

The Holder of the Chair, Dean Savage, called the meeting to order at 4:05 p.m.

1 Approval of Agenda:

MOTION: Duly made (Chair Savage) and seconded:

“To approve the agenda”

MOTION: Duly made (Lord) seconded and passed unanimously:

“To amend the agenda to include:

- a. Perspectives on the Liberal Arts Course Proposal
 - i. Urban Poverty and Affluence
 - ii. Introduction to Cultural Anthropology

The agenda was approved as amended.

2. Approval of Minutes:

MOTION: Duly made, seconded:

"To approve the Academic Senate meeting minutes dated – March 13, 2008:

Editorial Corrections: Item 4 # 7: change *Interior* to *Intergreek*
Item 4 #7: change alcoholic to *alcoholism*
Item 8: Motion i.: change *withdraw* to *withdrew*

“The minutes were approved unanimously as amended”

3. Announcements, Administrative Reports, and Memorials:

1. The Chair announced the following: 1) due to the reduced size of the senate moving the meetings to the Campbell Dome or Rosenthal Library, Room 230. 2) The University Faculty Senate (UFS) recommended the inclusion of additional Performance Management Parameters (PMP) that will deal with facilities. 3) The University is proposing a new “Conflict of Interest Policy” to be distributed in the future.

2. Senator Gilad announced the QC Model UN team competed in the International Conference and won two awards, “Honorable Mention” and “Outstanding delegation in the General Assembly 3rd Committee for Humanitarian Affairs”, representing the country of Venezuela. The senate gave a round of applause for the team.

4. Special Motions

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5. Committee Reports:

a.. Undergraduate Curriculum Committee

Motion: Duly made Senator Lord seconded and passed unanimously:

. “To accept the Undergraduate Curriculum Committee minutes of March 13, 2008 as amended.”

a. Perspectives on the Liberal Arts Course Proposal

i. Urban Poverty and Affluence

www.qc.cuny.edu/AcademicSenate/UCC

ii. Introduction to Cultural Anthropology

www.qc.cuny.edu/AcademicSenate/UCC

MOTION i. Duly made (Kenneth Lord):

“To accept the Suggestions for an Effective Syllabus”

Motion *i.* failed

MOTION ii: Duly made (Grover):

2nd Paragraph change to: Inclusion of the following element might or might not help ensure that a syllabus functions as an effective teaching tool and provide students with needed administrative information.

Senator Warren: To strike the 2nd paragraph in its entirety:

Motion *ii* passed: (yes 56) (No 14) (Abstentions 4)

MOTION iii: Duly made (Senator Katsan):

Change 3rd sentence first paragraph **from:** As a kind of contract between instructors and students, a syllabus documents the requirements for the course and how grades will be determined.
to: A Syllabus documents the requirements for the course and how grades will be determined.

Debate followed

Motion iv: Duly made (Senator Kasev):

“To table the “Suggestion for an Effective Syllabus” as amended”

Motion *iv*: passed (Yes 51) (No 13) (Abstentions 2)

1. Political Science (08-03)

a. New course.

Political Science 298.3. Independent Internships in New York City
2 hr., 120 semester hours of field work; 3 credits.

Substantive internships in local government, media, law, community work, advocacy, and

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international affairs. Related readings and a term paper will be assigned. Details, requirements, and permission for the program must be obtained from the faculty internship coordinator.

b. New course.

Political Science 298.6. Independent Internships in New York City
2hr., 240 semester hours of field work; 6 credits.

Substantive internships in local government, media, law, community work, advocacy, and international affairs. Related readings and a term paper will be assigned. Details, requirements, and permission for the program must be obtained from the faculty internship coordinator.

c. New course.

Political Science 299. Summer Internship in Washington, D.C.
240-320 field work hours, 6 credits.

Students will work eight weeks full time in Washington, D.C., as interns for elected representatives, interest groups, or government agencies. Related readings and a term paper will be assigned. Details, requirements, applications, and permission for the program must be obtained from the faculty internship coordinator. A stipend is provided by the City University.

d. Change in hours. To read:

Political Science 292W Internship in Urban Politics

292.4, 2 hr./wk, plus 120 semester hours of intern work; 4 cr; 292.5 2 hr/wk, plus 150 semester hours of intern work; 5 cr., 292.9w, 2hr/wk, plus 300 semester hours of intern work; 9 cr. Prerequisite: Permission of instructor. A work-study program, offered by the department, giving first-hand experience in the day-to-day operations of city government. Internships available with City Councilmen, administrative offices of the Mayor, Assemblymen, District Congressional offices, and other political offices. Application for the program is made through the Political Science Dept. a minimum of one month prior to registration.

e. Change in hours To read:

Political Science 295W Internship in Law and Advocacy

295.4, 2 hr./wk, plus 120 semester hours of intern work; 4 cr; 295.5 2 hr/wk, plus 150 semester hours of intern work; 5 cr.; 295.9w, 2hr/wk, plus 300 semester hours of intern work; 9 cr. Prereq.: Permission of instructor. Students will work with lawyers or with legal advocacy or judicial institutions. Application for the program is made through the Faculty internship coordinator in the Political Science Dept; a minimum of one month prior to registration.

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3. Change in hours. To read:

Political Science 296W. Internship in International Politics

296.4, 2 hr./wk, plus 120 semester hours of intern work; 4 cr; 296.5 2 hr/wk, plus 150 semester hours of intern work; 5 cr.; 296.9w, 2hr/wk, plus 300 semester hours of intern work; 9 cr.

Prereq.: Permission of instructor. Students will work with public and private institutions in the field of international relations. Application for the program is made through the Faculty internship coordinator in the Political Science Dept.; a minimum of one month prior to registration.

2. Economics Department (08-04)

a. Change to minor: To read:

An average of C is required for all economics courses applied to the minor. In addition, a C average in ECON 101 or 103, 102 or 104, and the two courses chosen from ECON 205 or 225, 206 or 226, and 249. All courses for the minor, plus MATH 131 or equivalent, must be passed with a grade of C minus or higher (Courses completed with the P/NC option may not be applied to the minor.)

b. Changes to prerequisite: To read:

ECON 382. Introduction to Econometrics. 3 lec., 1 lab. hr.; 3 cr. Prereq.: MATH 131 or equivalent, and ECON 249 or equivalent.

c. Change to prerequisite: To read:

BUS 247. Business Economics. 3 hr.; 3 cr. Prereq.: ECON 102 and BUS 160W.

d. Change to prerequisite: To read:

BUS 341W. Intermediate Finance. 3 hr.; 3 cr. Prereq.: BUS 160W, BUS 241, and ECON 249, or permission of the instructor.

e. New course.

BUS 105. Economic Foundations

3 hours; 3 credits; Prerequisite: Math 131 or 141 or 151.

Economic principles and relationships that serve as the foundation for many of the valuation tools used in finance. The first half of the course develops the microeconomics behind classic valuation theory, equilibrium pricing, and decision-making under uncertainty. The second half

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covers topics in international macroeconomics including interest rate determination and monetary policy, foreign exchange rates, money and banking, and international capital flows and financial crises.

f. New course.

BUS 386. Financial Econometrics

3 hours; 3 credits; Prerequisites: ECON 382 or BUS 384, and MATH 241 or permission by the instructor.

Methods of empirical analysis of financial markets covering modern statistical and econometric techniques necessary for both professional and academic quantitative research in finance. Particular emphasis will be placed on measuring risk of holding and trading financial assets. Topics include: autoregressive and moving average models, ARCH, GARCH, analysis of high frequency intraday financial data.

3. Classical, Middle Eastern & Asian Languages & Cultures (08-05)

a. Change in course description To read:

HEBRW 102. Elementary Hebrew II.

4 hr.; 4 cr. Prereq.: HEBRW 101 or equivalent.

A continuation of Hebrew 101.

b. Change in course title and description To read:

HEBRW 190. Variable Topics: Topics in Culture, Art and Literature in Israel.

3hr.; 3 cr.

Specific topics in cinema, theater, music, literature and art in Israel will be announced in advance. Taught in English. May be repeated for credit once if the topic is different.

c. Change in course description To read:

HEBRW 250W. Biblical Allusions in Hebrew Prose and Poetry in Translation.

3hr.; 3 cr.

Important biblical stories such as the love of Jacob and Rachel and the sacrifice of Isaac, and the creative expression they received in Hebrew literature throughout history are examined. All texts are in English; no prior knowledge of the Bible is required. (H1T2)

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d. Change in course prerequisite and description. To read:

HEBRW 305. Advanced Modern Hebrew.

3 hr.; 3 cr. Prereq.: HEBRW 204 or equivalent. A study of modern Hebrew texts to improve students' command of the language. For students who have completed Hebrew 204 (or its equivalent) or for students who have attained a reading knowledge of Biblical or Rabbinic Hebrew without practice in modern Hebrew texts.

e. Change in course prerequisite and description To read:

HEBRW 307. Classical Hebrew.

3hr.; 3 cr.. Prereq.: HEBRW 204 or equivalent.

An introduction to the Hebrew of Biblical and Rabbinic texts. For students who have completed Hebrew 204 (or its equivalent) or who have attained proficiency in modern Hebrew without practice in Biblical and Rabbinic texts.

f. Change in course title, prerequisite, and description To read:

HEBRW 315. Hebrew Writing Workshop: Free Writing, Poetry, and Prose. 3hr.;

3 cr. Prereq.: HEBRW 305 (with a grade of B or higher) or equivalent.

Students will learn various techniques for free writing (i.e. journals, blogs, etc.) and literary writing (i.e. poetry, prose, etc.) while working together in a workshop format. Instructors will include guest Israeli writers and poets.

g. Changes to course title, prerequisite, and description. To read:

HEBRW 321. Readings from the Torah.

3hr.; 3 cr. Prereq.: HEBRW 307 or equivalent.

Selected readings from the Torah (The five books of Moses). May be repeated for credit once if the texts are different. (H1T2, PN)

h. Changes to course title, prerequisite, and description. To read:

i.

HEBRW 325. Early Prophets and Kings.

3hr.; 3 cr. Prereq.: HEBRW 307 or equivalent.

Selected readings from the early Major Prophets and the books of Kings. May be repeated for credit once if the texts are different, but no more than twelve credits from Hebrew 321, 325, 328, and 331 may be applied to the major or the minor. (H1T2, PN)

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- i. Changes to course title, prerequisite, and description. To read:

HEBRW 328. Later Prophets, Minor Prophets, and Megilot.

3hr.; 3 cr. Prereq.: HEBRW 307 or equivalent.

Selected readings from the later Major Prophets, the Minor Prophets, and Megilot. May be repeated for credit once if the texts are different, but no more than twelve credits from Hebrew 321, 325, 328, and 331 may be applied to the major or the minor. (H1T2, PN)

- j. Changes to course title, prerequisite, and description. To read:

HEBRW 331. Poetry and Wisdom Literature in the Bible.

3hr.; 3 cr. Prereq.: HEBRW 307 or equivalent.

Poetry and wisdom literature in the Bible (Psalms, Ecclesiastes, The Songs of Solomon, and more). May be repeated for credit once if the texts are different, but no more than twelve credits from Hebrew 321, 325, 328, and 331 may be applied to the major or the minor. (H1T2, PN)

- k. Change in course title, prerequisite, and description To read:

HEBRW 345. Poetry of the Middle Ages.

3 hr.; 3 cr.. Prereq. HEBRW 307 or equivalent.

Readings in the secular and liturgical poetry of the Middle Ages, particularly of the Golden Age in Spain. (H1T2, PN)

- l. Change in course title, prerequisite, and description To read:

HEBRW 346. Prose of the Medieval Ages.

3 hr.; 3 cr. Prereq. HEBRW 307 or equivalent.

Readings in philosophy, ethics, history, and Biblical exegesis. Special attention to the works of Judah Ha-Levi, Maimonides, and Nahmanides. (H1T2, PN)

- m. Change in course title, prerequisite, and description To read:

HEBRW 352. Modern Hebrew Literature: 1880-1947.

3 hr.; 3 cr. Prereq. HEBRW 305 or equivalent.

Study of a theme or of a significant author or group of authors selected from Hebrew prose or poetry from the late 1800s up to the creation of the state of Israel. Course may be repeated once for credit when the topic changes. (H1T2)

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- n. Change in course title, prerequisite, and description To read:

HEBRW 356. Modern Hebrew Literature: 1948 to the present day.

3 hr.; 3 cr. Prereq. HEBRW 305 or equivalent.

Study of a theme or of a significant author or group of authors writing in Israel since 1948.

Course may be repeated once for credit when the topic changes. (H1T2)

- o. Change in course title, prerequisite, and description To read:

HEBRW 358. Modern Hebrew Media in Israel.

3 hr.; 3 cr. Prereq. HEBRW 305 or equivalent.

Readings of Israeli newspapers and journals, listening to Israeli radio, watching television in Hebrew, and browsing the Hebrew web. Students will learn the language of Hebrew journalism and the history and politics of Israeli media today: right/left, east/west, religious/secular, and more. Students will learn to write, record, and/or videotape an op-ed piece and publish it on-line.

- p. Change in course title, prerequisite, and description To read:

HEBRW 390. Variable Topics: Studies in Hebrew.

3 hr.; 3 cr. Prereq.: Permission of the instructor.

An advanced course in Hebrew. Topics will vary and will be announced in advance. May be taken more than once if the topic is different.

- q. Courses withdrawn.

HEBRW 322: Biblical Literature II: Exodus.

HEBRW 323: Biblical Literature III: Leviticus/Numbers.

HEBRW 324: Biblical Literature IV: Deuteronomy.

HEBRW 326: Biblical Literature VI: Samuel I and II.

HEBRW 327: Biblical Literature VII: Kings I and II.

HEBRW 329: Biblical Literature IX: Minor Prophets.

HEBRW 330: Biblical Literature X: Megilot.

HEBRW 335: Biblical Aramaic: Daniel and Ezra.

HEBRW 332: Biblical Literature XII: Wisdom Literature.

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(5b. Graduate Curriculum Committee Minutes)

b. Graduate curriculum Committee minutes dated –March 5, 2008

MOTION: Duly made(Steven Schwarz):

Editorial corrections: Items 4-7 - Aaron Copland School of Music Reference to Music Performance remove the word Performance

“To accept the Graduate Curriculum Committee minutes as amended”

“Steven Schwarz moved unanimous consent”

1. Educational & Community Programs G08-01

PART A:

ACADEMIC MATTERS

SECTION A1: SPECIAL ACTIONS

CREATION OF AN ADVANCED CERTIFICATE PROGRAM

The Department of Educational and Community Programs (ECP)

RESOLVED, THAT A NEW ADVANCED CERTIFICATE PROGRAM in School District Leadership to be offered at Queens College be approved, subject to financial availability.

Admission Requirements: Completion of the School Building Leadership certificate program (30 credits) with a GPA of at least 3.0 is required for admission. Several communications with Cuny Central and the New York State Education Department resulted in supportive and preliminary acceptance of this proposal pending final review and inclusion in the Chancellor's report to the State Education Department.

CURRICULUM FOR ADVANCED CERTIFICATE IN SCHOOL DISTRICT LEADERSHIP

CERTIFICATE COURSES	CREDITS
ECPEL 892 Action Research for School District Leaders	3
ECPEL 893 School District Organization, Supervision, and Administration.	3
Total Credits	6

QUEENS COLLEGE – UNIVERSITY REPORT

PROJECTED ENROLLMENT

It is projected that student enrollment will peak at 25 to 30 per semester. These candidates will apply from the current 190 to 200 students now in the School Building Leader Program. Many of our students expect to apply

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for District/Central Office positions in the future.

The current shortage of school administrators has been well documented. In the last decade there has been an ongoing exodus of school principals from the New York City Department of Education and surrounding school districts in Nassau, Suffolk, and Westchester counties. The scarcity of qualified and certified school administrators shows no sign of abatement. To address this chronic lack of school leaders, Queens College is prepared to increase its program offerings and course of curriculum through its request for approval of the School District Leader certification by the New York State Education Department. It is projected that enrollment in this new School District Leader Certification program will reach 30 students within the first semester of the new program. These candidates are currently enrolled in the existing School Building Leader program of approximately 200 students. Many of our students in the School Building Leader program have indicated interest in applying for the School District Leader certification. In response to interest on the part of current students and in response to the serious shortage of school administrators within the New York City metropolitan area, Queens College Educational Leadership Program staff recently mailed letters to all New York City school principals (approximately one thousand principals in the five boroughs) requesting that they identify current teaching faculty who are potential school leaders with exemplary promise. These potential school leaders will be invited to the college for a special orientation session to encourage their application to the Queens College Educational Leadership Program. A similar letter of invitation to all principals in the suburban school districts of Nassau, Suffolk, and Westchester counties is being planned for the near future. Candidates from other educational institutions applying for admission to the School District Leader program must have achieved School Building Leader certification and are subject to faculty interviews.

Impact On The College:

Queens College has the necessary resources to offer the proposed program without impacting negatively on its existing programs. These resources are several and include numerous services: first, the talents and leadership of three full-time faculty members with extensive field leadership experience. This is supplemented by six adjunct faculty members all of whom are experienced, licensed, and certified school administrators with current or previous positions ranging from assistant principal to superintendent of schools; second, an annual professional development seminar on a current topic in leadership that draws over 100 aspiring school administrators, alumni, and practicing field leaders on the elementary and secondary school level; third, affiliation with several local educational leadership associations (e.g., Long Island Aspiring School Leader Network) funded by a legislative grant from the New York State Senate Office of Senator Carl Marcellino, and the Metropolitan Council of Educational Leadership Professors); fourth, ongoing partnerships with alumni of the Queens College Educational Leadership Program who have obtained positions as assistant principal, principal, and director of special education services for a school district. The latter is a partnership initiative which invites back every semester recent graduates who have secured positions as school leaders on the school building level and the school district level.

Approval by the New York State Department of Education of the Queens College Application for School District Leader Certification will enable our program to augment existing services and resources to (1) school building administrators, (2) school district administrators, (3) current students, and (4) Queens College Educational Leadership Program alumni.

In addition, the Provost of Queens College has authorized a search for two full-time faculty members to improve our faculty- to adjunct ratio and to assist with the new courses which target school district leader certification.

Program Summary

In 250 words or less summarize the proposed program, including its educational and career objectives and its relationship to registered programs at the institution.

The present proposal is to establish a credit-bearing Advanced Certificate Program for School District Leader.

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These two new courses will prepare School District Leaders, Superintendent of Schools, Assistant Superintendent, District Coordinator, Supervisor, Director, and other positions at the district/central office level in the complex functions of those offices to serve schools in diverse urban and suburban settings. The courses are designed to meet the Interstate School Leaders Licensure Consortium (ISLLC) standards 1, 2, 3, 4 and 6 and the appropriate National Council of Accreditation of Teacher Education (NCATE) standards.

Rationale

(Please include an explicit statement regarding how you expect this new course to fit into your graduate program):

These two courses have been created to match new standards for certification established by the New York State Education Department for positions at the district/central office level including Superintendent of Schools, Assistant Superintendent, District Coordinator, Supervisor, Director and other positions at the district/central office level.

Explanation

The Action Research course for School District Leader (ECPEL 892) as well as School District Organization, Supervision and Administration (ECPEL 893) course provide strategies to solve problems, revise curriculums, plan to meet the needs of a changing society and add overall district vision to the graduates of the current School Building Leader Program.

Indeed, the new set of courses will not only enhance the current program, but will also attract many new candidates who wish to obtain New York State Education Department certification as School District Leader.

The curriculum for the program builds on the current School Building Leader program and adds to the quality and comprehensive offerings of the Department of Educational and Community Programs (ECP). The HEGIS code for this set of new courses will use the current 916 number now assigned to the School Building Leader Program. ECPEL 892 (Action Research for School District Leaders) and ECPEL 893 (School District Organization, Supervision, and Administration) have been approved by (1) the Curriculum Committee and the Department of Educational and Community Programs (ECP), (2) the Queens College Graduate Curriculum Committee (GCC), and (3) the Queens College Academic Senate.

Design of the Curriculum and Content Requirements

1. Educational and Community Programs School District Leader Program.
The syllabuses for the two new courses (ECPEL 892 and 893) are attached.
2. The courses taken under the current approved certificated School Building Leader Certificate Program that, with the two new courses, meet the requirements and the potential for preparing effective School District Leaders include:

<u>Course Number</u>	<u>Course Name</u>	<u>Credit Hours</u>
ECPEL 880	Leadership Theory and Practice	3
ECPEL 881	Curriculum and Supervision	3
ECPEL 882	School Finance	3

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ECPEL 883	Human Relations for the Educational Leader	3
ECPEL 885	Legal Problems in Education: Political and Economic Implications	3
ECPEL 886	Management of Teaching and Learning For Administrators	3
ECPEL 887	Technology for School Leaders	3
ECPEL 888	Critical Issues and Guidelines	3
ECPEL 890	Guided Field Experience in Educational Leadership	3
ECPEL 894	Supervisory Practicum	3
Total Credits 30		

Plans for Periodic Assessment

1. Internal general review with students and instructors.
2. Graduate survey every three to five years.
3. NCATE review with specific SPA rejoinders.
4. Individual course review by students.
5. Surveys to School District Leaders in New York City, Nassau County, Suffolk County, and Westchester County.

Faculty (General)

The program includes three full-time faculty members with extensive central office, school district and building leadership experience including Superintendent of Schools, Deputy Superintendent, Director of Personnel, Principal, Assistant Principal and other positions of leadership including Associate Researcher for a four year study of Charter Schools in New York State, and Director of a 75 national school consortium for research and development. The Coordinator of the Educational Leadership Program is the author or co-author of more than 100 publications including 15 books, articles, chapters, surveys, and instruments that measure how children and adults learn. Recently, Microsoft published a booklet based on the Dunn and Dunn Learning Styles Model and its use with PowerPoint development in English, Danish, and German. As of this date 30 Research and Development Centers in the United States and around the world have been established and report positive student gains when using the recommendations based on more than 30 years of research and practice with the Dunn and Dunn model.

Full-time Faculty for the New Advanced Certificate Program in School District Leadership

Professor Kenneth Dunn has served as Superintendent of Schools for three top-rated school districts in New York State. He also served for seven years as Director of a national consortium of 75 outstanding school districts across the United States. He has held positions of Deputy Superintendent, Assistant to the Superintendent for Personnel, Assistant Principal in charge of the Junior/Senior High School for the afternoon sessions, and chair of the English Department. Dr. Dunn has published more than 100 publications including 16 books and is the co-author of several surveys and instruments measuring how children and adults learn. His research has resulted in

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30 national and international centers in the United States and around the world. Microsoft recently published booklets in English, Danish, and German using the Dunn and Dunn Learning Styles Model as a basis for improving PowerPoint presentations. Dr. Dunn serves as coordinator of the educational leadership program at Queens College. He earned his Bachelor of Arts and his Master of Arts degrees at Hunter College, and received his doctorate from Teacher's College, Columbia University. **Professor Nathalis G. Wamba** received his MA and Ph.D. from New York University's School of Education. He was a Roothbert fellow and the recipient of numerous awards, including the Paul Lomax Doctoral Award for Scholarship and Leadership (1991), the New York University Delta Pi Epsilon Recognition Award (2001), the Teacher Appreciation Award from Brooklyn College (2001), the Samuel Eshborn Service Award (1991), and the New York University Chancellor's Award for Community Service (1991). He was elected as a board member of Learning Disabilities Worldwide (2007), Board member for the Roothbert Fund Inc. (2003-present), selected as First Judge by the Delta Pi Epsilon Dissertation Awards Program Committee (1999), and invited to be a sponsor of the Delta Pi Epsilon Alpha Chapter at New York University (1996-2000).

His scholarly work focuses on critical theory, action research, school reform, learning disabilities and educational leadership, post modernity and schooling. His work has appeared in *Education and Urban Society*, *Academic Exchange Quarterly*, *Insights on Learning Disabilities*, *New Labor Forum*, *Teachers College Record*, and the *Journal of Curriculum Studies* etc.

2. Hispanic Languages & Literatures G08-02

Spanish 783. Research Seminar: Hispanic Linguistics. 2 hr. plus conf.; 3 cr. Prereq.: Spanish 700 or exemption, plus 6 hours of graduate course work (i.e., 2 linguistics and/or literature courses). Students are advised to take Spanish 770. Introduction to Literary and Cultural Theories, as part of the 6-credit prerequisite. This course focuses on the research conducted on regional aspects of Spanish in the United States from a variety of perspectives, and on the outlook for the growing population of Spanish speakers in many areas of the United States, particularly in bilingual education and other public policy questions. Students can only take this seminar twice, provided that the topics are different.

Rationale: This seminar is part of a series of courses in Hispanic Linguistics that have been added to our previous graduate curriculum to provide essential preparation in Linguistics. It will enrich the Hispanic Languages and Literatures curriculum by giving our graduate students in the Ms. in Ed. program in Education/Spanish an opportunity to conduct research in Hispanic Linguistics. This knowledge will be valuable in their careers as teachers of Spanish and in future research.

Projected Enrollment: 15

Projected Frequency: Every 2 semesters

3. Hispanic Languages & Literatures G08-03

Spanish 784. Research Seminar: Hispanic Literature. 2 hr. plus conf.; 3 cr. Prereq.: Spanish 700 or exemption, plus 6 hours of graduate course work (i.e., 2 linguistics and/or literature courses). Students are advised to take Spanish 770. Introduction to Literary and Cultural Theories, as part of the 6-credit prerequisite. A series of courses devoted to the study of literature and culture with perspectives that cut across the conventional genre/period/geographic divides. These courses will include, for example, interdisciplinary, comparative, interatlantic approaches to Hispanic literatures, or track a genre across history, or deal with unconventional topics in literature, or be devoted entirely to the study of one author from different perspectives. Students can only take this seminar twice, provided that the topics are different.

Rationale: Our program is in need of a new course that permits study of literary texts from across the Hispanic world, bridging eras, genres, disciplines, or incorporating emerging theoretical approaches to texts.

Projected Enrollment: 15

Projected Frequency: Every 2 semesters

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4. Aaron Copland School of Music G08-04 REVISED

PART A: ACADEMIC MATTERS

SECTION A1: SPECIAL ACTIONS

**CREATION OF AN
ARTIST DIPLOMA CERTIFICATE PROGRAM IN MUSIC PERFORMANCE IN THE SCHOOL OF
MUSIC**

RESOLVED, that an “Artist Diploma” in Music Performance for students who have already completed a Masters Degree, to be offered at Queens College be approved, subject to financial availability.

**CURRICULUM FOR
THE ARTIST DIPLOMA IN MUSIC PERFORMANCE**

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<p><u>Admission Requirements:</u>In order to be admitted, applicants must: a) have completed a Masters Degree in Music or Music Performance from a US institution or a non-US equivalent institution of higher education b) have completed 19 credits of study in the Professional Certificate Program of the Aaron Copland School of Music or provide evidence of similar advanced study beyond the Masters Degree b) perform a live audition for members of the faculty of the Copland School of Music. c) Foreign applicants must have a minimum TOEFL score of 500. Foreign students can make an initial application via a video taped performance, which can lead to a conditional acceptance. They will become fully matriculated into the program upon in-person verification of their qualifications.ARTIST DIPLOMA IN MUSIC PERFORMANCE COURSES</p>	<p>Course numbers*</p>	<p>CREDITS</p>
<p>Required Courses</p> <p>1) 2 semesters of Private lessons on Major Instrument or voice**</p> <p>2) 2 semesters of Instrumental Repertoire class, Vocal Repertoire class.</p> <p>3) 2 semesters of additional performance activity</p> <p>a) Orchestral players and singers: Orchestra (792) or Opera Studio (796.2)</p> <p style="text-align: center;">OR</p> <p>b) Pianists: choose from Art of Keyboard Accompaniment; Intro to continuo playing.</p> <p>4) 2 semesters of Chamber Music. With approval of the Certificate Advisor, students can substitute an elective ensemble for one semester of chamber music.</p> <p>5) 2 semesters of Topical Course in Performance (“Performance Preparation.”)</p>	<p>778</p> <p>799</p> <p>792 or 796.2</p> <p>767 or 772</p> <p>775</p> <p>767</p>	<p>6</p> <p>2</p> <p>4</p> <p>2</p> <p>4</p>
<p>Elective Ensembles (choose one):</p>		

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Chamber Orchestra	795	1
Chamber Winds	790	
Vocal Ensemble	794.1	
Brass Ensemble	794.5	
Nota Bene Ensemble	794.4	
Percussion Ensemble	794.6	
Total Credits:		19
Non-credit requirement: Artist Diploma students are required to give an additional performance of their full recital at an off-campus location to be determined.		

*New course numbers have been submitted the GCC and are awaiting final approval.

** Part time students must register for a minimum of 6 credits (including lessons) in any semester of study.

MUS 767 – topical course in performance. Certificate students will register for a section of this course in each semester of study. The topic for this section will be “Performance Preparation” and will include preparation for the fall jury and the spring recital; shared recitals, pianists performing for Repertoire Classes or Opera Studio and other relevant performance activities. The Spring recital will be given in LeFrak Concert Hall.

Background / Foundation:

The Copland School of Music already offers a high quality M.A. program. However, we frequently encounter students who wish to extend their study beyond the M.A. without entering a DMA program. Others feel the need for advanced study before auditioning for professional positions or DMA programs. We also encounter a number of international and foreign students who possess advanced degrees in music from non-US institutions and are ready for advanced musical training, but do not have the required English language skills required of DMA programs. Such students could continue their music studies in the Artist Diploma Certificate program while studying English, and enter a DMA program when they become qualified. The Artist Diploma Program would provide access to high quality music performance education for these students. This program will be advertised on our School of Music website, and in all print and electronic media advertising our other degree programs.

There is significant demand for quality programs of this type as evidenced by the frequency with which they are encountered at other institutions. Conservatory programs have been in existence for a long time (Juilliard, Mannes, New England Conservatory, Peabody Institute, Manhattan School of Music, etc.), and they have been developed more recently as an outgrowth of high quality performance programs at more traditional colleges and universities such as University of Hartford, University of Denver, Florida State University and University of South Florida, Northwestern University, University of Texas at Arlington, Indiana University, University of Wisconsin – Madison, University of South Carolina, Texas State University – San Marcos, Arizona State University, Rutgers State University of New Jersey, etc. At present, we are the first CUNY campus to consider a program of this type.

ACADEMIC SENATE MINUTES, April 10, 2008

(5.b. Graduate Curriculum Committee Minutes continued)

Relationship To Existing Programs At The College:

The School of Music offers an M.A. in Music. All of the courses that would be part of the Artist Diploma Certificate Program are already found within the School of Music.

Projected Enrollment: The projected initial enrollment of the Artist Diploma program is 5 – 10 students.

Impact On The College:

Queens College has the necessary resources to offer the proposed program without impacting negatively on its existing programs. Students from the Artist Diploma Certificate Program will have a positive impact on the School of Music's performance activities by providing hard to fill instruments in the orchestra (such as viola, oboe, horn, double bass, etc.). A further benefit to our existing programs will result from adding experienced Certificate Program performers to our large ensembles and chamber music ensembles, where they will play alongside students from our other degree programs.

No line faculty member will have more than 2 private students (total) from any combination of Certificate Programs. The additional students generated by the certificate programs will therefore have a minimal effect on the availability of instructors to students in other programs. This will be offset by the positive influence of an increased number of high level performers in our large ensembles and chamber music groups.

Financial Impact:

All Artist Diploma Certificate students will register for a minimum of 6 credits (including private lessons) in each semester of their program enrolling, in most cases, in course sections that are already established and ongoing in our MA program. This more than covers the additional adjunct funds that will be needed to provide a private teacher (one adjunct hour per semester). The remaining credits needed to maintain matriculation will be for courses that are already running and can easily accommodate additional enrollments at no additional faculty cost (e.g., additional registrants for orchestra, repertoire and chamber music courses). Music 767, Performance Preparation, will be supervised by a faculty member, but is designed as an independent study course, and requires no additional faculty budget. In total, a student registering for the 19 credits of this certificate will require additional faculty support for only 2 adjunct hours for private instruction.

5. Aaron Copland School of Music G08-05 REVISED

PART A: ACADEMIC MATTERS

SECTION A1: SPECIAL ACTIONS

CREATION OF AN ADVANCED STUDIES CERTIFICATE IN MUSIC PERFORMANCE PROGRAM IN THE SCHOOL OF MUSIC

RESOLVED, that an "Advanced Studies Certificate" program in Music Performance for students who have already completed a Bachelor's Degree to be offered at Queens College be approved, subject to financial availability.

CURRICULUM FOR ADVANCED STUDIES CERTIFICATE IN MUSIC PERFORMANCE

Admission Requirements:

ACADEMIC SENATE MINUTES, April 10, 2008

<p>In order to be admitted, applicants must: (a) have completed a Bachelors Degree in Music or Music Performance from a US institution or a non-US equivalent institution of higher education b) perform a live audition for members of the faculty of the Copland School of Music. c) Foreign applicants must have a minimum TOEFL score of 500. Foreign students can make an initial application via a video taped performance, which can lead to a conditional acceptance. They will become fully matriculated into the program upon in-person verification of their qualifications.ADVANCED STUDIES IN MUSIC PERFORMANCE CERTIFICATE COURSES</p>	<p>Course numbers*</p>	<p>CREDITS</p>
<p>Required Courses:</p> <p>1) 2 semesters of Private lessons on Major Instrument or voice **</p> <p>2) 2 semesters of Instrumental Repertoire class, Vocal Repertoire class.</p> <p>3) 2 semesters of additional performance activity</p> <p>a) Orchestral players and singers: Orchestra (792) or Opera Studio (796.2)</p> <p style="text-align: center;">OR</p> <p>b) Pianists: choose from Art of Keyboard Accompaniment; Intro to continuo playing.</p> <p>4) 2 semesters of Chamber Music. With approval of the Certificate Advisor, students can substitute an elective ensemble for one semester of chamber music.</p> <p>5) 2 semesters of Topical Course in Performance (“Performance Preparation.”)</p>	<p>778</p> <p>799</p> <p>792 or 796.2</p> <p>767 or 772</p> <p>775</p> <p>767</p>	<p>6</p> <p>2</p> <p>4</p> <p>2</p> <p>4</p>
<p>Elective Ensembles (choose one):</p>		

ACADEMIC SENATE MINUTES, April 10, 2008

Chamber Orchestra	795	1
Chamber Winds	790	
Vocal Ensemble	794.1	
Brass Ensemble	794.5	
Nota Bene Ensemble	794.4	
Percussion Ensemble	794.6	
Graduate Wind Ensemble	793	
Minimum number of credits to complete the certificate.		19

*New course numbers have been submitted the GCC and are awaiting final approval.

** Part time students must register for a minimum of 6 credits (including lessons) in any semester of study.

MUS 767 – topical course in performance. Certificate students will register for a section of this course in each semester of study. The topic for this section will be “Performance Preparation” and will include preparation for the fall jury and the spring recital; shared recitals, pianists performing for Repertoire Classes or Opera Studio and other relevant performance activities. The Spring recital will be given in LeFrak Concert Hall.

Background / Foundation:

The Copland School of Music already offers a high quality B.Mus. program. However, we frequently encounter students who wish to extend their study beyond the B.Mus. without entering an MA program. Others feel the need for advanced study before auditioning for the most competitive MA programs. We also encounter a number of international and foreign students who possess advanced degrees in music from non-US institutions and are ready for advanced musical training, but do not have the required English language skills to enter an MA program. Such students could continue their studies in music performance in the Advanced Studies Certificate program while studying English, and enter an MA program when they become qualified. The Advanced Studies Certificate would provide access to high quality music performance education for all of these students. This program will be advertised on our School of Music website, and in all print and electronic media advertising our other degree programs.

There is significant demand for quality programs of this type as evidenced by the frequency with which they are encountered at other institutions. Conservatory programs have been in existence for a long time (Juilliard, Mannes, New England Conservatory, Peabody Institute, Manhattan School of Music, etc.), and they have been developed more recently as an outgrowth of high quality performance programs at more traditional colleges and universities such as University of Hartford, University of Denver, Florida State University and University of South Florida, Northwestern University, University of Texas at Arlington, Indiana University, University of Wisconsin – Madison, University of South Carolina, Texas State University – San Marcos, Arizona State University, Rutgers State University of New Jersey, etc. At present, we are the first CUNY campus to consider a program of this type.

Relationship To Existing Programs At The College:

ACADEMIC SENATE MINUTES, April 10, 2008

(5.b. Graduate Curriculum Committee Minutes continued)

The School of Music offers a B.A. in Music, B.Mus. (performance degree) and an M.A. in Music. All of the courses that are included in the Advanced Studies Certificate Program are already found within the Graduate course offerings of the School of Music.

Projected Enrollment:

The projected initial enrollment of the Advanced Studies Certificate Program would be between 5 and 10.

Impact On The College:

Queens College has the necessary resources to offer the proposed program without impacting negatively on its existing programs. The availability of this certificate program allows us to have a more comprehensive range of post-BA degree offerings that better suits the particular needs of students apply to us for study. Students from the Advanced Studies Certificate Program will have a positive impact on the School of Music's performance activities by providing hard to fill instruments in the orchestra (such as viola, oboe, horn, double bass, etc.). A further benefit to our existing programs will result from adding experienced Certificate Program performers to our large ensembles and chamber music ensembles, where they will play alongside students from our other degree programs.

On a case by case basis, the Graduate Advisor may accept up to a maximum of 12 credits taken as part of the Advanced Studies Certificate for credit towards the MA degree.

No line faculty member will have more than 2 private students (total) from any combination of Certificate Programs. The additional students generated by the certificate programs will therefore have a minimal effect on the availability of instructors to students in other programs. This will be offset by the positive influence of an increased number of high level performers in our large ensembles and chamber music groups.

Financial Impact:

All Certificate students will register for a minimum of 6 credits (including private lessons) in each semester of their program enrolling, in most cases, in course sections that are already established and ongoing in our MA program. This more than covers the additional adjunct funds that will be needed to provide a private teacher (one adjunct hour per semester). The remaining credits needed to maintain matriculation will be for courses that are already running and can easily accommodate additional enrollments at no additional faculty cost (e.g., additional registrants for orchestra, repertoire and chamber music courses). Music 767, Performance Preparation, will be supervised by a faculty member, but is designed as an independent study course, and requires no additional faculty budget. In total, a student registering for the 19 credits of this certificate will require additional faculty support for only 2 adjunct hours for private instruction.

6. Aaron Copland School of Music G08-06 REVISED

PART A: ACADEMIC MATTERS

SECTION A1: SPECIAL ACTIONS

CREATION OF AN ARTIST DIPLOMA IN CHAMBER MUSIC CERTIFICATE PROGRAM IN THE SCHOOL OF MUSIC

RESOLVED, that an "Artist Diploma in Chamber Music" for students who have already completed a Masters Degree to be offered at Queens College be approved, subject to financial availability.

CURRICULUM FOR

ACADEMIC SENATE MINUTES, April 10, 2008

<p><u>ARTIST DIPLOMA IN CHAMBER MUSIC Admission Requirements:</u>The Artist Diploma in Chamber Music will only accept applications from pre-formed chamber ensembles of between 2 and 5 performers, where at least two of the members have either studied or performed together for a minimum of 1 year, either in a degree program or as professionals. In order to be admitted, each member of the ensemble must: (a) have completed a Masters Degree in Music or Music Performance from a US institution or a non-US equivalent institution of higher education b) perform a live audition for members of the faculty of the Copland School of Music. c) Foreign applicants must have a minimum TOEFL score of 500. Foreign students can make an initial application via a video taped performance, which can lead to a conditional acceptance. They will become fully matriculated into the program upon in-person verification of their qualifications.ARTIST DIPLOMA IN CHAMBER MUSIC COURSES</p>	<p>Course numbers**</p>	<p>CREDITS</p>
<p>Required Courses:</p> <p>1) 2 semesters of Private lessons on Major Instrument * or</p> <p>2) 2 semesters “Chamber Music Research”</p> <p>3) 2 semesters of Chamber Music. With approval of the Certificate Advisor, students can substitute an elective ensemble for one semester of chamber music.</p> <p>4) 2 semesters of Topical Course in Performance (“Performance Preparation.”)</p>	<p>778</p> <p>766***</p> <p>775</p> <p>767</p>	<p>6</p> <p>4</p> <p>4</p> <p>4</p>
<p>Elective Ensembles (optional):</p> <p>Chamber Orchestra</p> <p>Chamber Winds</p> <p>Vocal Ensemble</p> <p>Brass Ensemble</p> <p>Nota Bene Ensemble</p> <p>Percussion Ensemble</p>	<p>795</p> <p>790</p> <p>794.1</p> <p>794.5</p> <p>794.4</p> <p>794.6</p>	<p>0 or 1</p>

ACADEMIC SENATE MINUTES, April 10, 2008

Recital Requirement:		
Two Recitals (fall AND spring), with off-campus repeats of each program.		0
Minimum number of credits to complete the Artist Diploma in Chamber Music.		18

*Part time students must register for a minimum of 6 credits (including lessons) in any semester of study.

**New course numbers for Private Lessons are being considered by the GCC. The new numbers will be used as soon as they are approved.

***Mus 766 is a new course which has been submitted to the GCC

MUS 767 – topical course in performance. Artist Diploma Certificate students will register for a section of this course in each semester of study. The topic for this section will be “Performance Preparation” and will include preparation for the fall jury and the spring recital; shared recitals, pianists performing for Repertoire Classes or Opera Studio and other relevant performance activities. The Spring recital will be given in LeFrak Concert Hall.

Background / Foundation:

In 2004 the Copland School of Music received a substantial gift from the Artur Balsam Memorial Foundation to help support the establishment of the Artur Balsam Center for the Study of Chamber Music at Queens College. Part of the income from the Balsam Endowment Fund will be used to support the off-campus activities of this program.

Initially, this program will only admit a single pre-formed chamber ensemble of 2 to 5 performers at any one time. If funding and faculty availability allow, we may consider adding additional ensembles to this program. Performers admitted to this program will be at a very high level and will focus primarily on the study of chamber music. The ensemble will study as a unit (e.g. – piano trio, string quartet, etc.) for the duration of their enrollment. The Artist Diploma will be awarded to each individual of the ensemble, and to the ensemble as a whole. The Artist Diploma in Chamber Music Program will be advertised on our School of Music website, and in all print and electronic media advertising our other degree programs.

There is significant demand for quality programs of this type as evidenced by the frequency with which they are encountered at other institutions. Conservatory programs have been in existence for a long time (Juilliard, Mannes, New England Conservatory, Peabody Institute, Manhattan School of Music, etc.), and they have been developed more recently as an outgrowth of high quality performance programs at more traditional colleges and universities such as University of Hartford, University of Denver, Florida State University and University of South Florida, Northwestern University, University of Texas at Arlington, Indiana University, University of Wisconsin – Madison, University of South Carolina, Texas State University – San Marcos, Arizona State University, Rutgers State University of New Jersey, etc. At present, we are the first CUNY campus to consider a program of this type.

Relationship To Existing Programs At The College:

The School of Music offers an M.A. in Music. All of the courses that constitute the Artist Diploma in Chamber

ACADEMIC SENATE MINUTES, April 10, 2008

(5.b. Graduate Curriculum Committee Minutes continued)

Music are already found within the School of Music, with the exception of Chamber Music Research Chamber Music Research is a new course which will be created (766, new course proposal has been submitted). This is an independent study course which will explore the printed and recorded resources of the primary repertoire of the ensemble enrolled.

Projected Enrollment:

The initial projected enrollment of the Artist Diploma in Chamber Music Certificate program is 2 – 5 students.

Impact On The College:

Queens College has the necessary resources to offer the proposed program without impacting negatively on its existing programs. The Artist Diploma in chamber Music Ensemble will be a flagship ensemble of the School and will be featured in performances at off-campus venues and special private performances. A maximum of 2 Certificate Program students will be permitted in the private lesson studio of any line faculty member.

Financial Impact:

Students in the Artist Diploma in Chamber Music program will register for a minimum of 6 credits in each semester. In most cases they will enroll in course sections that are already established and ongoing in our MA performance program courses. No line faculty member will have more than 2 private students (total) from any combination of Certificate Programs. The additional students generated by the certificate programs will therefore have a minimal effect on the availability of instructors. This will be offset by the positive influence of an increased number of high level performers in our large ensembles and chamber music groups. Music 767, Performance Preparation, and Mus 766 Chamber Music Research, will be supervised by a faculty member, but are designed as independent study courses, and requires no additional faculty budget. In total, a student registering for the 18 credits of this certificate will require additional faculty support for only 2 adjunct hours for private instruction.

7. Aaron Copland School of Music G08-07 REVISED

PART A: ACADEMIC MATTERS

SECTION A1: SPECIAL ACTIONS

CREATION OF A PROFESSIONAL STUDIES CERTIFICATE PROGRAM IN MUSIC PERFORMANCE IN THE SCHOOL OF MUSIC

RESOLVED, that a “Professional Studies Certificate” program for students who have already completed a Masters Degree, to be offered at Queens College be approved, subject to financial availability.

CURRICULUM FOR PROFESSIONAL STUDIES CERTIFICATE IN MUSIC PERFORMANCE

Admission Requirements:

In order to be admitted, applicants must: (a) have completed a Masters Degree in Music or Music Performance from a US institution or a non-US equivalent institution of higher education b) perform a live audition for members of the faculty of the Copland School of Music. c) Foreign applicants must have a minimum TOEFL score of 500. Foreign students can make an initial application via a video taped performance, which can lead to a conditional acceptance. They will become fully matriculated into the program upon in-person verification of their qualifications.

ACADEMIC SENATE MINUTES, April 10, 2008

PROFESSIONAL STUDIES CERTIFICATE	Course numbers*	CREDITS
<p>Required Courses</p> <p>1) 2 semesters of Private lessons on Major Instrument or voice**</p> <p>2) 2 semesters of Instrumental Repertoire class, Vocal Repertoire class.</p> <p>3) 2 semesters of additional performance activity</p> <p>a) Orchestral players and singers: Orchestra (792) or Opera Studio (796.2)</p> <p style="text-align: center;">OR</p> <p>b) Pianists: choose from Art of Keyboard Accompaniment; Intro to continuo playing.</p> <p>4) 2 semesters of Chamber Music. With approval of the Certificate Advisor, students can substitute an elective ensemble for one semester of chamber music.</p> <p>5) 2 semesters of Topical Course in Performance (“Performance Preparation.”)</p>	<p>778</p> <p>799</p> <p>792 or 796.2</p> <p>767 or 772</p> <p>775</p> <p>767</p>	<p>6</p> <p>2</p> <p>4</p> <p>2</p> <p>4</p>
<p>Elective Ensembles (choose one):</p> <p>Chamber Orchestra</p> <p>Chamber Winds</p> <p>Vocal Ensemble</p> <p>Brass Ensemble</p> <p>Nota Bene Ensemble</p>	<p>795</p> <p>790</p> <p>794.1</p> <p>794.5</p> <p>794.4</p>	<p>1</p>

ACADEMIC SENATE MINUTES, April 10, 2008

Percussion Ensemble	794.6	
Students will qualify for the Professional Studies Certificate upon completion of 19 credits.		19
Total Credits:		

*New course numbers have been submitted the GCC and are awaiting final approval.

** Part time students must register for a minimum of 6 credits (including lessons) in any semester of study.

MUS 767 – topical course in performance. Certificate students will register for a section of this course in each semester of study. The topic for this section will be “Performance Preparation” and will include preparation for the fall jury and the spring recital; shared recitals, pianists performing for Repertoire Classes or Opera Studio and other relevant performance activities. The Spring recital will be given in LeFrak Concert Hall.

Background / Foundation:

The Copland School of Music already offers a high quality M.A. program. However, we frequently encounter students who wish to extend their study beyond the M.A. without entering a DMA program. Others feel the need for advanced study before auditioning for professional positions or DMA programs. We also encounter a number of international and foreign students who possess advanced degrees in music from non-US institutions and are ready for advanced musical training, but do not have the required English language skills to enter an MA program. Such students could continue their music studies in the Advanced Studies Certificate program while studying English, and enter a DMA program when they become qualified. The Professional Studies and Artist Diploma Programs would provide access to high quality music performance education for all of these students. This program will be advertised on our School of Music website, and in all print and electronic media advertising our other degree programs.

There is significant demand for quality programs of this type as evidenced by the frequency with which they are encountered at other institutions. Conservatory programs have been in existence for a long time (Juilliard, Mannes, New England Conservatory, Peabody Institute, Manhattan School of Music, etc.), and they have been developed more recently as an outgrowth of high quality performance programs at more traditional colleges and universities such as University of Hartford, University of Denver, Florida State University and University of South Florida, Northwestern University, University of Texas at Arlington, Indiana University, University of Wisconsin – Madison, University of South Carolina, Texas State University – San Marcos, Arizona State University, Rutgers State University of New Jersey, etc. At present, we are the first CUNY campus to consider a program of this type.

Relationship To Existing Programs At The College:

The School of Music offers an M.A. in Music. All of the courses that would be part of the Professional Studies Certificate and Artist Diploma Program are already found within the School of Music.

ACADEMIC SENATE MINUTES, April 10, 2008

(5.b. Graduate Curriculum Committee Minutes continued)

Projected Enrollment:

The projected initial enrollment of the Professional Studies is 5 – 10 students.

Impact On The College:

Queens College has the necessary resources to offer the proposed program without impacting negatively on its existing programs. The Professional Studies Certificate Program will have a positive impact on the School of Music's performance activities by providing hard to fill instruments in the orchestra (such as viola, oboe, horn, double bass, etc.). A further benefit to our existing programs will result from adding experienced performers to our large ensembles and chamber music ensembles, where they will play alongside students from our other degree programs.

No line faculty member will have more than 2 private students (total) from any combination of Certificate Programs. The additional students generated by the certificate programs will therefore have a minimal effect on the availability of instructors to students in other programs. This will be offset by the positive influence of an increased number of high level performers in our large ensembles and chamber music groups.

Financial Impact:

All Certificate students will register for a minimum of 6 credits (including private lessons) in each semester of their program enrolling, in most cases, in course sections that are already established and ongoing in our MA performance program. This more than covers the additional adjunct funds that will be needed to provide a private teacher (one adjunct hour per semester). The remaining credits needed to maintain matriculation will be for courses that are already running and can easily accommodate additional enrollments at no additional faculty cost (e.g., additional registrants for orchestra, repertoire and chamber music courses). Music 767, Performance Preparation, will be supervised by a faculty member, but is designed as an independent study course, and requires no additional faculty budget. In total, a student registering for the 19 credits of this certificate will require additional faculty support for only 2 adjunct hours for private instruction.

c. Nominating Committee Report dated - April 10, 2008

The follow faculty member was nominated for the OPEN seat on the **Graduate Curriculum Committee:**

Irma Llorens A&H to December 2008

Seeing no further nominations, the nominee was elected unanimously.

The following student was nominated for the OPEN seat on the **Honorary Degrees Committee:**

Vimonsiri Aunaetitrakul SS to December 2009

Seeing no further nominations, the nominee was elected unanimously.

ACADEMIC SENATE MINUTES, April 10, 2008

(5.c. Nominating Committee Report continued)

The following student was nominated for the **Dean of Education Review Committee:**

Mahendra Singh Ed

Seeing no further nominations, the nominee was elected unanimously.

d. **Committee on Athletic Policy (CAP)**

The following six students were nominated by the Sports Association Board to serve on the Committee on Athletic Policy from May 2008 to May 2009 (elect three):

Woman: Jennifer Robbins, Samantha Stallone, Melissa Cuartas

Men: Lior Diklshpan, David Alper, Francisco Patino

Ballot #1: None of the candidates received the required 46 votes.

The election now passes to the Executive Committee.

6. **Old Business**

The following students were nominated for the OPEN seat on the **Elections Committee:**

Shamik Kurdzos and Aaron Friedman

Ballot 1: Neither Shamik Kurdzos nor Aaron Friedman received the required 46 votes.

MOTION i. Duly made (Chair Savage).

“To table the elections”

Motion *i.* passed.

7. **New Business:**

MOTION i: Duly made (Senator Gilad)

“To accept the Family Leave Resolution”

MOTION ii: Duly made (Senator Lord)

“To Adjourn”

Motion *ii.* passed

The meeting was adjourned at 5:10 p.m. The next Special Academic Senate meeting will be held on Thursday, May 1, 2008.