fall 2012

FROM:

~~EDUC 7520T Seminar II in Pedagogy and Curriculum, Middle Childhood and Adolescence Education: Art~~

45 hours, plus conference, 3 credits

Advanced theories and methods of teaching Art at all grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in Art; teaching Art to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing and evaluating Art curriculum in urban classrooms.

~~Prerequisite: Education 7500X, 7501X and permission of the Chairperson of the major department and the Head of Adolescence Education and Special Subjects.~~

~~Prerequisite or Corequisite: Education 7538T and 7542T~~

~~Corequisite: Education 7543T~~

TO:

ECAE 7520T Seminar II in Pedagogy and Curriculum: Art

45 hours, plus conference, 3 credits

Advanced theories and methods of teaching Art at all grade levels appropriate for New York State certification requirements; focus on developing reflective practitioners and research based instruction; analysis of New York State Learning Standards in Art; teaching Art to all students, including students with special needs and English language learners; integrating technology into the classroom; developing, implementing and evaluating Art curriculum in urban classrooms.

Prerequisite: ECAE 7506X, 7533T, 7530T, 7538T, and 7542T

Corequisite: ECAE 7543T

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

Rationale: The art education program is updating the requirements for all course prerequisites to align with the program changes approved on 3/13/2007 by Faculty Council in GCD 175.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

Early Childhood Education and Art Education

Change in course title, number, pre-requisite and co-requisite, and departmental prefix

Date of departmental approval: October 25, 2011

Effective date: Fall 2012

FROM:

~~**EDUC 7542T Adolescence Education and Special Subjects: Student Teaching Practicum I**~~

150 hours or 20 days of weekly supervised student teaching; 30 hours field observation, 2 credits

Course in student practice teaching. Opportunity for extensive and intensive participation in teaching and school activities. Hours to be arranged. Observing, developing, and studying curriculum in light of teaching experiences and observations.

~~Prerequisite: Education 7500X, 792.1X, and permission of the chairperson of the major department and the head of Adolescence Education and Special Subjects~~

~~Corequisite: Education 7531T or 7532T or 7462T or 7312T or 7534T or 7535T or 7536T or 7538T~~

TO:

ECAE 7542T Art Education: Student Teaching Practicum I

150 hours or twenty days of weekly supervised student teaching; 30 hours field observation, 2 credits

Course in student practice teaching. Opportunity for extensive and intensive participation in teaching and school activities. Hours to be arranged. Observing, developing, and studying curriculum in light of teaching experiences and observations.

Prerequisite: ECAE 7506X, 7533T and 7507T

Co-requisite: ECAE 7538T

Rationale: The art education program is updating the requirements for all course prerequisites to align with the program changes approved on 3/13/2007 by Faculty Council in GCD 175. The change in course title reflects art education's move to the Department of Early Childhood Education and Art Education.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

Early Childhood Education and Art Education

Change in course title, number, pre-requisite and co-requisite

Date of departmental approval: October 25, 2011

Effective date: Fall 2012

FROM:

~~**EDUC-7543T Adolescence Education and Special Subjects: Student Teaching Practicum II**~~

150 hours or 20 days of weekly supervised student teaching; 30 hours field observation, 2 credits

Advanced course in student practice teaching. Opportunity for more extensive and intensive participation in teaching and school activities. Daily supervised student teaching in grades and subject areas appropriate for New York State certification requirements. Hours to be arranged. Observing, developing, and studying curriculum in light of teaching experiences and observations.

Prerequisite: ~~Education 7500X, 7501X and permission of the chairperson of the major department and the head of Adolescence Education and Special Subjects~~

Prerequisite and Corequisite: ~~Education 7531T or 7532T or 7462T or 7312T or 7534T or 7535 or 7536T or 7538T, and Education 7542T.~~

Corequisite: ~~Education 7514T or 7515T or 7470T or 7326T or 7516T or 7517T or 7518T or 7520T~~

TO:

ECAE 7543T Art Education: Student Teaching Practicum II

150 hours or twenty days of weekly supervised student teaching; 30 hours field observation, 2 credits

Advanced course in student practice teaching. Opportunity for more extensive and intensive participation in teaching and school activities. Daily supervised student teaching in grades and subject areas appropriate for New York State certification requirements. Hours to be arranged. Observing, developing, and studying curriculum in light of teaching experiences and observations.

Prerequisite: ECAE 7506X, 7533T, 7538T, and 7542T

Corequisite: ECAE 7520T

Rationale: The art education program is updating the requirements for all course prerequisites to align with the program changes approved on 3/13/2007 by Faculty Council in GCD 175. The change in course title reflects art education's move to the Department of Early Childhood Education and Art Education.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

Department of Economics

Change in course title and course description

Date of departmental approval: November 8, 2011

Effective date: Fall 2012

From:

ECON 7230X Operations Research

30 hours plus conference; 3 credits

Tools and techniques of operations research. Linear programming, inventory and queuing theory, applications of input-output methods. ~~It is recommended that students complete Economics 7020X [720X] and 7025X [725.1X], or their equivalents, before taking this course.~~ This course is the same as Business 7230X [722X].

To:

ECON 7230X Operations Research and Decision Sciences

30 hours plus conference; 3 credits

Tools and techniques of operations research and decision sciences. Quantitative techniques used in business, accounting, and economics including project design and management, scheduling, forecasting, linear programming, inventory and queuing theory, applications of input-output methods. This course is the same as Economics 7230X [722X].

Rationale: The current description is outdated and has been modified to reflect the way the course is currently taught. This is now a required course for the MS in Accounting.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

Department of Finance and Business Management

Change in course title and course description

Date of departmental approval: November 8, 2011

Effective date: Fall 2012

From:

BUSN 7230X Operations Research

30 hours plus conference; 3 credits

Tools and techniques of operations research. Linear programming, inventory and queuing theory, applications of input-output methods. ~~It is recommended that students complete Economics 7020X [720X] and 7025X [725.1X], or their equivalents, before taking this course.~~ This course is the same as Economics 7230X [722X].

To:

BUSN 7230X Operations Research and Decision Sciences

30 hours plus conference; 3 credits

Tools and techniques of operations research and decision sciences. Quantitative techniques used in business, accounting, and economics including project design and management, scheduling, forecasting, linear programming, inventory and queuing theory, applications of input-output methods. This course is the same as Economics 7230X [722X].

Rationale: The current description is outdated and has been modified to reflect the way the course is currently taught. This is now a required course for the MS in Accounting.

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.

APPENDIX: SPECIAL TOPICS

Special Topics: The committee has approved the following special topic for the term indicated and informed the Provost of the committee's approval. These items do not require Faculty Council action and are announced here for information only.

Department of Psychology

PSYC 7109G: Special Topics in Psychology

Workplace Communication in the Organization

To be offered for the second time in Summer 2012

Material located with ~~strike through~~ is to be deleted and material underlined is to be added.