

Graduate Academic Council

2021-2022

Minutes of the Graduate Academic Council meeting on 4/6/22, 10 AM via Zoom

<https://albany.zoom.us/j/93081726775?pwd=SDVjNFZEMUhPR2FWWExUL1h2SCsrdz09>

Approved by the Council on 5/3/2022.

In attendance: G. Berg (Chair), S.Appe, O. Lunin, G. Massara, J. Napoleon, K. Stanwicks, A. Gill, A. Dawson, E. Rich, E. Pacer, K. Williams, S. Kent (staff), C. Davis (staff)

Guests: Matthew Szydagis (Department of Physics); Richard Fogarty (Associate Vice Provost and Associate Dean for Undergraduate Education); Kathie Winchester (Undergraduate Education Office); Melissa Powers and Rachael French (Registrar's Office); Tim Sergay (Senate)

1. Approval of this GAC Agenda
2. Approval of the minutes of the GAC meeting of 3/1/2022 - No updates to the minutes.
3. Dean's Report - Kevin Williams; no report presented.
4. Chair's Report - George Berg presented; He provided a reminder that this is his last year as chair. Please consider serving in a leadership role and recommending this to council to your colleagues. GAC cannot hold its election for the 2022-2023 academic year until the middle of May due to Senate policy. He would like to hold elections as soon as we are able to, so we can start the next academic year quickly. In the GAC meeting on May 3rd, we will solicit nominations/self-nominations for the 2022-2023 academic year. We will then hold electronic elections as soon as we are able to, as long as it is in compliance with Senate policy.
5. Combined Undergraduate/Graduate Policy Sub-committee - Professor Richard Fogarty, presented the sub-committee's report to GAC (report attached below minutes).
 - a. There was a request to adjust bullet 1 in order to allow graduate programs between 31 to 35 credits more flexibility in double counting more than 12 graduate credits. The student would still need to take 18 graduate credits after the award of their undergraduate degree.
 - b. UAC meets next week and this report will be shared there.
 - c. There should be a genuine graduate cohort experience, which accounts for the 18 credits taken in the graduate career.
 - d. What happens after the two councils vote? Our opinion is that this policy adjustment can be approved by UAC and GAC, then implemented.
 - e. Question about student notification: currently, students admitted to a combined undergraduate/graduate program are given an admission letter that outlines the policies. Students acknowledge the admission letter when they confirm their acceptance of the admission. This admit letter will be updated if the policy is updated and the Graduate School will make sure the language is explicit. The Graduate School also works closely with the Student Accounts Office each term to identify undergraduate students enrolled in graduate level courses.
 - f. The next step is for UAC to review and discuss the report. GAC can vote on the report and subsequent information from UAC at its May 3rd meeting.

6. Program proposal for review: Computational Physics MS; presented by Professor Matthew Szydagis. Questions from the committee:
 - a. Computational science programs are popular across the country. Where did enrollment projections come from? The department asked their current undergraduates students if there was interest, and also inquired about potential numbers with the departments and external reviewers who supported the proposal. The department does not want to over-promise and under-deliver. Kevin Williams indicated that he can sit down with Physics to review degree completions in NYS to determine if these numbers are too low. Physics wanted to be conservative since it relies on other departments. Kevin has software to look at market demand versus degree completions.
 - b. Is their consideration for current working professionals in regards to course offerings? Evening or online options? We have current MOUs with Global Foundries and this proposal is something they would be interested in. This would require more restructuring of the department's existing program and courses. Since this is interdisciplinary program, there is a certain level of coordination that needs to be done. Difficult to change existing course structures, but it is a future consideration. GAC recommends completing the Distance Education Form along with this proposal so the department can have the flexibility to add more online offerings.
 - c. This is a new program, but it builds on existing courses, so no additional resources are being requested. The department is not changing the FTE in terms of the faculty.
 - d. A motion to approve the proposal was given and no further discussion occurred. GAC voted in favor (10-0-0).
7. Shared Resource Course Sub-committee; presented by Oleg Lunin (report attached below minutes).
 - a. There was discussion regarding the 300 level reference in the report. The Graduate School and the Office of Undergraduate Education do not allow 300 level courses to be shared resource with graduate level courses. Data from the Registrar's Office indicates that this has occurred for a number of courses. The Graduate School is in the process of working with the Registrar's Office to address these courses. Moving forward, this policy will be monitored more closely and enforced. Based on this, there is a request to eliminate the 300 level reference in the GAC recommendation area of the report (this can be replaced with 400/600 level language since this exception is allowed).
 - b. Since some graduate programs do allow core courses as shared resource courses, there is a request to adjust the language regarding this in the "Recommendation to individual graduate programs" area of the report. The departments will be allowed to schedule core courses as shared resource; the report will be modified to include information that the programs should consider before allowing core courses to be shared resource.
 - c. The next step is for UAC to review and discuss the report. GAC can vote on the report and subsequent information from UAC at its May 3rd meeting.
8. CC&I Report – Colleen presented the report; report at end of minutes. Motion to accept the report; no discussion took place. GAC voted to accept the report: 10-0-0
9. CAAS Report – Kabel Stanwicks presented the report; report at the end of minutes. This report contained only one grievance. Motion to accept the report; there was discussion regarding the

graduate grievance policy and the committee's internal discussion regarding the documentation received. GAC voted to accept the report: 10-0-0

10. No other business discussed

11. Adjourn
11:15am

UAC/GAC Subcommittee on Overlapping Credits in Combined Bachelor's-Master's Programs

Report, 14 March 2022

The subcommittee proposes the following change to the current policy stipulating that for students in combined programs, “up to 12 graduate credits may be applied simultaneously to both the undergraduate and to the graduate programs.”

Students enrolled in a combined bachelor's-master's program may apply graduate credits simultaneously to both the undergraduate and graduate programs subject to the following limitations:

- 1. For graduate programs that require fewer than 36 credits: students may apply up to 12 graduate credits to both degrees, at the discretion of the department(s) offering the degrees.***
- 2. For graduate programs that require 36 credits or more: students may apply, at the discretion of the department(s) offering the degrees, graduate credits to both degrees up to a number not greater than 50% of the total number of credits required for the graduate degree in question. ¹***
- 3. Regardless of the number of overlapping credits, students in these programs must complete a minimum of the equivalent of two semesters of full-time graduate study after the completion of the undergraduate degree. ²***

Rationale

Current policy with respect to these programs caps the number of overlapping credits at 12. For example, if a student must complete 120 credits for a bachelor's and a minimum of 30 for a master's, the student may count 12 of those 30 graduate credits toward the 120 needed for the bachelor's, thereby earning both degrees with 138 credits. However, UAlbany offers many master's degrees with far more than the minimum of 30. Applying the same limit of 12 overlapping credits to these larger combined programs raises questions of proportion and fairness, in particular in the area of student time-to-degree. For example, as it stands now a student may earn, a BA/MA in History with 138-150 credits, while another student may earn a Combined BS in Human Development/MS in Mental Health Counseling with 168-180 credits. Both students would be limited to counting 12 graduate credits toward the 120 needed for the bachelor's.

The subcommittee suggests that UAC and GAC consider the above change to the overlapping credit policy to serve the interests of fairness and balance, to allow students to complete these programs in a timely fashion, and to provide clear guidance to departments developing and the administering these programs. This new policy provides greater leeway to departments in developing combined degree programs that will be attractive to students while holding them to

¹ For example, a student pursuing a BS/MS in which the MS requires 60 credits may apply up to, but not more than 30 graduate credits toward the completion of the BS degree. The department or departments offering the degrees will stipulate the maximum number of credits students may apply to both degrees, which may be lower than the 12 credits or 50% limit allowable under this policy.

² Currently, a full-time load for a graduate student is 9 credits per semester, or 18 credits per academic year. Hence the need to allow only master's programs of 36 credits or more to allow up to 50% of their graduate credits toward the undergraduate degree: doing so would leave at least 18 credits for the student to complete as a full-time graduate student.

appropriate academic standards and maintaining the integrity of both undergraduate and graduate education on this campus. It is important to note that departments will continue to have discretion under this policy, since if disciplinary norms and/or departmental judgment dictate that students overlap fewer credits than the 12 or 50% permitted, then departments may set the limit lower.

The subcommittee recommends maintaining unchanged current admissions and administrative procedures that apply to these programs:

Although admitted to an integrated degree program, students will be considered as undergraduate students for the purposes of tuition, financial aid, and headcount identification until completion of 12 credits of graduate course work or qualified to receive the bachelor's degree. In the semester in which a student enrolls in the 13th credit of graduate coursework, he or she will be considered a graduate student for purposes of tuition, headcount identification, and eligibility for graduate assistantships, fellowships, and loans whether or not the student has completed the bachelor's degree.

Students' progress through the combined program will be reviewed in the Office of the Vice Provost for Undergraduate Education to ensure timely completion of the undergraduate degree. Academic advisors of bachelor's-master's programs and students themselves should also attend to course enrollment choices that lead to timely completion of undergraduate requirements.

This policy came into effect through Senate Bill 0809-11, and it helps ensure that students earn their undergraduate degrees in a timely fashion, paying the appropriate tuition and following applicable financial aid and billing policies. The subcommittee's recommendation reinforces the letter and spirit of this aspect of the combined bachelor's-master's degree programs by requiring two semesters of full-time study at the graduate level, a requirement consistent with the goal of providing students in these programs with a firm grounding and experience in higher-level, post-baccalaureate study.

Appendices

Policy relevant to overlapping credits in combined bachelor's-master's degree programs:

- A. SUNY CEO Memo 71-04, which allows the counting of graduate credits toward the undergraduate degree, and stipulates no limits

to the number of credits that may overlap.

- B. Guidelines for Combined Baccalaureate-Master's Degree Programs, UAC 2/2/81, which is the original UAlbany policy on the issue. It stipulates the 12-credit overlap limit, but does not explicitly justify setting the limit at 12.
- C. Senate Bill 0809-11, an amendment of the 1981 UAC policy. This confirms the 12-credit limit, but tightens up the rules about tuition in order to prevent students from delaying the completion of their undergraduate degree.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY NY YORK 12234

**MEMORANDUM TO CHIEF EXECUTIVE OFFICERS
OF POSTSECONDARY INSTITUTIONS
IN NEW YORK STATE**

No. 71-04 September 10, 1971

SUBJECT: Awarding Credit for Same Courses in Different Degree Programs

This memorandum will define the circumstances under which the State Education Department considers it appropriate to give credit for the same course work toward the requirements of different degrees. When a second baccalaureate or associate degree is conferred, it is assumed that a concentration in a second field has likewise been completed in a time span greater than required for one degree. The General Education courses that applied toward the first degree may count toward the Liberal Arts requirement of the second degree.

Further, the conferral of two baccalaureate or associate degrees should be reserved as a means of recognizing that a candidate has competencies in two essentially different areas. For example, if a person obtains a Bachelor of Arts in History, it would be entirely appropriate to confer on him a Bachelor of Business Administration or a Bachelor of Fine Arts, for these degrees represent professional preparations discrete from the learning identified by the Bachelor of Arts. However, it would not be appropriate to confer two Bachelors of Arts for double majors, say in English and Psychology, since multiple academic majors may be properly identified on the diploma. Nor would it be logical to award a Bachelor of Arts for a completed major in English and a Bachelor of Science for a concentration in Chemistry. If the liberal arts content is sufficient, one degree for both fields would be appropriate, for at this time the distinction between a Bachelor of Arts and Bachelor of Science in many instances is at best thin, if not completely lost.

In the case of graduate and professional degrees the double counting of courses rarely arises. In some rare instances, however, there may be overlap in requirements. For example, in law and certain areas of Business Administration there are identical courses required for the degrees. If course work in these instances is highly duplication, it may legitimately be counted as fulfilling the requirements of different degrees.

In the case of combined Bachelors/Master's programs, so long as the outstanding students admitted to these programs successfully complete graduate level courses that assume the more rudimentary knowledge taught on the undergraduate level, or so long as they master graduate courses that cover the content of undergraduate courses, there is no reason why they should not receive both undergraduate and graduate credit for the same work.

GUIDELINES FOR COMBINED BACCALAUREATE - MASTER'S DEGREE PROGRAMS

Undergraduate students of recognized academic ability and educational maturity should have the opportunity at SUNY-Albany of fulfilling integrated requirements of undergraduate and master's degree programs within a rationally designed and effective framework at the beginning of their junior, or not later than the beginning of their senior year. Combined programs will be structured to permit an early immersion by our often-cited, talented undergraduates into the essential intellectual concepts and substantive breadth of organized areas of study and research along the upper-division undergraduate/first-year graduate instructional spectrum. Additionally, in many disciplines, especially in the natural sciences, these undergraduates can be initiated into research programs as participants much earlier and more fully because of their longer and more stable availability to departments offering combined degree programs.

It has been realized for some time that there is curriculum content overlap in the requirements for the bachelor's and master's degree within most disciplines and even pre-professional/professional education. This content overlap can occur (1) in the courses required in the undergraduate major - master's concentration continuum, and (2) in those courses satisfying the minor and liberal arts and sciences electives for undergraduates and the supporting course areas for master's programs.

At SUNY-Albany credit-hour requirements for undergraduate majors range from 30-66 credits, and those for master's degree majors range from 18-30; total combinations ranging from 48-96 credits. However, faculty and students perceive that there is often significant content redundancy between undergraduate upper-division course and introductory graduate-level courses. Eliminating this redundancy will lead to a more coherent and efficient use of faculty and student time and effort and the availability of more beneficial and attractive programs to our undergraduate and master's students.

To accomplish the desired goals stated above, it is proposed that arts and sciences departments and professional school undertake development of integrated undergraduate - master's degree programs that meet University requirements and standards. Staff in the Office of Undergraduate Studies and of Graduate Studies are prepared to assist all interested units in developing combined degree programs.

A. STANDARDS AND REQUIREMENTS

1. In qualifying for the baccalaureate, students will meet all University and school requirements, including the minor requirement, the minimum liberal arts and sciences graduation credit requirement, general education requirements, and residency requirements.

2. In qualifying for the master's degree, students will meet all University and school requirements, including completing a minimum of 30 graduate credits, and any such conditions as a research seminar, thesis, comprehensive examination, or other professional experience where required, and residency requirements.

3. Total minimum credit-hour requirements for combined degree programs in the arts and sciences: 138 to 150 credits, of which at least 30 must be graduate credits. To earn the baccalaureate degree students must complete 120 credits of appropriate study; to receive the master's degree students must complete 30 credits of appropriate graduate study; up to 12 graduate credits may be applied simultaneously to both the undergraduate and to the graduate programs. Although it is permissible for combined degree programs to require a minimum of 138 total credits, faculties responsible for specific combined degree programs may require more than 138 total credits to satisfy the unique characteristics of differing disciplines. Combined degree

programs may not, however, require additional baccalaureate major credits that exceed current limitations for majors.

GRADUATE COURSES-GRADUATE CREDIT

Seniors of high academic standing in the university may receive graduate credit for graduate courses taken in excess of undergraduate requirements in the last session of their senior year provided not more than six credits are needed to complete the student's undergraduate program. Permission of the Dean of Graduate Studies is required and must be obtained in advance of registration to receive such credit. A senior who is permitted to take courses for graduate credit in his/her last session also must make formal application for admission to a graduate program and be accepted as a graduate student before registering for study in the final session.

1. Because of the wide range of total credits required in professional master's degrees (30 to 63), total credit-hour requirements for combined baccalaureate - professional master's degree programs can be approved on a range from 138 to 175 credits.

2. Exceptions to the program minima stated in sections 3 and 4 may be approved by the Graduate Academic Council or Undergraduate Academic Council.

3. Programs should be designed to insure that students can earn the baccalaureate at the conclusion of 120 satisfactory credits.

4. All combined degree programs must be approved by both the Graduate Academic Council and Undergraduate Academic Council. Programs will be monitored under procedures jointly established by both academic councils.

B. ADMISSIONS AND ADMINISTRATIVE PROCEDURES

1. Students may be admitted to an integrated degree program at the beginning of their junior year, or after the successful completion of 56 credits, but no later than the accumulation of 100 credits. A GPA of 3.20 or higher and three supportive letters of recommendation from faculty are required.

2. Although admitted to an integrated degree program, students will be considered as undergraduate students for purposes of tuition, financial aid, and headcount identification until completion of 120 credits of satisfactory work. Upon meeting that requirement, students will be considered graduate students for purposes of tuition, headcount identification, and eligibility for graduate assistantships, fellowships, and loans. A graduate transcript will be initiated for the student at the 120 credit-hour threshold. (A single undergraduate - graduate transcript will be developed later).

(Reported to Senate 2/2/81)

UNIVERSITY SENATE

UNIVERSITY AT ALBANY STATE
UNIVERSITY OF NEW YORK

Introduced by: Graduate Academic Council
Undergraduate Academic Council

Date: March 4, 2009

**PROPOSAL TO AMEND UNIVERSITY POLICY PERTAINING TO
COMBINED BACCALAUREATE-MASTER'S DEGREE PROGRAMS**

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That the University Senate approves the attached policy amendment as approved by the Graduate and Undergraduate Academic Councils.
2. That this proposal be forwarded to the President for approval.

Proposed Revision to Billing Policy of Bachelor's Master's Students

http://www.albany.edu/graduatebulletin/requirements_combined_baccalaureate_masters.htm

http://www.albany.edu/undergraduate_bulletin/joint_degree.html

Current version of bachelor's-master's policy:

Admissions and Administrative Procedures

2. Although admitted to an integrated degree program, students will be considered as undergraduate students for the purposes of tuition, financial aid, and headcount identification until completion of 120 credits of satisfactory work. Upon meeting that requirement, students will be considered graduate students for purposes of tuition, headcount identification, and eligibility for graduate assistantships, fellowships, and loans. A graduate transcript will be initiated for the students at the 120 credit-hour threshold

Proposed Revision to bachelor's-master's

policy Admissions and Administrative

Procedures

2. Although admitted to an integrated degree program, students will be considered as undergraduate students for the purposes of tuition, financial aid, and headcount identification until completion of 12 credits of graduate course work or qualified to receive the bachelor's degree. In the semester in which a student enrolls in the 13th credit of graduate coursework, he or she will be considered a graduate student for purposes of tuition, headcount identification, and eligibility for graduate assistantships, fellowships, and loans whether or not the student has completed the bachelor's degree.

Students' progress through the combined program will be reviewed in the Office of the Vice Provost for Undergraduate Education to ensure timely completion of the undergraduate degree. Academic advisors of bachelor's-master's programs and students themselves should also attend to course enrollment choices that lead to timely completion of undergraduate requirements.

Rationale for revision

The University is interested in recruiting students into bachelor's-master's programs. At the same time, it must ensure that there is a clear enforceable policy in place to prevent a student from taking the entire master's degree while paying undergraduate tuition. The current approach has been to use accumulated undergraduate credits of bachelor's-master's students to establish the student's status. However, this method has several problems:

- 1) It reflects a somewhat outdated perspective on undergraduate students' college career. It does not match the increasingly broad set of circumstances through which students acquire more credits than they need to complete a degree (e.g., non-applicable credits through change of major; college credit earned in high school

- including AP credit; transfer coursework, double major, study abroad, etc.);
- 2) There has been no effort to bring academic advisors into the conversation with students BEFORE the higher charges begin to appear on bills, creating confusion and ill will for students; and
 - 3) Only students in these combined degree programs are subject to such charges for taking more than 120 undergraduate credits while other students can accumulate an unlimited number of undergraduate credits.

The proposed approach, modeled after others in the SUNY system, focuses on the graduate credits accumulated. Because 12 credits of coursework can be applied to both the undergraduate degree and graduate degrees, the 13th graduate credit is a logical point at which to begin charging graduate tuition. (SUNY Policy prevents the University from “splitting” charges between the graduate and undergraduate rates, and financial aid may only be applied in a given semester at the undergraduate or graduate rates.)

MEMORANDUM TO THE SENATE GRADUATE AND UNDERGRADUATE ACADEMIC COUNCILS
ON THE NUMBER OF SHARED RESOURCES COURSES

Background and Summary

The current university policy specified in the Graduate Bulletin limits the number of Shared-Resources Courses (SRC) to five offerings per semester for every department. However, in the last few years this cap has not been enforced, so the limit has been exceeded on several occasions. The Graduate and Undergraduate Academic Councils have charged a joined committee with evaluating the current policy and with making recommendations for either enforcing the existing cap or making modifications.

The committee consisting of 13 members has evaluated the arguments for and against the existing cap, and it has made two sets of recommendations. First, the committee recommends removing the cap at the university level and leaving the decisions on SRC offerings to individual departments. Second, the committee identifies the set of best practices to guide the departmental decisions. Combination of these two recommendations ensures maximization of the benefits provided by SRCs without compromising the quality of graduate education.

The remaining part of this document consists of four parts:

- The arguments for keeping the existing five-course cap;
- The arguments for removing the cap;
- The recommendation for changes in the Graduate Bulletin;
- The list of best practices to be shared with academic programs.

Arguments for restricting the number of Shared-Resources Courses:

- Mixed graduate-undergraduate audiences may compromise the level of coverage expected in graduate courses.
- The SRCs should have different evaluation schemes for graduate and undergraduate students, but this requirement is not enforceable at the university level once a course is approved.
- Large number of SRCs may compromise certification of graduate programs.

Arguments for relaxing the existing policy:

- Highly-specialized courses target only small groups of students, and often such classes would not meet enrollment thresholds without undergraduates. Severity of this problem varies by program, so the universal 5-course limit is not ideal.
- Most SRCs cover special topics, which are not parts of the core curriculum. Advanced undergraduates are as prepared for such classes as graduate students, and they make positive contributions to the intellectual atmosphere of the courses.
- SRCs challenge advanced undergraduates, and they can be used as recruitment tools for undergraduate and BS/MS programs.
- Any cap that varies by program (e.g., a cap on a fraction of SRCs among graduate offerings per semester) may lead to objections, and it would be hard to enforce.

After extensive discussions of these general issues and specific examples of problems caused by them, the committee felt that individual departments are in the best positions to determine the number of SRCs offered by their graduate programs. However, while making the decisions, the departments should keep in mind potential negative effects of SRCs and establish practices to avoid such effects. Therefore, the committee arrived at two sets of recommendations.

Recommendation to the Graduate Academic Council:

The committee recommends two modifications of the "**Shared-Resources Courses and Registration**" section of the Graduate Bulletin:

1. Addition of the statement

Offerings of shared-resources courses that are not 400/500-levels (e.g., 300/500) must be approved by the Graduate School and Undergraduate Education.

at the end of the first paragraph.

2. Removal of the last paragraph:

Any department that proposes "shared-resources courses" in excess of five (5) must submit such excess courses to the Graduate Academic Council for review and approval.

The remaining language in the "**Shared-Resources Courses and Registration**" section of the Bulletin should remain the same.

Additionally, the committee recommends putting notes in the schedule of classes to inform students that a specific course is a SRC. Academic departments are responsible for reviewing these notes for accuracy every semester when a SRC is offered.

Recommendation to individual graduate programs:

To avoid the negative effects of SRCs on the quality of graduate education, the committee recommends all departments to establish clear procedures for dealing with such courses. In particular, the committee recommends including the following practices in the decision making process:

- The SRC offerings for every semester should be reviewed by the undergraduate and graduate directors to ensure the balance appropriate for specific programs.
- The undergraduate and graduate directors should also review the syllabi to ensure that every iteration of a SRC clearly specifies the difference in the grading schemes for the graduate and undergraduate students.
- The instructors are strongly discouraged from comparing graduate and undergraduate students taking a class. For example, if a curve is used to calculate grades, two groups of students should be evaluated separately.
- To ensure the high quality of graduate education, the instructors should teach SRCs at the level appropriate for graduate students. The only difference between graduate and

- undergraduate options should be in assignments and grading schemes.
- The departments are discouraged from offering core graduate courses as SRCs.
 - While the number of SRC offering per semester does not affect certification of the university-wide graduate program, individual departments are encouraged to review the rules in their own fields to avoid potential problems with certification/accreditation.
 - To develop additional practices for SRCs, the departments are encouraged to work with ITLAL.

These recommendations are adopted by a committee vote 13-0-0.

CCI Report – March 2022

Committee members electronic review: Susan Appe, Haijun Chen, Kimberly Colvin (chair), Andrew Gill, Eliot Rich, Jeannette Sutton

Staff: Colleen Davis

Program Proposals Reviewed: Global Health Studies CGS Program

Global Health Studies CGS Program Proposal:

The School of Public Health is proposing edits to their Global Health Studies CGS program. The program currently consists of 5 specific courses, for a total of 15 graduate credits. The changes are as follows:

- Add another core course option of EPI605 Infectious Disease Epidemiology (3). Students will now need to take EPI630 Global Perspectives in Epidemiology (3) or EPI605.
- Change the 5th core course from EPI655 Global Health Economics (3) to a list of the following options:
 - o Hpm 655 Global Health Economics (3)
 - o Hpm 536 Global Maternal and Child Health (3)
 - o Hpm 575 Universal Health Care in Costa Rica (3)
 - o Ehs 545 Global Climate Change, Extreme Weather and Public Health (3)
 - o A graduate-level course with global health relevance, subject to approval by the program director.
- The other three core courses will remain as is (HPM645 Global Health, HPM656 Comparative Health Systems: A Global Perspective, EHS607 Global Environmental Health Policy)

The school is proposing these changes to provide students with greater flexibility and course choice. Based on the department's justification, the committee voted to approve the changes above (5 approved, 0 disapprove, 0 abstain).

To: Graduate Academic Council (GAC)

From: Kabel Stanwicks, Chair

GAC Committee on Admissions & Academic Standing (CA&AS)

Date: April 4, 2022

Re: Report and Recommendation

The GAC CA&AS met via Zoom on 3/16/22 in consideration of a student dismissal appeal.

In attendance at the meeting of 3/16/22 were: K. Stanwicks (Chair), R. Torn, J. Napoleon, E. Pacer, O. Lunin, A. Dawson, and S. Kent (staff).

Attached is the confidential report and recommendation from the Committee on GAC CAAS Case 2021-22-3.