

**The meeting will come to order:**

Chair Roberta Brody called the meeting to order at 3:41 p.m.

**1. Approval of Agenda:**

- i. MOTION: Duly made:

“To approve the agenda”

Hearing no objection to the motion the agenda was approved.

**2. Approval of Minutes:**

- i. MOTION: Duly made and seconded:

“To approve the minutes dated February 10, 2011”

Hearing no objection to the motion, the minutes were approved as distributed

**3. Announcements, Administrative Reports, and Memorials:**

1. Senator Kenneth Lord announced that applications are now being accepted for the Technology Fee Committee. If you are interested in serving on this committee, please submit an application by completing the online form: <http://senate.qc.cuny.edu/TechLib/Application.html>.
2. Senator Liliete Lopez announced that the Center for Disable Students is having a St. Patrick Day breakfast on March 17, between 10am-12pm. All are invited to attend.
3. Senator Edward Borman, Vice President of the Student Association announced that the Academic Senate packets will be available at the front desk of the Student Association office.
4. Senator James Robinson announced that the Newman Catholic Center along with the Center for Disabled Students is sponsoring a St. Patrick Day/St. Joseph's Day party on Thursday, March 24, 6pm-9pm in the 2<sup>nd</sup> floor Student Union.
5. A Memorial Statement for Professor Seymour Goodman, of the Computer Science Department, who passed away on March 6th, was read by Professor Kenneth Lord.

Chair Brody asked the Senate to pay its respect by standing for a moment of silence.

**4. Special Motions: (none)**

ACADEMIC SENATE Minutes – March 10, 2011

(5. Committee Reports)

**5. Committee Reports**

**5a. Undergraduate Curriculum Committee**

- i. MOTION: Duly made by Senator Kenneth Lord, Chair of the UCC:

“To accept the UCC Minutes dated –February 10, 2011

Hearing an objection to the motion, discussion followed.

- ii. MOTION: Duly made by Senator James Robinson:

“To amend the UCC minutes to include a (PI) requirement for submission #173 and #181”

Motion ii. passed: yes 31, no 7, abstention 4

- iii. MOTION: Duly made by Senator Kenneth Lord, Chair of the UCC:

“To accept the UCC Minutes dated – February 10, 2011 as amended”

Hearing no objection to the motion, Professor Kenneth Lord moved unanimous consent.

- 1. Writing Intensive Subcommittee.** No report.

- 2. General Education Advisory Committee.** Minutes of 12/8/2010.

Materials can be found at: <http://qcpages.qc.cuny.edu/ctl/gened/geac/08Dec10/>

**Submission #173:** ARTH 110: Survey of Ancient Art

**Department Contacts:** Michael Nelson ([michael.nelson@qc.cuny.edu](mailto:michael.nelson@qc.cuny.edu))

Area of Knowledge and Inquiry: Appreciating and Participating in the Arts (AP)

Context of Experience: European Traditions (ET) (PI)

[\[Abstract\]](#)

[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(DOCX\)\]](#)

**Submission #174:** PSYCH 103: Pleasure and Pain

**Department Contacts:** Richard Bodnar ([susan.croll@qc.cuny.edu](mailto:susan.croll@qc.cuny.edu))

Area of Knowledge and Inquiry: Natural Science (NS)

Context of Experience: Not Applicable

[\[Abstract\]](#)

[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

ACADEMIC SENATE Minutes – March 10, 2011

**Submission #181:** ENGL 153/153W: Introduction to the Bible  
**Department Contacts:** E. Gordon Whatley ([E.Whatley@qc.cuny.edu](mailto:E.Whatley@qc.cuny.edu))  
Area of Knowledge and Inquiry: Culture and Values (CV)  
  
Context of Experience: World Cultures (WC) (PI)  
[\[Abstract\]](#)  
[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)  
[\[Syllabus/Syllabi \(DOCX\)\]](#)

**Submission #183:** SPAN 53: Don Quixote in Translation  
**Department Contacts:** barbara simerka ([Barbara.Simerka@qc.cuny.edu](mailto:Barbara.Simerka@qc.cuny.edu))  
Area of Knowledge and Inquiry: Reading Literature (RL)  
Context of Experience: European Traditions (ET)  
[\[Abstract\]](#)  
[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)  
[\[Syllabus/Syllabi \(DOC\)\]](#)

**3. General Education: Synthesis and Capstone Courses.** No report.

**4. General Education: Global Contexts**

a. Non-PLAS

Music 246W. Music History I: Music from 1200 to 1650. Context: PI (Pre-Industrial)

Music 247W. Music History II: Music from 1650 to 1800. Context: ET (European Traditions)

b. PLAS

English 251. British Literature Survey 1. Context: PI

**5. FNES (10-52)**

a. Change to a specialization.

Family and Consumer Sciences (major code 058) – Family and Consumer Studies (specialization code 04A)

To:

Required out-of department courses

Biology 11 (PLAS) 4 cr.

Chemistry 16.3 & 16.1 or (101.3 & 101.1) 4 cr.

b. Family and Consumer Sciences Education (major code 059)

To:

Required out-of department courses

Biology 11 (PLAS) 4 cr.

Chemistry 16.3 & 16.1 or (101.3 & 101.1) 4 cr.

ACADEMIC SENATE Minutes – March 10, 2011

(5a. Undergraduate Curriculum Minutes continued)

c. Change to a specialization.

Family and Consumer Sciences (major code 058) – Textiles and Apparel  
(specialization code 04C)

To:

Required out-of department courses

Biology 11 (PLAS)	4 cr.
Chemistry 16.3 & 16.1 or (101.3 & 101.1)	4 cr.
Economics 100, or 101, or 102	3 cr.

d. Change in prerequisites.

To Read:

FNES 325. The Apparel Industry.

3 hr.; 3 cr. Prereq.: ECON 100, or 101 or 102; FNES 121 and 227

**6. ELL: Spanish (10-53)**

a. New course

Spanish 53 Don Quixote in Translation

3 hrs., 3 cr., Prereq: Eng 110

The study of *Don Quixote* as the first modern and postmodern novel. Students will learn the disciplinary norms of reading literature, including both close reading and contemporary approaches to literary and cultural theory. They will analyze *Don Quixote* in an interdisciplinary context of early modern Spanish history and culture, including: early modern imperialism, the expulsion of Jews and Moors from Spain; the rise of urban society, the invention of the printing press and new genres of leisure reading, and mercantile economic structures. They will also explore the ways in which *Don Quixote* has been used as a cultural touchstone by authors, philosophers and film makers to support a wide variety of cultural discourses over the past two centuries. (RL, ET)

**7. Accounting (11-01)**

a. Change in credits.

To Read:

ACCT 322. Auditing II.

3 hr.; 3 cr. Prereq.: ACCT 321, Econ 249, and senior standing.

b. Change to the major.

To read:

Major in Accounting: 63 credits.

(5a. Undergraduate Curriculum Committee minutes continued)

**8. Psychology (11-03)**

a. New Course.

PSYCH 103. Pleasure and Pain

3 hr., 3cr.

The psychological, philosophical, biological, neurochemical, sociological and evolutionary facts, principles, and theories underlying the concepts of pleasure and pain. Topics discussed include basic neuroscience and psychology of pleasure and pain systems, application to homeostasis, pain inhibition, and addiction. Within psychology application is made to concepts of neuroeconomics, wanting vs liking, empathy, and other aspects of human interaction. Translational implications are explored including psychopathological and neurological disorders and their treatment. Wider examination of principles learned from these basic mechanisms will be considered from philosophical, anthropological (evolutionary), sociological and economic views, and include our understanding of these principles from literary, media and other perspectives. Throughout the course, comparisons are made between classic and current theories and empirical data. (NS)

**5b Graduate Curriculum Committee**

MOTION: Duly made by Professor Richard Bodnar, Acting Dean of Research and Graduate Studies:

“To accept the Graduate Curriculum Minutes dated- February 9, 2011”

Hearing no objection to the motion, Professor Richard Bodnar moved unanimous consent.

**1. Graduate School of Library and Information Studies (G11-01)**

**From:**

*Queens College of the City University of New York*

*Graduate School of Library and Information Studies*

**Letter of Intent  
For A New Program Proposal  
For An**

**Advanced Certificate Program in  
Library Media Specialist  
for Students Who Do Not Hold Prior Teacher Certification**

Approved by Graduate School of Library and Information Studies December 16, 2010

**Program Implementation Target Date: Fall 2012**

**Elizabeth Hendrey, Dean of Social Sciences and Professor of Economics**  
**([elizabeth.hendrey@qc.cuny.edu](mailto:elizabeth.hendrey@qc.cuny.edu))**

**Thomas T. Surprenant, Acting Director/Acting Chairperson, Graduate School of Library and Information Studies ([Thomas.Surprenant@qc.cuny.edu](mailto:Thomas.Surprenant@qc.cuny.edu))**

**Linda Cooper, Associate Professor and Coordinator of the Library Media Specialist Program, Graduate School of Library and Information Studies ([linda.cooper@qc.cuny.edu](mailto:linda.cooper@qc.cuny.edu))**

## INTRODUCTION

School Library Media Specialist (LMS) is an area of teacher certification in New York State (NYS). Public secondary schools are mandated by the state to employ only New York State certified LMS for their school libraries. Institutions in New York State that offer programs to prepare students for this teacher certification must be registered with New York State Education Department (SED).

## PURPOSE AND GOALS

This certificate will enable students who do not already hold NYS teacher certification and who have completed a Masters Degree in Library Science from an American Library Association accredited library program to pursue the requirements for New York State teacher certification in the area of Library Media Specialist. Presently, GSLIS has two full masters degree programs in LMS, one for students who are already certified teachers and one for students who are not already certified teachers. Our most recent program, for students who are not certified teachers, was approved by NYSED in August 2010, less than six months ago. A major portion of the inquiries from interested potential students came from people who do not possess teacher certification but who already have completed an MLS. Our new masters program for non-certified students cannot accommodate these people since it has been configured and is registered with NYSED as a full masters program. GSLIS needs to have an additional certificate program registered with NYSED in order to support these potential students.

A post-masters certificate in LMS for non-certified students can easily piggy-back on the full masters program that was just approved. The only differences in the certificate and recently approved full masters program would be that certificate applicants would be required to have completed a Masters Degree in Library Science from an American Library Association accredited program and they would not need to take GSLIS courses LBSCI 700, 701, 702, 703, 709 and an elective. Students would be entering the proposed certificate program having completed a portion of the full program requirements and therefore would only need to complete those requirements remaining. Students completing the proposed certificate program will have ultimately completed the same requirements as those students in the full master's program approved in August 2010. Our present LMS Program 604 in the Graduate School of Library and Information Studies (GSLIS) is designed for students who already hold a prior teacher certification and this is reflected in its program registration with the state. Program 604 does not include a means for students who do not hold prior teacher certification to satisfy the pedagogical core of education courses required for all teachers in NYS. Interested students who are not already certified must, therefore, attain teacher certification in some other area before they can be accepted to our LMS program.

**. NEED AND JUSTIFICATION**

There is a need for this program at the community level:

- There is presently a shortage of NYS certified LMS in the greater metropolitan area
- Many of the certified LMS presently in schools are approaching retirement age.
- These retirements will exacerbate the present shortage.

There is a need for this program by teacher education students:

- GSLIS is the only publicly supported ALA accredited school of library and information studies in the metropolitan area
- GSLIS is the only school in the CUNY system that offers a NYS registered program leading to teacher certification in the area of LMS
- While GSLIS offers full MLS programs with LMS focus for both certified and non-certified teachers, MLS graduates who are not certified teachers do not have an avenue to attain LMS certification at our school
- Private schools presently supporting the needs of uncertified MLS graduates who wish to pursue LMS certification are unaffordable for many students.
- Potential LMS students may be obliged to change their professional direction due to lack of affordable education opportunities.

Of the total 27 required credits in the proposed program described on the following pages, 18 are in common with the program currently in place and functioning for certified LMS students in GSLIS and 9 are currently in place and functioning in EECE, SEYS, or ECPSE. No new courses, additional faculty or facilities are needed to accomplish the proposed program. This will enhance the effective scheduling of classes. The proposed program will support both teacher education students and the wider community. Letters of support from SUNY Albany, SUNY Buffalo, the New York City School Library System, Nassau BOCES School Library System, and Suffolk BOCES School Library System have been submitted accompanying our previously approved QC Program.

**STUDENTS**

GSLIS presently has 110 LMS students. These students account for approximately 15% of enrollment in GSLIS. Since October 21, 2010, there have been approximately 15 written inquiries regarding the LMS program from potential students holding MLS degrees who do not have prior teacher certification.

Projected enrollment Year 1 through Year 5

Year 1	Year 2	Year 3	Year 4	Year 5
3-4	5-7	8-10	5-7	5-7

## GOVERNANCE

The proposed Advanced Certificate Program for non certified students will run in conjunction with the present LMS Programs 604 and 606 (both full master degree) and will follow the same governance procedures as these programs. The Program Coordinator will be Dr. Linda Cooper, who presently coordinates LMS Programs 604 and 606.

## ADMISSIONS REQUIREMENTS

Applicants to this certificate program will need to first present documentation of completion of a Masters in Library [and Information] Studies [Science] at an American Library Association accredited library program. Applicants will then be interviewed by the LMS Program Coordinator who will review their prior transcripts to ascertain whether they have the Core Liberal Arts and Science background required by NYSED for teachers. Applicants lacking any part of this requirement will need to complete this coursework at an accredited institution of higher education before acceptance to the LMS certificate program.

- Core Liberal Arts and Science - 30 credits
  - Artistic Expression
  - Communication
  - Information Retrieval
  - Humanities
  - Language Other Than English
  - Written Analysis and Expression
  - History and Social Sciences
  - Scientific Processes
  - Mathematical Processes

NYSED specifies exactly what type of coursework is acceptable for each of these areas at <http://www.highered.nysed.gov/tcert/> Office of Teaching Initiatives.

In addition, applicants will be required to present:

- Passing score on the NYS Liberal Arts & Science Test (LAST)
- Satisfactory onsite writing sample evaluated by the LMS Program Coordinator

All of these requirements must be fulfilled before students can be accepted into the LMS certificate program.

## CURRICULUM

NYSED has specific requirements for students pursuing teacher certification. The curriculum presently in place for our LMS Program 604 satisfies all requirements for students holding prior teacher certification. The proposed LMS Program 603 will need to include additional Pedagogical Core courses and additional hours of College Supervised Practicum. Program 603 students will also need to pass the Secondary Assessment of Teaching Skills (ATS-W) and obtain fingerprint clearance.



## ACADEMIC SENATE Minutes – March 10, 2011

(5b. Graduate Curriculum Committee minutes continued)

### Required courses in Education:

- EECE 702 Social Foundations of Education Or SEYS 536 Educational Foundations Or Equivalent
- EECE 711 Ecological Perspectives on Development: The Childhood Years Or SEYS 552 Educational Psychology Or Equivalent
- ECPSE 700: Foundations of Special Education Or Equivalent

### GSLIS required LMS courses

- LBSCI 737 Literature for Children and Adolescents
- LBSCI 761 Organization and Management: Media Centers (25 hrs field work)
- LBSCI 764 Instructional Technologies for Information Literacy) (25 hrs field work)
- LBSCI 765 Resources for the School Curriculum (25 hrs field work)
- LBSCI 767 Reading Motivation Techniques for Children & Adolescents (25 hrs field work)
- LBSCI 795 Internship (20 days elementary, 20 days secondary supervised by a NYS certified LMS)

Total: 27 credits

### **Other requirements**

#### NYS examinations:

- Secondary Assessment of Teaching Skills (ATS-W)
- Content Specialty Test (CST) – LMS

#### Required workshops (at Queens College through the Office of Continuing Education)

- Child Abuse Identification
- School Violence Prevention
- Substance Abuse
- School Safety

Fingerprint clearance

## **FACULTY**

Dr. Linda Cooper coordinates the Library Media Specialist program for students possessing prior NYS teacher certification. Her credentials qualify her to teach both Library and Information Studies as well and Education, thus, she will be able to teach in and coordinate the proposed program for non-certified LMS students. Dr. Mary K. Chelton is an expert in areas related to children and youth closely linked to school libraries. Prof. Walter Valero teaches the required Internship course. Dr. Karen Smith will continue to teach on a part time basis after her retirement. In addition, GSLIS has a number of very qualified adjunct instructors including Elizabeth Basileo, Sandra Kennedy Bright, Linda Williams Bowie, Susan Holden, Rowena Lee, Ester McCray, Olga Nesi, and Margaret Tice who are qualified to teach in this area.

## **COST**

The faculty and facilities presently in place will accommodate this program. Therefore, no additional cost is anticipated.

## COURSE DESCRIPTIONS

**LBSCI 737. Literature for Children and Adolescents.** 3hr.; 3 cr. Prereq. or coreq. LBSCI 700, 701, 702, 703. Introduction to the forms and types of literature; criteria for excellence; techniques for analysis and evaluation; and identification of appeal and suitability for different types of readers.

**LBSCI 761. Organization and Management: Media Centers.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700 or 706, 701. Roles, services, programs, organization and management of the school library media center including teaching, information access and delivery, and program administration. Emphasis on collaboration with the school community, integrating state and national standards in the school library curriculum, integrating the school library curriculum into the wider school curriculum and the importance of information literacy. Assistive technology and automation are addressed. [25 hours required field observation]

**LBSCI 763. Instructional Technologies for Information Literacy.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700 or 706, 702, 703. Evaluation, selection, and utilization of appropriate instructional technologies to serve the needs of all members of the school community. Emphasis on information literacy and methods and formats supportive of diverse learners. [25 hours required field observation]

**LBSCI 765. Resources for the School Curriculum.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700 or 706, 702, 703. Collection development in the school library media center including selection, evaluation, and utilization of instructional materials to support the curriculum needs of all students. Selection policy, intellectual freedom, challenged material are addressed. Special attention will be given to the growth of information literacy and to collaboration with the school community. [25 hours required field observation]

**LBSCI 767. Reading Motivation Techniques for Children and Adolescents.** 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700 or 706, 702, 737 or 739. Development of techniques and skills, to include collaboration with faculty in reading guidance; aspects covered include individual performance and collaborative evaluation of book talks, storytelling, and poetry reading. Strategies to work with faculty with responsibilities for literacy and students with special needs are components of the course. [25 hours required field observation]

**LBSCI 795. Internship.** Fieldwork, hr. to be arranged; 3 cr. Prereq.: GLIS 700, 701, 702, 703, and permission of the school. Experience in a library or information agency approved by the school under the direct supervision of an experienced librarian or information specialist and in accordance with a program jointly approved by the school and the supervisor. Students in the school library media specialist (library) program [code 604] will complete 150 clock hours of experiences to be equally divided between elementary and secondary school library media centers as stipulated by the 2004 NYSED regulations for the certification of SLMC specialists. [Students in the school library media specialist (library) program code 603 will complete 40 days of experiences to be

equally divided between elementary and secondary school library media centers as stipulated by the 2004 NYSED regulations for the certification of SLMC specialists.] Students enrolling in this course must have completed at least 21 credit hours.

**EECE 711. Ecological Perspectives on Development: The Childhood Years.** 3 hr.; 3 cr. 1 course within Ecological Perspectives on Development (EECE 710, 711, 717) must be taken within the first 9 credits in the program. This course provides a contextually based study of development, focusing on children during the elementary school years. Highlighting the ongoing interplay between cognition, language, affect and social functioning, students examine individual differences in abilities, learning styles, and academic performance, with attention to ecologically valid assessment strategies for linguistically and culturally diverse populations. Students explore the impact of family dysfunction, stress, poverty, and violence on development and academic performance. Strategies for creating classrooms that support prosocial development and learning are discussed.

**ECPSE 700: Foundations of Special Education.** 3hr. 3 cr. Education and psychology in special education are stressed with emphasis on developing a broad background of knowledge about students with various disabilities and strategies for creating access to the general education curriculum. The historical and sociological treatment of people with disabilities, special education law and programs, advocacy and collaboration, and building classroom communities that support the full diversity of learners are also addressed. Twenty hours of fieldwork focusing on special education programs is required.

**EECE 702. Social Foundations of Education.** 3 hr.; 3 cr. Provides a forum for the beginning teacher to further investigate cultural, social, philosophical, and historical elements of education. Building on earlier studies in educational foundations, the course explores equity in schooling, school reforms, educational philosophy, and the relationship between schools and society, among other topics. Through readings, course assignments, and field experiences, students study a reflective decision-making model.

**SEYS 536. Educational Foundations.** 3 hr. plus 25 hr. field experience; 3 cr. Prereq.: Permission of the department. Overview of theory and research on key sociological, philosophical, historical, and political foundations of education. Consideration will be given to how these foundational issues are evident in classroom situations and practice. Attention will also be given to multilingual, multicultural, and biliteracy issues in education as well as how the growth in technology has influenced the educational environment. Includes field experience component for students not currently teaching.

**SEYS 552. Educational Psychology.** 3 hr. plus 25 hr. field experience; 3 cr. Prereq.: Permission of the department. Overview of developmental and instructional issues in teaching middle childhood and adolescents. The role of technology in cognition and instruction for diverse learners including those within the full range of disabilities and exceptionalities will be examined. Second language development and issues related to language acquisition and English language proficiency will also be explored.

## SYLLABI FOR NEW COURSES

No new courses are necessary to implement this program code.

### **2. Graduate School of Library and Information Studies (G11-03)**

#### **A.I.1: CERTIFICATE PROGRAM LIBRARY MEDIA SPECIALIST**

**RESOLVED**, that the graduate certificate program in Library Media Specialist to be offered at Queens College be approved.....

**EXPLANATION:** The proposed certificate program consists of 27 credits, of which 27 credits are required. Students must also declare and have completed the degree requirements for a Master's Degree in Library [and Information] Science from a graduate program accredited by the American Library Association completed at an accredited institution of higher education.

This Advanced Certificate is designed for students who have completed a Master's Degree in Library Science, who are not certified teachers in New York State (NYS) and wish to pursue initial NYS teacher certification in the area of Library Media Specialist (LMS). The entrance requirements and course of study are exactly the same as those for Program 34038 Library Media Specialist (approved Aug. 20, 2010/Proposal 2010-1236) except for the following:

1. Students must additionally possess a Master's Degree in Library [and Information] Science from a graduate program accredited by the American Library Association completed at an accredited institution of higher education in order to be eligible for entrance to this certificate program
2. Students in this certificate program will not be required to take LBSCI 700, 701, 702, 703, 709, plus one elective (basic required courses in LBSCI plus one elective) since this requirement has been fulfilled within the required MLS for entry to this certificate program.

The full proposal for Program 34038 Library Media Specialist was approved Aug. 20, 2010. Since the approval of Program 34038, we have received numerous inquiries from potential students who have already completed a Master's Degree in Library [and Information] Science. Program 34038 is approved as a full 45 credit master's degree in a teacher certification area and cannot be fragmented. We are, therefore, requesting the approval of an Advanced Certificate that will accommodate these potential students.

The full Proposal 2010-1236, upon which this certificate is based, is on file in the Office of Academic Affairs.

**3. Graduate School of Library and Information Studies (G11-02)**

**Expedited Application for Registration  
of a New Certificate or Advanced Certificate  
Program**

**Part A: Academic Matters, Section AI: Special Actions**

SECTION: AI.1.3

**A.I.1: CERTIFICATE PROGRAM LIBRARY MEDIA SPECIALIST**

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This Advanced Certificate is designed for students who have completed a Master's Degree in Library Science, who are not certified teachers in New York State (NYS) and wish to pursue initial NYS teacher certification in the area of Library Media Specialist (LMS). The entrance requirements and course of study are exactly the same as those for Program 34038 Library Media Specialist (approved Aug. 20, 2010/Proposal 2010-1236) except for the following:

3. Students must additionally possess a Master's Degree in Library [and Information] Science from a graduate program accredited by the American Library Association completed at an accredited institution of higher education in order to be eligible for entrance to this certificate program
4. Students in this certificate program will not be required to take LBSCI 700, 701, 702, 703, 709, plus one elective (basic required courses in LBSCI plus one elective) since this requirement has been fulfilled within the required MLS for entry to this certificate program.

The full proposal for Program 34038 Library Media Specialist was approved Aug. 20, 2010. Since the approval of Program 34038, we have received numerous inquiries from potential students who have already completed a Master's Degree in Library [and Information] Science. Program 34038 is approved as a full 45 credit master's degree in a teacher certification area and cannot be fragmented. We are, therefore, requesting the approval of an Advanced Certificate that will accommodate these potential students.

The full Proposal 2010-1236, upon which this certificate is based, is on file in the Office of Academic Affairs.

5c. Nominating Committee

MOTION: Duly made by Professor Chris Vickery, Chair of the Nominating Committee:

“To accept the Nominating Committee Report dated March 10, 2011”

Hearing no objection to the motion, Professor Chris Vickery moved unanimous consent

1. **Undergraduate Scholastic Standards Committee:**

The following faculty member was elected by unanimous consent:

Juan Caamaño	Arts & Humanities	December, 2012
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The following student member was elected by unanimous consent:

David Tanzman	Social Science	December, 2012
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2. **Teaching Excellence and Evaluation Committee:**

The following faculty member was elected by unanimous consent:

Joseph Mills	ANY	December, 2012
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The following student member was elected by unanimous consent:

Fotini Gianniko	ANY	December, 2012
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**5d. Technology and Library Committee: Nominations for Tech Fee Committee**

MOTION: Duly made by Parliamentarian Fields and seconded:

“To postpone the Nominations for Tech Fee Committee to the next Senate meeting”

Hearing no objection to the motion, Parliamentarian Fields moved unanimous consent.

6. **Old Business** (none)

7. **New Business** (none)

MOTION: Duly made by Parliamentarian Dave Fields seconded and passed:

“To Adjourn”

The meeting was adjourned at 4:06 pm. The next Regular Academic Senate meeting is Thursday, April 14, 2011.

END