

UNIVERSITY OF MIAMI
**COLLEGE of
ARTS & SCIENCES**



Office of the Dean

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March 16, 2015

TO: A&S Faculty

FROM: Leonidas Bachas
Dean

A handwritten signature in blue ink, appearing to read 'Leonidas Bachas', with a long horizontal flourish extending to the right.


**SUBJECT: AGENDA for College Faculty meeting
Monday, March 23, 2015 at 3:30 p.m.
Wesley Gallery at Wesley Foundation, 1210 Stanford Drive (Across from the
Lowe Art Museum)**

1. Approval of the Minutes of the Faculty Meeting of February 23, 2015
2. Dean's Remarks
3. Advanced Writing and Communication Skills Requirements Proposal
4. Faculty Senate Report – by Professor Steve Cantrell
5. Graduate Certificate in Second Language Acquisition and Teaching (SLAT)
Proposal by the Department of Modern Languages and Literatures
6. Use of BGS and CVC Codes -- (no action required)
7. Other Business

LGB/rkg



To: College of Arts & Sciences Faculty

From: Leonidas G. Bachas 
Dean

Subject: MINUTES of the College Faculty Meeting
Monday, February 23, 2015 at 3:30 p.m. at the Wesley Gallery

Date: March 3, 2015

1. Approval of the Minutes of the November 18, 2014 Meeting

A motion to approve the minutes of the November 18, 2014 meeting was offered, seconded, and unanimously approved.

2. President Shalala and Provost LeBlanc

Dean Bachas introduced President Shalala and Provost LeBlanc. The President and the Provost answered a few topics from the departments that were forwarded to them prior to the meeting. They discussed plans for some new buildings, including the new Psychology building and the new science building. They explained that these building are currently in the planning phase. They also discussed plans to build new residential halls to house freshmen. These dorms will be built with modern amenities to provide better leaving environment. These new residences are to grow the number of students living on campus and make us more competitive in terms of residence halls with our peer institutions. The Provost announced the ambulatory care facility on the Gables campus, which is slated to be completed in Fall 2016. The President and the Provost also notified the faculty of renovating space in the Richter Library, called "Brockway Hall." This intellectual space will be used to have authors speak and be utilized as an academic space for faculty to bring guest speakers, and conduct intellectual exchange among colleagues. The Library will handle the scheduling of that space. The faculty raised some questions about distribution of classroom space and challenges. The President and the Provost reiterated the need to offer classes throughout the day and throughout the week.

The Provost discussed some of the terms of the contract with Laureate, and answered questions from the faculty. He noted that Laureate will have the right of first refusal for online credited degree programs as well as credited certificate programs leading to a degree program that will be offered in Latin America. The same arrangement goes for credit degree programs that are not online, but will be offered in Latin America. This rule applies to Laureate if they want to bring students from Latin America to the USA; the University will have the right of first refusal. Offering of individual courses are not included in the agreement. President Shalala reminded the faculty of the Clinton Global Initiative event on March 6th. She distributed admissions tickets to the faculty. The Provost let the faculty know that the search for the new President is progressing as scheduled.

3. Changes to College Bylaws

Professor Milenkovic discussed and presented the proposal to allow online voting, which will be incorporated into the College Bylaws. He presented a summary and the importance of providing the entire College faculty with the opportunity to discuss proposals online. He noted that this mechanism will not eliminate the need for a face-to-face faculty meeting. This online voting will allow more faculty participation and empower the faculty in decision making. Some faculty opposed the online process. A discussion ensued with no resolution. This matter will return to the faculty at a future meeting.

4. Proposal to establish a Master of Science degree in Mathematical Finance (1st reading):

Professor Victor Pestien introduced and presented the rationale for the proposal for a Master of Science in Mathematical Finance, which will consist of 22 required credits, 18 of which will be in math and 4 in finance. A motion to waive the second reading was also approved. Faculty present unanimously voted in favor of the proposal.

The meeting adjourned at 5:05 p.m.

**Proposal from the
College of Arts and Sciences
Concerning the Advanced Writing and Communication Skills
Faculty Senate Legislation #2014-11(B)**

The College considers the ability to write cogently and clearly a hallmark of liberal education and a fundamental vehicle for participation in the life of any community. It follows that having students learn how to write and how to improve their writing is crucial, both in general terms and as part of their disciplinary training. It also follows that the desired outcomes need to be measurable.

Thus the College proposes to proceed in two distinct and mutually reinforcing ways:

1. Students will complete three (3) courses marked as writing-intensive (“W”) beyond ENG105/106. All courses currently bearing the W designation will continue to do so. Only courses that bear the W designation will be accepted; no substitution or addition will be possible. Departments and programs that offer W-designated courses will assess the writing-related learning outcomes of those courses as part of the assessment described in (2) below. In fall 2011, the College of Arts and Sciences faculty approved a revamped definition of what constitutes a W course, based on best practices from the field of Rhetoric and Composition (found in appendix A). We will use this description in all our W-designated courses and in evaluating new ones as they are considered by the College Curriculum Committee.
2. Recognizing the importance of effective writing within one’s discipline and the variety of disciplines in the College, all majors will include an explicit Student Learning Outcome related to writing. Many evaluative rubrics exist for Humanities/Art, Social Sciences, and STEM disciplines, which we will make available for departments to use or modify in order to gather direct measurements of writing-related learning outcomes. Currently, of the thirty-four (34) majors in the College, twenty (20) have one Student Learning Outcome connected to communication (mostly written).

The College continues to support the professional development of those instructors interested in integrating writing instruction in their syllabi by sponsoring a Summer Institute for faculty members, organized and facilitated by the Composition Program.



Writing Credit Courses

For the Bulletin:

Courses designated as writing intensive (W credit) will have critique and revision as key components. These courses must include faculty, and possibly peer, critique of student writing leading to revision and re-submission for faculty evaluation. They may incorporate informal and formal writing throughout the semester, often with assignments that build upon each other. (Informal writing need not be graded and could include, for example, on-line (Blackboard) posts, in-class writing, freewriting. Formal writing is generally graded and could include drafts and final versions of papers.) Examples of assignment sequences include blog to position paper to research paper; lab notebook to poster to journal abstract; journal to article critique, etc. Incorporation of the process of directed feedback and revision throughout the semester is more important than the overall word count; however, W courses should involve substantive writing according to disciplinary guidelines. Transfer credit requests for W courses will be evaluated by directors of undergraduate studies at the departmental level in light of the above definition.

Committee members:

Stampino, Maria Galli (MLL); Burton, Zisca I. (ENG); Ramamurthy, Vaidhyanathan (CHM); Maranto, Gina L. (ENG); Davidson-Schmich, Louise K. (POL); Senior Associate Dean Traci Ardren (Dean's Office).

UNIVERSITY OF MIAMI
COLLEGE of
ARTS & SCIENCES



MEMORANDUM
March 4, 2015

TO: Arts and Sciences College Council

FROM: College Curriculum Committee
via: Charles Mallery, Associate Dean Arts & Sciences

SUBJECT: Item for consideration by the College Council

The College of Arts and Sciences Curriculum Committee at its regularly scheduled meeting of March 02, 2015 approved the proposal from the Department of Modern Languages and Literatures for a Graduate Certificate in Second language Acquisition and Teaching (SLAT Proposal).

The Curriculum Committee submits the SLAT Proposal for consideration by the College Council.

Attached please find four pdf files describing the SLAT Certificate:

1. SLAT Certificate Proposal 2015.pdf
2. SLAT Mission Statement.pdf
3. SLAT Chairperson memo.pdf
4. SLAT Certificate Brochure.pdf

Sincerely,

CHM/jk
cc: files

UNIVERSITY OF MIAMI
COLLEGE OF
ARTS & SCIENCES



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TO: Dean Charles Mallery

FROM: Dr Lillian Manzor, Interim Chair

A handwritten signature in black ink, appearing to read 'L Manzor'.

DATE: February 16, 2015

RE: SLAT Certificate

I am writing to confirm that the SLAT Certificate was unanimously approved in the Department of Modern Languages and Literatures in Spring 2008. We have been recognizing graduate students with a departmental certificate since Spring 2011. In addition, 18 students who finished the SLAT certificate have it on their resume.

I hope this is sufficient to move the SLAT certificate proposal to the next stage. Please let me know if you need additional information.

**Department of Modern Languages and Literatures
College of Arts and Sciences
University of Miami**

**Graduate Certificate in Second Language Acquisition & Teaching
(SLAT)**

EXECUTIVE SUMMARY

I. Introduction and Basic Description of the SLAT

The SLAT Graduate Certificate is an integrated group of three graduate courses that focuses on acquiring expertise and experience in the field of critical studies of language, centering on theories of second language acquisition and bilingualism, empirical research in these areas, and their applications to the teaching of second and heritage languages at the postsecondary level.

II. Rationale

In today global societies, universities need to take the lead in fostering the professional development of professors and instructors who require not only the *experience* of teaching language, culture, and literature, but also the *expertise* that emerges from a solid understanding of the current theories and issues in the fields of language studies (language and sociocultural theory, sociolinguistics and bilingualism), second language and heritage language acquisition, language pedagogy and teaching methodology (curriculum design, testing and assessment, teaching methodology), and technology-enhanced language learning.

As research shows, learning to teach cannot be accomplished with a one-time methodology course, which is only the first step taken toward becoming an effective teacher/professor/scholar.

The certificate meets three main needs of instructors in the department of Modern Languages and Literatures:

- (1) fostering the professional development of graduate students as well as their marketability;
- (2) fostering the professional development of lecturers and instructors so as to improve the quality of undergraduate education;
- (3) situating the University of Miami among other leading institutions with respect to critical studies of language (second language acquisition and bilingualism)

III. Outcomes:

By completing the certificate, participants will:

- Develop familiarity with theories, research methodologies, and pedagogical practices in the fields on second language acquisition and bilingualism, foreign language teaching methodology, and pedagogy
- Integrate meaningful use of innovative pedagogical approaches and new technologies into the participants'

teaching practices

- Become more marketable professionally through the development and completion of a professional teaching portfolio (CV, teaching philosophy, sample materials, syllabi, students evaluations).

IV. Who can participate?

Graduate students and full time lecturers at UM may earn the Certificate in SLAT, granted by the Department of Modern Languages and Literatures at the University of Miami.

V. Description of Course work

The program comprises 9 credits of coursework at the graduate level in foreign language teaching methodology and pedagogy, sociocultural theory, and sociolinguistics and bilingualism. Pedagogical workshops offered by MLL on teaching methodology, and technology and language teaching are part of the certificate. The program also integrates practical opportunities that will allow participants to acquire professional experience coordinating and supervising language instructors.

VI. Requirements

To earn the SLAT Graduate Certificate, a minimum of nine credit hours of graduate level coursework in MLL must be completed. Any course taken in fulfillment of the required credits toward the Certificate must already be designated as SLAT-related or must receive prior approval of the SLAT faculty. See list of approved MLL grad courses in section IX.

For incoming Graduate Teaching Assistants in MLL, MLL 603 (Intro to Language Teaching Methodology) will fulfill three credit hours of the requirement. For those lecturers who join the certificate having taken already the equivalent of MLL 603 at another institution, the nine required credit hours must be fulfilled through other SLAT courses.

VII. Budget

There is no additional budget needed for this certificate since these courses are regularly taught at MLL.

VIII. Faculty affiliated with SLAT (Modern Languages & Literatures)

Dr. Andrew Lynch & Dr. Eduardo Negueruela-Azarola

IX. List of Approved Graduate Courses in SLAT

Introduction to Foreign Language Teaching: A Sociocultural Approach

Dr. Negueruela - Azarola

This course provides an overview of current foreign language learning theories, teaching methods and techniques, and major topics of instructional concern within the foreign language profession for pre-service instructors of university-level French and Spanish. The goal of the course is to provide experiences to bridge pedagogical theory and practice through an ongoing cycle of theoretical discussion followed by practical application of theory during classroom observations and follow-up reports, peer teaching, and other reflective and collaborative activities.

Through participating in the course, students will develop: (1) Familiarity with theoretical foundations of second and foreign language acquisition and a range of practical applications and implications for communicative task-based language teaching; (2) Understanding of principles and features of communicative, task-based language teaching; (3) Understanding of classroom techniques for communicative task-based language teaching and application of this understanding through teaching lessons and classroom observation reports; (4) Ability to design materials, lessons, and assessment instruments in a manner informed by knowledge of relevant foreign language learning theoretical concepts and classroom techniques; (5) Critical insights about teaching language through cultural texts of all types to develop foreign language skills of reading comprehension, listening comprehension, writing, and speaking; (6) Understanding of how technological tools are implemented in communicative, task-based teaching.

The Sociocultural Mind and Second Language Development

Dr. Negueruela-Azarola

This graduate seminar is intended for doctoral students in humanities coming from any field -- literature, education, psychology, anthropology, philosophy-- interested in studying second language learning from a Sociocultural Theory (SCT) perspective. No previous background is required.

This seminar will explore a Sociocultural understanding of the human mind based on the work of Lev Vygotsky. The seminar centers on an in-depth study of the principles of a Sociocultural understanding of the human mind, and its connections with the field of Second Language Learning, Cultural Studies, Anthropology, Psychology, and Education.

From a review of the main tenets of the paradigm (semiotic mediation, activity as explanatory principle, minimal unit of analysis, conceptual development, the genetic method, and the ZPD) students will learn to appreciate the implications, and the fresh research approach that SCT brings to the field. Specifically, the course will explore the pedagogical implications of the theory, centering on Concept-Based Teaching and Dynamic Assessment.

Bilingualism and Heritage Language Development: Focus on French and Spanish in the Americas

Dr. Lynch

This seminar provides an overview of sociolinguistic and educational issues in contemporary

societies in the Americas where French and Spanish are in contact with other languages. We first examine, from cognitive and sociolinguistic perspectives, the interface of theory and research in *second language acquisition* and *bilingualism*, highlighting the areas of mutual interest and significant overlap between these two fields. We question the traditional dichotomy of "native" and "nonnative" speakers by scrutinizing the concepts of the "near-native" speaker, "native-like" language ability, and bilingual competence. We then turn to linguistic, social, and political implications of languages in contact, focusing on general issues of group identity, language maintenance and shift, creolization, and external factors in processes of structural change in contact situations. We analyze the grammatical and discourse characteristics of the language produced by French-English and Spanish-English bilinguals, including code-switching. Contemporary bilingual education models and heritage language programs are addressed. All readings and discussions are in English.

The seminar has four main objectives: 1) to expand students' knowledge of theoretical models and research findings in the field of language acquisition and relate these to our understanding of bilingualism; 2) to provide students with some general understanding of the historical factors and sociolinguistic consequences of French and Spanish language contact situations in the Americas and their importance for linguistic, literary, and cultural studies in French and Spanish; 3) to stimulate thinking about the place for bilingual realities in the contemporary language and literature classroom; 4) to prepare students for the possible future task of teaching bilingual or "heritage" learners.

Spanish in the United States

Dr. Lynch

In this course we analyze the situation of the Spanish language in the US from historical, political, social and linguistic perspectives. Beginning with the pioneer linguistic works of Aurelio Espinosa (early twentieth century) on New Mexican Spanish, we trace the sociocultural evolution of Spanish in the Southwest to its modern-day reality, highlighting the question of cross-generational continuity in relation to such factors as socioeconomic class, gender, language prestige and immigration from Mexico. The politics of language in Puerto Rico in the twentieth century and the establishment of Puerto Rican communities in the Northeast form a second major component of the course, followed by an analysis of Cuban exile and the emergence of Miami as a pan-Hispanic metropolis. We consider more recent debates in the study of Spanish in the US: patterns of language simplification and the influence of English, 'incomplete acquisition' among US-born Spanish speakers, the 'legitimacy' of 'Spanglish', the role of Spanish in public life, 'Hispanophobia' and negative attitudes toward Spanish in the US context, 'Official English' and opposition to bilingual education, and the development of Spanish as a heritage language in the educational context. Problems in the teaching of Spanish to US heritage learners are emphasized. Class lecture and discussion are in Spanish; readings in Spanish and English.

The course objectives are: 1) to provide students with an understanding of the historical, social and political context of Spanish in the US and the factors that condition its use in contemporary communities; 2) to familiarize students with the linguistic particularities of the Spanish spoken by US Hispanics and the processes that account for them; 3) to foment students' intellectual abilities to consider and objectively discuss important language phenomena among US Spanish speakers that are often academically stigmatized: grammatical simplification, lexical borrowing and

calquing, code-switching, and English-influenced discourse structures; and 4) to prepare future teachers to enter the Spanish heritage language classroom with an informed general understanding of their students' linguistic repertoires and the instructional methods that will best serve their development of formal abilities in Spanish.

**Department of Modern Languages and Literatures
College of Arts and Sciences
University of Miami**

Graduate Certificate in Second Language Acquisition & Teaching (SLAT)

MISSION STATEMENT

To promote expertise in the field of Second Language Acquisition and Teaching among instructors of languages at UM.

GOALS

The certificate has three main goals:

- (1) fostering the professional development of graduate students as well as their marketability;
- (2) fostering the professional development of lecturers and instructors at UM so as to improve the quality of undergraduate education;
- (3) situating the University of Miami among other leading institutions with respect to critical studies of language (second language acquisition and bilingualism)

MARKET ANALYSIS

The job market for teaching modern languages in the US is strong and requires instructors not only the *experience* of teaching language, culture, and literature, but also the *expertise* that emerges from a solid understanding of the current theories and issues in the fields of language studies (language and sociocultural theory, sociolinguistics and bilingualism), second language and heritage language acquisition, language pedagogy and teaching methodology (curriculum design, testing and assessment, teaching methodology), and technology-enhanced language learning.

Every year, many of the positions advertised in the Modern Language Association in all languages explicitly ask for expertise in the field of Second Language Acquisition and Teaching.

LIBRARY COLLECTIONS

The resources at UM library related to second language acquisition (both volumes and journals) are outstanding.

BUDGET

There is not additional budget from certificated since all the courses are already offered in MLL as part of the doctoral program.

WHAT is SLAT Graduate Certificate?

- The SLAT Graduate Certificate is an integrated group of courses designed to acquire expertise and experience in the field of critical studies of language, centering on theories of second language acquisition and bilingualism, empirical research in these areas, and their applications to the teaching of second and heritage languages at the postsecondary level.

Who can participate?

- Any graduate student, lecturer or senior lecturer teaching languages may earn the Graduate Certificate in SLAT, granted by the Department of Modern Languages and Literatures at the University of Miami.

What are the main goals of the SLAT certificate?

- Develop the expertise of participants in the fields of applied language studies, research on second language acquisition and bilingualism, modern language teaching methodology and pedagogy.
- Integrate meaningful use of technology into the participants' teaching practices.
- Become more marketable professionally through the development and completion of a professional teaching portfolio.

Description of the Certificate

- The certificate comprises coursework at the graduate level in language teaching methodology and pedagogy, language learning, literacy, sociocultural theory, sociolinguistics, and bilingualism. The program also integrates practical opportunities that allow participants to acquire professional experience coordinating and supervising language instructors. We also offer a variety of workshops on technology and language teaching in the Department.

Graduate Credit Hours

- To earn the SLAT Graduate Certificate, a minimum of nine (9) credit hours of graduate level coursework within the SLAT curriculum must be completed. Any course taken in fulfillment of the required credits toward the Certificate must already be designated as SLAT-related or must receive prior approval of the SLAT faculty. For incoming graduate student Teaching Assistants, M.L.L. 503 (Language Teaching Methodology) will fulfill three (3) credit hours of the requirement. For those graduate students and lecturers who join the Department having already taken the equivalent of M.L.L. 503 at another institution, the nine (9) required credit hours must be fulfilled through other SLAT courses.

Faculty affiliated with SLAT Graduate Certificate

Dr. Andrew Lynch

Director of Spanish Heritage Language Program
Merrick Building Room 212-10
305-284-3229

a.lynch@miami.edu

Dr. Eduardo Negueruela

Director of Spanish Language Program
Merrick Building Room 212-05
305-284-7263

cnegueruela@miami.edu

Courses offered for the SLAT graduate certificate

- Introduction to Foreign Language Teaching: Theory and Practice
- Sociocultural Theory and Second Language Development
- Bilingualism and Heritage Language Development: Focus on French and Spanish in the Americas
- Spanish in the United States
- Spanish Second Language Acquisition

**Graduate Certificate
in Second Language
Acquisition &
Teaching (SLAT)**



**Department of Modern
Languages and
Literatures
University of Miami**

UNIVERSITY OF MIAMI
COLLEGE of
ARTS & SCIENCES



MEMORANDUM
March 4, 2015

TO: Arts and Sciences College Council

FROM: College Curriculum Committee
via: Charles Mallery, Associate Dean Arts & Sciences

SUBJECT: Item for consideration to be on the Faculty Meeting Agenda

The College of Arts and Sciences Curriculum Committee at its regularly scheduled meeting of March 02, 2015 approved the use of BGS and CVC codes to be use by courses offered in the Bachelor of General Studies and the Civic Scholars program with respect to Arts and Sciences regular courses (see attached pdf file).

The Curriculum Committee submits this item for consideration by the College Council to agenda it for a regular College Faculty Meeting in order to present the concept to the faculty as an informational item as no faculty vote of approval is needed.

Sincerely,

CHM/jk
cc: files

BGS Courses

Students in the Bachelor of General Studies need a diversity of courses to fulfill their degree requirements. In some cases a low level course within a CAS department is higher level material for BGS students. In order to accommodate this need, CAS will be offering courses with a BGS code, hosted by the Dean's office, and administered by DCIE. Each such course will correspond to an existing regular CAS course, e.g., CSC118 will be offered as BGS218.

The original course code will be part of the BGS course name, e.g., BGS218 - Information Technology and Society (CSC118)... so that the content of the course is evident. Only BGS students will be allowed to register in BGS courses. Every such BGS course will have to obtain approval at CCC.

CVC Courses

Students in the Civic Scholars have to do a capstone service project. In some cases they do it as part of their regular major/minor studies, but there are also students who would like to do their project outside their regular studies, possibly in an area that is not related to any UM department or program. In order to make the latter possible, CAS will be offering a project course with a CVC code, hosted by the Dean's office. The course will be CVC4XX, 1-3 credits, pass/fail only. Each project will be supervised by a CAS faculty, as approved by the Dean's office and the Civic program. The course will have to be approved by CCC. The course might be based on ideas used for the CSC internship...

+ 50 hours = 1 credit

+ Weekly reporting via Blackboard, monitored by CVC office

+ Reports and presentation at end

This is the first time (as far as is known) that a Dean's office will be handing out academic credit. So I looked for someone who might complain ... Bill Green, UCC, and Faculty Senate office have determined that this is a purely CAS decision, and does not need Faculty Senate approval. The CAS Dean's office says there is no need for the CAS faculty to vote, as it's an administrative matter as opposed to a substantive degree requirement change. David Wiles says it does not require approval/notification by SACSCOC; just the CVC office must do course assessment. Therefore CAS will proceed alone.