

SENATE MEETING

May 7, 1984

ATTENDANCE

Sal Peradma	✓	Dynasty Zetill	✓
Michele Deary	✓	J. Kamaly	✓
Craig J. Pezar	✓	John Symak	✓
Mitchell Feig	✓	William Sanford	✓
H. Bakharin	✓	Narry Hamilton	✓
Jaclyn Bernstein	✓	Ted Surin	✓
Brynlyn Lynch	✓	W. F. Dammard	✓
Vivian O'Leary	✓	Bree Kouroupe	✓
Pat Rogers	✓	Jimmy Park Kim	✓
Lee Cole	✓	Frank D. Stein	✓
Thomas H. MacGregor	✓	Jan Wright	✓
John S. Levato	✓	J. Z. NIECK	✓
Dick Farnell	✓	Sybra Barnard	✓
Joseph Morhead	✓	Les Rothchild	✓
Robert Hendt	✓	Dorothy E. Christensen	✓
Matthew H. Elbow	✓	Laurie S. Medgett	✓
Neil C. Brown	✓	Paul Stewart	✓
Wendell G. Horan	✓	Anne Roberts	✓
Robert H. Brown	✓	Antoinette Edelman	✓
Richard Wilkinson	✓	Roxanne Joseph	✓
Kay Shaffer	✓	Cheryl Conberton	✓
Steven Walden	✓	Dee Taylor	✓
Lisa Keir	✓	John Hartigan	✓
Richard Halsey	✓	Nelson Armijo	✓
Francine Zed	✓	Donna Lee Gaha	✓
Jeff Berman	✓		
Bob Alotta	✓		
Elizabeth	✓		

SENATE MEETING

May 7, 1984

A T T E N D A N C E

G. Hastings	✓
G. Santoni	✓
John W. Delano	✓
Amy Miller	
William R. Ryan	✓
Guy D. Wolf	✓
Jeff E. Hoover	
Harold L. Cannon	✓
Robert K. Hoffman	✓
Mike Levine	✓
Quedace Borr	✓
Robert A. Chase	✓
Roger A. Duff	✓
Olin K. Polak	✓
Ross A. Below	
Tom Dandridge	✓
Blanca D. Gale	✓
Don Scarco	✓
Cathy De Luca	✓



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

UNIVERSITY SENATE MEETING
Monday, May 7, 1984
3:30 p.m. - CC Assembly Hall

A G E N D A

1. Approval of Minutes of March 19, 1984
2. President's Report
3. SUNY Senators' Report
4. Chair's Report
5. Council Reports
6. New Business:
 - 6.1 Bill No. 8384-13 - Proposed Revision of the Program Adjustment Process
- UAC
 - 6.2 Bill No. 8384-14 - Policies Governing Use of Alcohol - SAC
 - 6.3 Bill No. 8384-15 - Proposed Dual Master's Degree Program in Criminal
Justice (M.A.) & Social Welfare Management (M.S.W.) - GAC
 - 6.4 Bill No. 8384-16 - Proposed Certificate Program in Latin American &
Caribbean Studies - GAC
 - 6.5 Bill No. 8384-17 - Proposed Combined Major-Master's Program in English
(BA/MA) - UAC/GAC



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue
Albany, New York 12222

UNIVERSITY SENATE

MINUTES

May 7, 1984

Absent: R. Alba, A. Baaklini, T. Bayer, T. Benton, P. Blau, E. Block,
K. Chen, W. Closson, N. Cue, F. Dembowski, D. Edbril, R. Farley,
R. Farrell, S. Gawley, J. Gilliam, B. Gummer, H.P. Krosby,
R. Lapidus, R. LeMoiner, P. Leonard, R. Leverthal, A. Loesch,
J. Logan, S. Lubensky, U. Mache, P. Neuhedel, J. Pipkin, M. Salisch,
J. Schnapper, N. Shapiro, W. Simmons, T. Swan, A. Weiner

The meeting was called to order by the Chair, Ronald A. Bosco, at 3:35 p.m. in the Campus Center Assembly Hall.

1. Approval of Minutes

The minutes of March 19, 1984 were approved as submitted.

2. President's Report

President O'Leary reported on several items from the Spring Faculty meeting. The budget approved by the Legislature called for no tuition increase but a dormitory fee would be imposed. He spoke about other budget issues including the bus service, lines that were restored, and the work which the Budget Panel did. The Bus Task Force's final recommendation was that the University should continue to provide bus service between constituent parts and a fee would be imposed unless there was reallocation. Their recommendation was presented to RAC and in turn to the Budget Panel who's final recommendation was to opt for a bus fee since there were no lines available for reallocation. The President stated that he would be making a final decision on recommendation shortly.

The President reported that the proposed Telecommunications system was in the early stages of bidding. Installation is expected for February of 1985.

He expressed his sincere appreciation to the Senate Chair and the councils for their contributions to the Senate and the University community. He also commented that the appointment of Toni Morrison to the Albert Schweitzer Chair was a great achievement for the University, as was William Kennedy's recent accomplishments and both Kennedy and Morrison's collective strengthening of writing with the inauguration of the University's Writers Institute at Albany.

3. SUNY Senator's Report

Robert Gibson submitted a written report which was available at the door: The 77th Regular Meeting of the University Faculty Senate held at Canton Agricultural and Technical College on April 13 and 14, 1984.

Senator Gibson highlighted some of the items from the report. Senator Cannon had been elected to the Executive Committee. Senators who were willing to volunteer for Faculty Senate Committees, mentioned in the report, were requested to notify Senator Cannon by May 15.

Reporting that seven resolutions were approved at the meeting, R. Gibson noted the Early Retirement option bill would apply to SUNY professionals.

4. Council Reports

Chair Bosco drew attention to the reports from Kendall Birr, Chair of the Library Council, on the University Libraries Space Study and from Research Council Chair T. Dandridge on the Proposed Center for Research and Development for any possible questions.

In addition to the written reports contained in the packet, the following report was given:

EPC - F. Frank reported that the Council held its final meeting on May 2. The Council reviewed the proposed Academic Plan for 1985-86. EPC endorsed a report received from LRPC on Goal Statements. A report was accepted from RAC on the budget plan for the 1984-85 fiscal year.

5. New Business

A motion was made to approve that twelve minutes of discussion be allowed for the first item of business. It was seconded, voted on, and approved.

5.1 Bill No. 8384-13 - Revision of Program Adjustment Process - UAC Chair C. LaSusa stated that the policy was the result of the Senate Chair's charge in the early Fall that UAC review the current drop/add process and make recommendations for revision to the Senate. She explained the process that UAC went through before submitting the proposed revision to the Senate and noted the changes.

H. Hamilton reviewed the problems of the current process giving examples of particular situations. Speaking in favor of the bill he then referred to the handouts which he distributed containing data and statistics on enrollment, course-dropping, and course completion.

S. Barnard spoke against the proposed revision since she felt that it had not been worked up with the full cooperation of the students. She felt that the dropping of courses was necessary for many students.

A motion was made to extend debate for ten minutes. It was seconded, voted on, and there was a division of the house after which a hand count was taken and the motion did not carry. A motion was then made to refer the bill back to UAC by a student senator. It was seconded. Discussion followed. H. Cannon moved to close debate. The motion was seconded, voted on and there was a division of the house. A hand count was then taken and the motion was approved. The motion to refer the policy back to UAC was then voted on by hand count and was defeated. The Chair then requested that the Chair-elect take the podium so that he could address the issue. R. Bosco then spoke on the proposal. Considerable debate followed. In response to concern over the time allowed for debate in favor of and opposed to the bill, the Parliamentarian stated that the time had been extended to allow for further discussion. H. Cannon moved all matters pending before the body. W. Hammond seconded the motion. A vote was then taken on Bill 8384-13. The bill was approved by 37 to 13 to with 4 abstentions.

A motion was then made by a student senator and seconded to reconsider the bill. W. Hammond raised a point of order regarding how the student senator who made the motion had previously voted. R. Bosco stated that he had voted with the prevailing side. C. LaSusa then spoke regarding reconsidering the bill and expressed her feeling that more time should have been allowed for those opposed to the bill. V.P. Ramaley stated that the comments from H. Hamilton should have been regarded as information rather than part of the time allowed for discussion. The Parliamentarian agreed. There was further discussion and an expression of feeling that the bill should be reconsidered. A hand count was then taken to reconsider Bill 8384-13 and was approved. Debate and discussion ensued. Some of those who were against the bill then expressed their concerns. R. Bosco then recognized R. Schaffer who stated that he was speaking as a member of the Executive Committee and not as the President of the Student Association. He felt that there was the possibility of a better solution to the problems addressed by the policy and that there was not enough input from the students. He urged that the policy be referred back to the UAC. Bill 8384-13 was then voted on. A hand count was taken and the bill was approved by a vote of 35 to 13 with two abstentions.

- 5.3 Bill No. 8384-14 - Policies Governing Use of Alcohol - L. Kerr presented the bill on behalf of the Student Affairs Council. She noted that the intent of the bill was to discourage the abuse of alcohol and spoke in favor of the policy. There was brief discussion after which the bill was voted on and approved.
- 5.3 Bill No. 8384-15 - Proposed Dual Master's Degree Program in Criminal Justice (M.A.) & Social Welfare Management (M.S.W.) - GAC Chair I. Steen presented the proposed program. The bill was voted on and approved.

5.4 Bill No. 8384-16 - Proposed Certificate Program in Latin American & Caribbean Studies - I. Steen introduced the bill moved by GAC. Senator Elbow raised a question on the number of certificate programs presently in place on the campus to which I. Steen replied that there is currently only one such program. The bill was then voted on and approved by hand count with one abstention.

5.5 Bill No. 8384-17 - Proposed Combined Major-Master's Program in English (B.A./M.A.) - I. Steen moved approval of the bill on behalf of UAC and GAC. It was then voted on and carried.

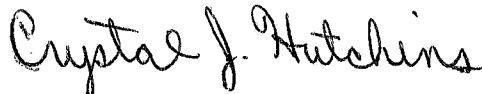
6. Chair's Report

Prof. Bosco expressed his gratitude to C. Hutchins for her dedication and professionalism as Secretary for the Senate. He then acknowledged those who contributed to governance, and in particular, P. Rogers, H. Cannon, K. Birr, and M. Deasy for their support, council, and professionalism in governance. He also expressed his gratitude to Vice Presidents Ramaley and Pogue for their cooperation and spirit of interest.

7. Adjournment

The meeting was adjourned at 5:05 p.m.

Respectfully submitted,



Crystal J. Hutchins
Recorder

* MEMORANDUM *

TO: University Senate
FROM: Robert H. Gibson *RHG*
DATE: May 1, 1984
SUBJECT: 77th Regular Meeting of the University Faculty Senate

The thirtieth anniversary meeting of the University Faculty Senate was held at Canton Agricultural and Technical College on April 13 & 14, 1984.

The first item of business was the Chancellor's Report. He spoke briefly on the budget, mentioning the 391 restored positions and that the process of allocating these positions was underway; funding of a study regarding dormitories becoming self-supporting; legislative language that would allow a move towards increased flexibility in purchasing; and concern for occupancy rates in dormitories on some campuses given increasing room rates. He also spoke about the Independent Commission, indicating it is in its second phase which includes campus visits, a series of interviews, and public hearings. It will meet to formulate a report which is expected in August or September.

Faculty Senate President Joseph Flynn submitted a written report and added comments regarding the Independent Commission, noting that faculty involvement in campus visits by members of the Commission has varied greatly. President Flynn also requested that faculty members on our campuses be reminded that volunteers are needed for Faculty Senate Committees and nomination forms are due May 15th.

Election were held for Senate Vice-President/Secretary and Executive Committee. Elected as Vice-President/Secretary was Karen Markoe from Maritime College. Elected to the Executive Committee were:

- for University Centers - Harold Cannon, Albany
- for Arts & Sciences - Don McWherter, Brockport
- for Ag & Techs - Bob McGuire, Cobleskill
- for Health Sciences - Mary Dickinson, Stony Brook
- for Specialized - Harrie Stevens, Alfred

Action items approved included:

1. A resolution from the Committee on Student Life regarding effective student support services on each campus,.
2. Request for increase in tuition waiver program.
3. A resolution reaffirming commitment to affirmative action.
4. A resolution to reestablish Chancellor's Excellence Awards, although such awards would not necessarily include money for the recipients.
5. A resolution urging SUNY faculty to actively support passage of the Early Retirement Bill which would apply to SUNY professionals.
6. A resolution urging Executive Vice Chancellor O'Dowd to move expeditiously in the solicitation of tentative commitments from interested campus to enter into discounted arrangements with prominent personal computer companies.
7. A resolution urging the Chancellor to use his offices to simplify and expedite the process for approval of contracts for computer software.

REPORTS TO SENATE

May 7, 1984

FROM: Cathy LaSusa, Chair
Undergraduate Academic Council

FOR INFORMATION (Reported at 4/9/84 Executive Committee Meeting):

1. The Undergraduate Academic Council has met twice since the last Senate meeting (3/22 and 4/3).
2. The Council approved an addition to the wording in the Undergraduate Bulletin (p. 24, 1983-84 ed.) pertaining to the S/U Grading Policy.

For graduation, the student is limited to a maximum of 15 credits of S by selection in courses below the 500 level. Of these 15 credits, a maximum of six credits may be selected by the student either a) in the major or minor(s) or combination or b) in the major or second major or combination, except where, in specific courses (approved by the Curriculum Committee of the Undergraduate Academic Council), departments, schools, or programs require A-E grading for majors. In courses normally graded A-E; students may select S/U grading in only one course at or above the 300 level applicable toward their major, second major or minor requirements. These 15 credits of S may be in addition to all S grades receive in department or school designated S/U graded sections or courses.

The Curriculum Committee has in the past received requests from departments and schools to require A-E grading. As previously reported, the request was forwarded to the Council; it subsequently failed not necessarily due to the merits of the proposal but due to the absence of a comprehensive investigation of S/U grading (especially in reference to limitations) by the Committee on Academic Standing CAS was charged accordingly, reviewed many options and formulated the addition.

3. The UAC passed a provision to consider General Education Courses as Liberal Arts and Sciences. It reads as follows:

Undergraduate courses that have been approved for inclusion in one of the six categories of the General Education Program shall automatically be considered as liberal arts and sciences courses for the purposes of meeting degree requirements.

4. A Policy for Transfer Credit from Noncollegiate Organizations passed UAC as follows:

SUNY at Albany will accept transfer credit for courses offered by noncollegiate organizations if:

- 1) *they are listed in the State Education Department's (SED) publication entitled "A Guide to Educational Programs in Noncollegiate Organizations;" and*
- 2) *they meet all present standards for transferability, are comparable to a SUNY at Albany offering, and are collegiate in nature; and*
- 3) *they are approved by the appropriate SUNY at Albany department.*

The Admissions Committee with consultation of the Admissions Office developed the policy to handle the requests received by the office.

FOR INFORMATION (Reported at 5/1/84 Executive Committee Meeting):

1. The Undergraduate Academic Council held its final meeting of the 1983-84 year on April 30, 1984.
2. The Interdisciplinary Studies Committee of the UAC reported to the Council the matter of on-campus internships for handicapped students. The description of "Internships" (1983-1984 Undergraduate Bulletin, p. 18), includes that ". . . an internship involves off-campus participation in the work of an agency, institution, or corporate body other than the University."

The Committee received a proposal to allow on-campus internships for handicapped students. By doing so, the Committee approved in principle that on-campus internship proposals will be considered by the Committee when matters of accessibility due to handicapping conditions of the applicant are a major concern.

3. Revisions of the majors in Mathematics (B.S.) and Mathematics (B.A.) were passed.* The revision relating to the B.S. reverts from the concept of a concentration within a combined major-minor program back to that of a major-structured minor program and lists the computer science courses applicable toward the major which are acceptable to the department.

In reference to the B.A., the proposal eliminated the requirement of taking 18 credits of liberal arts and sciences in addition to the specified mathematics courses. The current B.A. requirements were devised before the University distribution requirements were adopted. Under General Education, the mathematics (B.A.) student is guaranteed of taking a liberal arts content appropriate to the degree. It was also felt that the proposal helped make it possible for a student to undertake a structured minor.

*NOTE: An academic unit may offer both undergraduate degrees if the program requirements for the degrees are distinctly different in order to clearly distinguish between the preparation required leading to the two separate degrees. (Undergraduate Academic Policy Manual, 1983-1984)

4. It was approved by the UAC that the requirement of "Bio 103N" for the degree requirements for the major in Social Welfare be amended to "Bio 110N or Ant 210N." The Department of Biological Sciences is not offering the nonmajor introductory general biology courses, Bio 102N and 103N, in the future.
5. A minor revision of the major in Psychology was approved.

6. The UAC approved five statements reflecting current university practice regarding the issuance of transfer credit. These procedural policy statements were passed in addition to the 1984-1985 UAC being charged with reviewing current methods by which transfer credit is awarded and developing a systematic procedure by which transfer course equivalents will be determined by academic units.
7. The UAC accepted the report of the Joint Committee on Program Review on Post-Review Monitoring of Programs in Geography and approved that committee's request for a full review of the Master's in Regional Planning program no later than the Fall 1985.
8. The Committee on Academic Standing is currently gathering data on the number of students affected by the Final Exam Policy.
9. The UAC passed a Combined B.A./M.A. Degree Program in Criminal Justice. It will be forwarded to the Executive Committee upon passage by the GAC.

FOR ACTION:

1. Bill 8384-13 - Proposed Revision of the Program Adjustment Process (attached in the packet.)
2. Bill 8384-17 - Proposed Combined Major-Master's Program in English (BA/MA) (attached in the packet.)

FROM: Ivan Steen, Chair
Graduate Academic Council

FOR INFORMATION:

The attached Newly Adopted Policy Concerning Graduate Student Registration in shared resource courses. (See page 5 attached)

FOR ACTION:

1. Bill No. 8384-15 - Proposed Dual Master's Degree Program in Criminal Justice (MA) & Social Welfare Management (MSW) (attached in the packet.)
 2. Bill No. 8384-16 - Proposed Certificate Program in Latin American and Caribbean Studies (attached in the packet.)
 3. Bill No. 8384-17 - Proposed Combined Major-Master's Program in English (BA/MA) (attached in the packet.)
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Reports to Senate
May 7, 1984
Page 4

FROM: Thomas Dandridge, Chair
Research Council

FOR INFORMATION:

The Proposed SUNYA Center for Research and Development (attached in packet).

FROM: Lisa Kerr, Chair
Student Affairs Council

FOR INFORMATION:

1. S.A.C. met during March to discuss the proposed alcohol policy, there were several points and questions raised by the council members that Vice President Pogue and the committee worked on.
2. The council met again on April 6 to hear three appeals from a decision made by the Student Conduct Committee. The appeals all deal with one case. The decision of the council is forthcoming.

FOR ACTION:

Bill No. 8384-14 - Policies Governing Use of Alcohol (attached in packet.)

FROM: Kendall Birr, Chair
Library Council

FOR INFORMATION:

1. The Council has approved a \$3.00 handling fee for all films rented from the University Film Service.
 2. The Council has regularly been informed of the purchase and installation of a new computerized circulation system.
 3. The Council confirmed an existing policy which permits smoking in designated smoking areas.
 4. The Council reviewed existing circulation policies including fines for overdue books and found no reason to change them.
 5. The Council has received and is considering a Library staff study analyzing Library space needs for the next decade. The Council hopes at its final scheduled meeting on May 4 to approve the study and forward it for appropriate consideration.
-

State University of New York at Albany
1400 Washington Ave.
Albany, NY 12222

To : President Vincent O'Leary
Acting Vice President John Shumaker

From : The Library Council
Kendall Birr, Chair

Kendall Birr

Date : May 4, 1984

Subject: University Libraries Space Study

The University Libraries between 1981 and 1983 undertook systematic study of their space situation. This year the Library Council encouraged the Libraries to complete that study and project their needs through 1993. That study has been reviewed by and modified at the suggestion of the Council and is forwarded to you now with the support of the Council for appropriate action.

The Report clearly shows that the University Libraries now face a space problem of crisis proportions.

Part I of the Report surveys the space situation in 1984. Among other things it clearly shows that

--parts of the circulating collection are at capacity and most are close enough to capacity to make them increasingly difficult to use;

--periodicals are at 100% of capacity;

--reference and government periodicals are at 90% of capacity;

--microfilm is at 90% of capacity;

--special collections and archives are at 100% of capacity; there is currently no ability to add new special or archival collections;

--the Graduate Library of Public Policy is at 93-100% of capacity in various categories;

--the University Libraries currently provide less than 50% of the number of user seats regarded as the norm for large public universities.

Part II outlines assumptions about growth in the decade 1983-1993 while Part III discusses space needs for that decade. Normal growth using these assumptions and providing more adequate user space will require an addition of about 50% more space by 1993, about 107,500 square feet. The Council cannot overemphasize the seriousness of this problem. The space crisis is already having negative effects on the quality of educational programs at this University and if unresolved will have greater negative effects in the future.

Part IV of the Report offers a series of possible solutions, both short-term and long-term. The Council wishes to emphasize that some of the proposed short-term solutions may be useful but will be no more than holding operations. The problem is of such dimensions that the University must immediately begin a serious long-term effort for its resolution.

The Council also believes that Albany has compelling arguments for additional state support in this area. The size of the Library and its space needs are a function not of the size of the University but of its mission. Albany has been designated a University Center; it needs library collections and the space to house them concomitant with its mission and function. The original library building was designed for a collection of a million volumes; we have already passed that mark.

The Council wishes to thank all members of the University Library staff who participated in the space study. We cannot commit future Councils, but we are confident that they will offer their full cooperation to the administration of the University in efforts to solve this most critical need.

Cc: Council members
Senate Chair

TO: Deans and Department Chairs

FROM: Richard J. Farrell, Jr.
Assistant Dean of Graduate Studies
Director of Graduate Admissions and Policy

DATE: April 24, 1984

SUBJECT: Newly Adopted Policy Concerning Graduate Student
Registration in Shared Resource Courses

At the last meeting of the Graduate Academic Council, the following policy concerning graduate student registration in shared resource courses was approved.

POLICY: "No graduate student may enroll in the graduate section of a shared resource course if s/he has already completed the undergraduate section of the same course."

RATIONALE: A shared resource course is one in which a dual catalog number is assigned (Ex. E Tch 402 and E Tch 502); and both undergraduate and graduate students sit in the same classroom at the same time. To receive graduate credit, graduate students typically complete more extensive requirements than the undergrads, and are graded under more demanding criteria. However, since the amount of classroom instruction/meeting time is identical, a student should not be allowed to register for both sections during different semesters. One major purpose of the shared resource courses was to allow departments to save their teaching resources if material to be covered was appropriate for advanced undergraduate or beginning graduate instruction. In order to earn graduate or undergraduate credit, a specific number of contact hours are required by the State Education Department. The concept of earning six credits (three undergraduate and three graduate) by sitting through the same instruction twice and doing an extra assignment is opposed to the obvious intent of the contact hour specifications.

Although this policy is effective immediately, it will be some time before it is reflected in the University's "Graduate Bulletin". Therefore, the Council has recommended that this policy statement be forwarded directly to you so that this information may be incorporated with the advisement process. Should you have questions or concerns stemming from the implementation of this policy, please feel free to contact me.

RJF/mp

cc: M. Deasy
C. Hutchins ✓
R. McFarland
P. Salmund
S. Schwartz

SUNYA CENTER FOR RESEARCH AND DEVELOPMENT: Proposal Summary

In order to broaden its base of extramural support for research, the University plans to establish a Center for Research and Development. The Center for Research and Development will be closely allied to the University's Office for Research and will use the SUNY Research Foundation for fiscal operations (see flowchart). The Center will seek corporate sponsorships for basic research, encourage and assist the involvement of SUNYA faculty and graduate students in research and development projects, act as a central place repository of information and opportunities in research and development, and stimulate and encourage SUNYA researchers to explore possibilities for realizing the commercial value of their research.

The Center for Research and Development will seek its support from the private sector. In addition to corporate sponsorship, the Center will receive operating and development resources from a group of private sector investors. The private sector investment fund shall be an autonomous, self-managed fiscal resource for the Center for Research and Development.

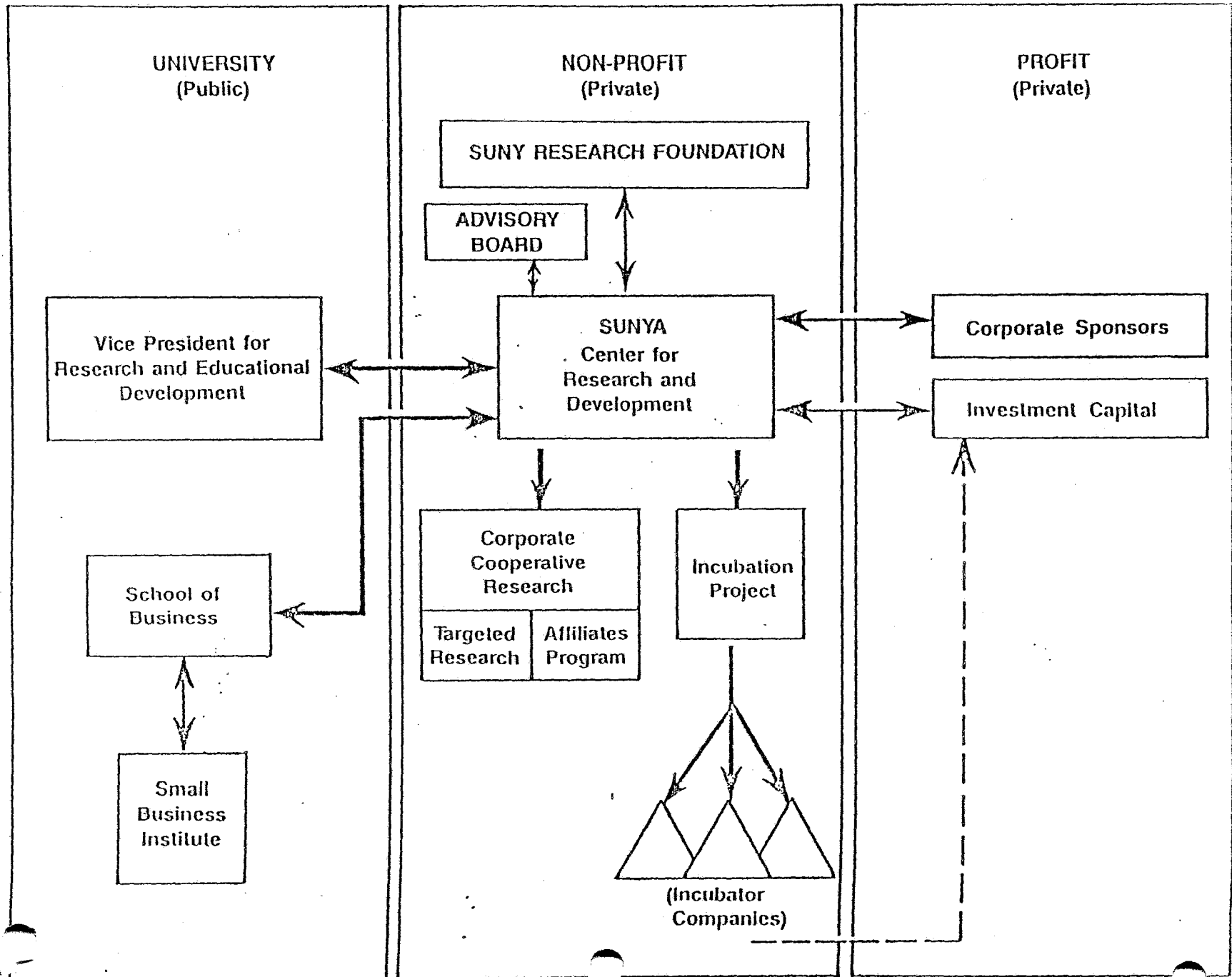
There are several reasons why SUNYA should seek to strengthen its ties with industry, but three factors make this initiative especially appropriate. First, recent reductions in funding for basic research by federal agencies and private foundations suggest that the University should seek research support from private industry. Second, America's research universities are playing an increasingly important role in local and regional attempts to promote economic development through partnerships between educational institutions, business, and government. Third, the expansion of linkages with the private sector will make the corporate sector more familiar with SUNYA's strengthened potential as a research institution.

The Center for Research and Development will yield substantial benefits to the entire University community. First, direct fiscal benefits will accrue through an increase in indirect costs revenue returned to our campus. Second, the Center's operating budget includes a direct cash contribution to the general University research effort. Third, successful Center activities will increase the attractiveness of the University to Corporate Cooperative Research sponsors. Finally, the University will share in the profits of successful incubator companies through equity acquisition.

The staff of the Center for Research and Development will be responsible for developing an information network that can unite SUNYA researchers and entrepreneurs with corporate sponsors for cooperative research projects, and for providing information and assistance to faculty members entering into business through the Incubator Project. The Director of the Center will draw upon the expertise of University faculty and others, in a consultative arrangement, when evaluating potential Incubator Projects. An advisory body will evaluate the impact of all proposed entrepreneurial ventures on the spirit and mission of the University and assure that the University continues to benefit from Center activities. Board membership will include the Executive VP from the Research Foundation, the President and the VP for Research from the University, four corporate executives from regionally represented companies, and the Director of the Center for Research and Development.

Funds from the capital investment group will be used to support the administrative and research and development expenses of the Center for Research and Development, and will be used as venture capital to promote market expansion of nascent companies after product development. The primary incentives for investment will be: 1) the return on investment from successful incubator companies; and 2) the right of first refusal on secondary and tertiary financing needs for those companies that have developed through the Center for Research and Development, and the concomitant acquisition of debt equity in them. The faculty and/or graduate student entrepreneur will not be required to enter into an expansion financing agreement with Research Ventures, Inc.; rather, if the entrepreneur wishes to expand, then (by virtue of having accepted development support from the Center) they agree to negotiate first with the investment fund group for financing.

Full documentation detailing the activities, financing, administration, and University control of the Center for Research and Development is available from the Office for Research.



UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

REVISION OF PROGRAM ADJUSTMENT PROCESS

Submitted by: Undergraduate Academic Council
May 7, 1984

IT IS HEREBY PROPOSED:

- I. That the attached policy on Revision of Program Adjustment Process be approved and become effective immediately upon approval by the New York State Education Department.
- II. That this bill be referred to the President for his approval.

Attachment

UNDERGRADUATE ACADEMIC COUNCIL

REVISION OF PROGRAM ADJUSTMENT PROCESS

Submitted by: Committee on Academic Standing

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE APPROVED BY THE UNDERGRADUATE ACADEMIC COUNCIL:

ADDING A COURSE

A semester course may be added to the student's program with the consent of the student's adviser up to that day specified for the session in the academic calendar.

For Fall and Spring semesters, the period to add a course officially with the Office of the University Registrar begins with the second class day and extends through the tenth class day of the semester. However, to add a course from the seventh class day through the tenth class day of the semester requires both the approval of the adviser and the approval of the instructor or the appropriate designee of the department, school or program offering the course. (A "class day" is here defined to be any day from Monday through Friday in which classes are in session and the Registrar's Office is open.)

NOTE: This policy intentionally gives the individual instructor or the department, school or program offering the course authority to refuse to admit additional students to the given section as of the seventh class day even if class space remains in that section.

A student wishing to add a course after the tenth class day of the semester may do so only by presenting a memorandum on departmental letterhead from the instructor permitting enrollment. This note must confirm that the student has been in attendance from a date prior to the end of the add period. This note is in addition to the required approval of the student's adviser on the drop/add card. Students thus permitted to add a course after the deadline will be assessed a program adjustment fee for each visit to the Registrar's Office.

The above policies apply to quarter courses and Summer Session coursework on a prorated basis, determined by the length of the course in question.

DROPPING A COURSE

Students may drop a course and have that course deleted from their Academic Record by filing the appropriate form signed by the instructor with the Registrar any time within the period for adding courses as specified for the session in the Academic Calendar. For Fall and Spring semesters, the period to drop a course and have it deleted begins with the second day of classes and extends through the tenth class day of the semester. (A "class day" is here defined to be any day from Monday through Friday in which classes are in session and the Registrar's Office is open.)

Students may later drop a course and receive a "W" by filing the appropriate form signed by the instructor with the Registrar any time after the last day to add a course through the last day to drop a course. The instructor's signature acknowledges the fact that the student is dropping the course. After that day, the appropriate academic grade shall be assigned by the instructor.

For the sake of other students interested in adding a course, it is assumed students will be responsible for dropping a course in timely fashion. Therefore, a student who formally drops a course after the tenth class day will receive an indicator of "W" even if the student never attended the course. If a faculty member indicates at the end of the semester (or thereafter) that the student never attended the course, or stopped attending before the add deadline, an indicator of "Z" will be assigned for the course.

The above policies apply to quarter courses and Summer Session coursework on a prorated basis, determined by the length of the course in question.

Exceptions to this policy may be granted by the Committee on Academic Standing of the Undergraduate Academic Council.

DEFINITIONS OF GRADES

The following definitions of "W" and "Z" grades would appear at the end of the list of definitions in the "Grading" section of the Undergraduate Bulletin:

"W" assigned by the appropriate administrative officer indicating a student dropped a course or withdrew from the University. For information and completeness, the mark "W" is placed on the permanent record by the Registrar's Office. This mark shall not be used in any computation of quality point or cumulative average totals at the end of the semester.

"Z" assigned by the appropriate administrative officer indicating a student enrolled in a course, failed to attend beyond the last day to add, and took no action to drop the course. For information and completeness, the mark "Z" is placed on the permanent record by the Registrar's Office. This mark shall not be used in any computation of quality point or cumulative average totals at the end of the semester.

IMPLEMENTATION

It is recommended that these policies take effect for all undergraduate students with the Fall 1985 semester.

RATIONALE

1. Waste, Closed Courses

Under current legislation, there is no motive save altruism for a student to drop a course by the add deadline, except for those students wishing to change from full-time to part-time status for the semester. In anticipation of closed course problems, continuing students early-register for more courses than they expect to keep. This fulfillment of prophecy results in students who early-register somewhat later being closed out of courses, in many cases resulting in their early-registration for second and third-choice courses they expect or hope to be able to replace in the program adjustment process.

Once the program adjustment period begins, there is no limit whatever, and no feasible immediate check, on the number of courses a student may add (in addition to the 19 credits plus physical education the student may acquire through early-registration or registration.) During this period, the priority for students is the attempt to add closed courses. Many faculty, not surprisingly under these conditions, prefer not to sign students into a closed section until it becomes visibly obvious that sufficient other students have dropped the course or at least have not been attending the course.

This, in turn, results in students' learning late in the program adjustment period that they can add the desired section(s) or that they cannot, in which case they may attempt to add whatever else still happens to be open. The add deadline predates that for drops. Students frequently do not believe that by the add deadline they will be able to secure the faculty signatures necessary to drop their courses.

This system is incredibly wasteful. In addition to the thousands upon thousands of avoidable program adjustments absorbing the time and energies of the Registrar's staff and of advisers, it wastes instructional resources. Artificial shortages of class space are created and maintained until it is past the deadline for students to add a course. On all levels this system works against the best efforts of the University to match student demands with the offerings of the faculty. Albany comes to be perceived by students as a place characterized by hopeless closed course problems and by some faculty as a place populated by fickle, indecisive and less than fully responsible and considerate students.

1. Abuses, Inequities, and Ethical Considerations

The current system also encourages a different form of abuse and penalizes students unable or unwilling to "take advantage" of the system: students may begin the semester with far more courses than they are likely to keep, continue in those courses (whether attending or not) until one week after the middle of the semester, and then retain the best three or four or five of the lot.

Obviously, this practice is even more wasteful of instructional resources, requiring faculty to grade papers, answer questions outside of class, correct exams, etc., at time for significant percentages of students who will not finish the course. It also adds to the drain on terminals, laboratory/studio equipment and space, reserve materials, paper expenses, etc.

The basic remedy proposed--the "W" grade-- is not a penalty grade. There is no evidence of graduate or professional school or an employer will draw a negative inference from the occasional "W" (any more than a negative inference is now drawn from the occasional appearance of a 12-credit or 9-credit semester on the current SUNYA transcript.) Numerous "W" grades perhaps would raise questions, but so now does a string of apparently "part-time" semesters for a student making no reference to part-time status. Nevertheless, it appears to be the case that most students would prefer not to have "W" grades on their transcript, certainly not several "W" grades in the same semester.

Albany is not a campus which buries failing grades or deletes a weak grade when the course is repeated later. Other than the purely ethical reasons for not adopting such practices, the University is obligated to protect the credibility of its records so that outside parties can continue to have confidence that good student records are indicative of good students. To do otherwise would be patently unfair to good students, and they appear to comprise the majority of our population.

Similarly, it is only fair that a student who finishes five out of five courses should be recognized for doing so. The student with a job and/or family, for example, who can only register for nine credits and completes all nine successfully should be recognized also and not be indistinguishable from the full-time student who kept the best nine credits out of eighteen.

The above abuses and inequities are concerned with total credits. A more specific and perhaps more serious case of abuse and inequity of the current system is its encouragement of a student to enroll in a different course, complete over half the work in that course, drop it, and then retake the course the following semester or year, all with no record of this added advantage. This is particularly unfair to the students in that later section who enter the course without this unfair edge, not to mention the students who were closed out of the course because of other students' repeating it. It is also unfair to the student who gamely tries to finish the course and is not fully successful in doing so; some students have no option but to do this because their financial aid requires it.

Although concerns relating to eliminating waste and alleviating closed courses are perhaps sufficient rationale for the proposed changes, the ethical considerations should not be considered of lesser importance. There is a strong sense of achieving an ethical and fair system at this university. This is exemplified by the university actively addressing the issues of cheating and plagiarism, and by the fact that a "Values" requirement has been established for its undergraduates. As such, this university might fairly be expected to set a good example in honestly and completely reporting student records, to change systems which clearly penalize students who prefer not to engage in behavior of a wasteful and questionably ethical nature, or who are financially unable to do so.

3. "Extension" of Add Deadline

Since it can be demonstrated that some sections, because of scheduling patterns or faculty choice, either will not meet or at least will not have a full class meeting within the current add period, it seemed fair and reasonable to allow drops without "W" grades being assigned for a period extended to the tenth class day. (The definition "class day" is the current definition and merely restated in the proposals.)

However, having a drop without "W" (i.e., delete) deadline later than a date in which any semester course might be added would address the problems identified in section 2. above but not those in section 1.

In addition, there appears to be an increasing "squatter's rights" expectation that a student, if he or she remains seated (or standing) in a course long enough, will eventually be allowed to add the course. Although some instructors anticipate substantial drops and have no problem with such a practice, and others do not mind late adds to less than fully enrolled sections, many other faculty have complained about this tendency. Certainly students legitimately enrolled in and paying for a course should not be subjected to the disruptions and delays occasioned by an S.R.O. crowd in the lecture center or classroom. It is said one innovative faculty member at the start of the Fall 1983 semester rid his classroom of "squatters" by citing the fire regulations!

Therefore, for those faculty who wish to begin teaching full steam the first day of class, who do not wish to deal with "squatters", and who resent the implication they are obligated to help late or last minute adds recover the week of lost work, the proposal explicitly gives the instructor or appropriate designee of the academic unit involved full authority to prohibit any adds after the current add deadline. The proposal is also explicit that this prohibition is valid even if class space remains or if apparent room space remains (e.g., a desired class of 25 students in a room that happens to accommodate 40 students). Moreover, the impact of the entire set of proposals will, it is hoped, significantly reduce the number of artificial enrollments, the number of postponed drops, and the number of last minute, desperate adds.

At the same time that the proposals address and protect the concerns of one group of faculty, they afford redress to those faculty who believe the add deadline should be extended, whose class meets only once or twice or not at all within the current period, who have serious continuing closed course problems and feel closed section cards cannot be issued until the close of the current add period, who are perfectly amenable to having additional enrollments, etc. Without any consideration of the respective rigor of the courses, it remains true that some subjects are more appropriate for late adds than others. In terms of University-wide efficient use of resources and reporting of enrollments, it also remains true that many valid, useful, interesting, attractive courses and sections currently remain underenrolled because of the short time now allowed students for adding courses.

The current policy for adding a course after the deadline has been proposed as official policy and would apply to students wishing to add a course after the tenth class day. State regulations require an "add deadline" be established. However, the current system which results in large numbers of such adds during the second week of classes, large numbers of faculty notes on departmental letterhead and large numbers of assessed fees, helps no one. (The money collected goes to state coffers and does not provide financial benefit to the University.)

4. "Delete" vs. "W" vs. "Z"

It is anticipated that under the system here proposed significantly fewer sections will be closed at the beginning of a semester, fewer students will be registered for courses they have no intention of keeping, and students will learn in more timely fashion whether or not they are able to be added to a section that is closed. Therefore, for most students, any adds should be resolved one way or the other by the end of the first week of classes. Although it is hoped that, for the sake of other students, a student will have secured the instructor's signature on a

program adjustment card for a course to be dropped within this week, the student in fact has until the end of the tenth day of classes to secure that signature and submit the card to the Registrar's Office to have the course deleted from the student's record.

In other words, after the tenth day of classes it will be the norm and expectation that whatever credits remain the student anticipated completing. The current drop deadline, one week after the middle of the semester, has been retained for those students who need to drop a course or two based on their work in the course, overall workload, or other circumstances. In such cases a grade of 'W' will appear for the course on the student's transcript.

The current practice of deleting a course the student "never attended" has not been retained. It is the student's responsibility to remember the courses for which he or she early-registered, and until a drop is processed for the course the student is taking up a space in the course which another student may wish. Since in some sections attendance is not taken or even readily feasible, the verification of non-attendance is often not possible. Therefore, all students dropping a course after the tenth day of classes and on or before the drop deadline will receive a 'W' grade.

So that the undergraduate grading and reporting system will be more in accord with that of the graduate level, an undergraduate indicator of 'Z' has been proposed for cases in which the faculty member indicates at the end of a semester or later that a student either never attended or stopped attending at some time prior to the add deadline.

In the case of both 'W' and 'Z' grades, the definitions chosen clearly indicate the mark serves a purely bookkeeping purpose and has no impact on or implications concerning the student's grade point average. Unlike the 'W', which is in no way a penalty grade, the 'Z' perhaps is suggestive of a certain lack of responsibility on the part of the student (though certainly not reflective of the student's academic abilities.) (See also section 5. below.)

5. Errors, Changes Within Sequences, Appeals

The University Registrar has indicated that within the proposed system his office will continue to correct and accommodate without penalty the sort of clerical errors attendant upon any registration system. A student discovering late that he or she is officially registered for one course or section but has been attending another simply because of an error in copying a call number, for example, will have the record corrected without a 'W' appearing for the first course.

When, for a variety of legitimate educational reasons, an academic unit wishes to change a student from one section to another or from one course in a sequence to a higher or lower level course, these, too, will be accommodated without listing a 'W' for the original course. (Mechanically, a 'W' could not be listed for a section change, anyway.)

The appropriate subcommittee of the Committee on Academic Standing of the Undergraduate Academic Council will continue to be empowered to consider and grant appeals concerning the proposed regulations. It is anticipated the number of such appeals will be dramatically reduced given the probable impacts of the new system.

In the 1982-83 academic year, the subcommittee received 394 requests for late drops and approved 293 of them and received and approved 123 "never attended" petitions. Dr. Schwartz, Associate Dean of Undergraduate Studies has indicated that one reason for the apparently high percentages of approvals were documented exceptional circumstances which "caused them to be unable to take appropriate action in a timely fashion." The Committee on Academic Standing believes the set of problems represents a holistic pattern and that a holistic solution will tend to mitigate both the problems and their causes.

Therefore, it is felt the subcommittee should continue to consider requests for late drops (i.e., after the "W" deadline) and, when circumstances warrant, grant the petition. In such cases, a grade of "W" would appear on the record. As explained previously, the number of students going past the deadline with unreasonable overloads is likely to be small.

Although the Committee on Academic Standing hopes very few requests to change a "W" to a "delete" will be approved, each member of the committee could imagine circumstances where this would be the reasonable, humane and appropriate action for the subcommittee to take.

As for "Z" grades, it is thought these will be very few in number given the increased importance of a student's remembering the courses for which he or she (early-) registered, given the extended add deadline, in which a course may also be deleted, and given the continuation of the Registrar's enrollment verification notices to students, which are sent to students well before the drop deadline.

Under current procedures, the Registrar, on receipt of a note on the final grading list that a student never attended, deletes the course from the record. The committee considered allowing the Registrar to enter a "W" for these cases, though this seemed clearly unfair to students who dropped the course prior to or on the drop deadline. Therefore, the grade of "Z" was revived and redefined to serve this special purpose.

A somewhat subtle inequity occurs now and would continue under the proposed changes were the grade of "Z" not adopted. Namely, if a student realizes after the drop deadline that he or she is registered for a course but has never attended it and if the student provides evidence of this to the CAS subcommittee, the course is now deleted (and under the new proposals would be assigned a grade of "W") once the student has paid the program adjustment fee and processed the work with the Registrar's Office. In contrast, a student who does nothing and for whom the instructor writes "never attended" on the final grade sheet, has the course deleted (and might have had a "W" listed under the proposed system) without paying the program adjustment fee. This appears to be unfair, unreasonable and illogical.

Therefore, under the proposed system, such a student would be assigned the grade of "Z" and would not be charged the fee. The Committee on Academic Standing feels, and if the proposals are adopted will so instruct the subcommittee, that any student who received the grade of "Z" should be able to petition the subcommittee to have that grade changed to a "W". If the student chooses to do this rather than let the grade of "Z" stand, then the grade change will be processed once the student has paid the program adjustment fee.

Conceivably, most or all of the "Z" grades that are ever assigned will be changed to "W" grades. Even if this is the case, the existence of a "Z" grade, with admittedly somewhat pejorative connotations, may be important to further signify to external evaluators of student transcripts that the "W" is, in no way, shape or form, a "penalty" grade.

6. "S/U" Option

Dr. Schwartz also reported that the subcommittee received 144 petitions to change from A-E to S/U grading or the reverse after the deadline during the 1982-83 academic year. The subcommittee approved 76 of these. Although the percentage of approvals seemed somewhat high to the Committee on Academic Standing, it was noted that most petitions occurred within a week after the deadline.

Based on this evidence and the desire to further minimize unnecessary processing of paper and bureaucratic hassles, the committee did not propose a change in the definition of the grading option deadline, which is and would remain "two weeks after the last day to add courses." Since the add deadline has been extended to the tenth class day in the proposal, adoption of the proposal automatically adds those extra days to the grading option deadline.

Further, since an instructor can authorize an add to his or her section on the tenth class day, extension of the grading option deadline would be particularly appropriate for a course added at that time, anyway.

7. "For the sake of..." (Dropping a Course, paragraph 3)

The committee thought it fully appropriate for the Undergraduate Bulletin to contain explanations of why a regulation or process exists and encouragements of civility and consideration of others. There seems no valid reason why a bulletin need only state a rule, expect it to be followed blindly, and not strive to treat the reader as a rational, responsible adult.

8. Implementation

The University Registrar foresees no problem with implementing all portions of these proposals for the Fall 1985 semester.

If the proposals are finally approved not later than the start of the Spring 1985 semester, this affords ample time to notify continuing students of the changes through the "Fall 1985 Schedule of Classes" (among other media) and new students through the 1985-86 Undergraduate Bulletin.

The Committee on Academic Standing nonetheless appreciates that, even with this notification, some students in the Fall 1985 semester may be able to make cogent and pardonable pleas of ignorance of the regulations; the subcommittee should take this into consideration in its review of appeals and petitions received for that semester.

9. Limits on Enrollment

The committee also considered recommending a change in the number of credits for which a student could early-register and/or attempting to enforce a maximum enrollment limit. Part of the concern here were the disturbing figures from the Registrar concerning the number of students with semester loads of well over 24 credits, at times reaching into the 40's.

Most of these appear to be artificial totals, reflecting an addition of credits without simultaneous drops. Nonetheless, this campus has serious closed course problems and can ill afford great numbers of students holding on to the equivalent of two full semester loads or more until some time after it is too late for other students to add courses.

During early-registration and at registration day, the limit of 19 credits plus physical education perhaps should be lowered to limit of 16 or 17 credits. On the other hand, it was felt that some students have legitimate reasons both for registering for 18-19 credits and for expecting they will satisfactorily complete that entire load of coursework. If the changes here proposed are adopted and prove not to address completely this "overload" problem, then such a lowering of the maximum may be considered in the future.

As for limiting total enrollment during the program adjustment period, since advisers approve adds and not drops (and have no idea whether the student will decide or succeed in doing either), since faculty sign for drops (often not within the program adjustment period under current regulations), and since huge numbers of cards are processed, often in dribs and drabs through several visits by the individual students, in the Assembly Hall, such a limit appears to be unenforceable at this time. Since the changes here proposed are designed to alleviate many of the problems during the program adjustment period, no limit on total enrollment is recommended in this document. (Any of several possible "on-line" registration systems which may be adopted at a future date would allow of enforcement, and the subject may be reconsidered then.)

10. Feedback to Students

This set of proposals was approved unanimously by the Committee on Academic Standing. It is the strong opinion of the committee members that the chief beneficiaries of these proposals will be the students because of the impact on course availability. Although the university probably cannot require faculty to fully define and explain the nature and requirements of a course as soon as possible, this is more likely to occur by the tenth class day than by the current add deadline, certainly by the grading option deadline, which will be extended automatically upon passage of this legislation.

Although the university also probably cannot require each instructor to provide significant, graded feedback to each student in the class prior to the drop ("W") deadline, instructors should continue to be encouraged to do so. It was not judged that this was a sufficiently serious or frequent problem to extend the "W" deadline, but it also was not judged fair or appropriate to move the deadline to a point where students would have little or no feedback on their progress--their likely grade--in a course.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

POLICIES GOVERNING USE OF ALCOHOL

SUBMITTED BY: Student Affairs
May 7, 1984

IT IS HEREBY PROPOSED:

- I. That the attached Proposed Policies Governing Use of Alcohol be approved by the University Senate.
- II. That this bill be referred to the President and the University Council for final approval.

Attachment

Office of the Vice President for Student Affairs
State University of New York at Albany

POLICIES GOVERNING USE OF ALCOHOL

Spring, 1984

TABLE OF CONTENTS

	Page
Introduction	1
General Legal and University Requirements	2
Policy Application to University and University-related Properties	3
A. Residence Halls	3
1. Definitions	3
2. Policy Administration	3
3. Section Lounges and Hall Lounges	4
4. The Use of Alcohol in Suites and Rooms	4
B. Academic Podium Buildings	5
C. Campus Center Jurisdiction	5
D. Physical Education Complex	6
E. Draper Complex	6
F. Mohawk Campus	7
G. Dippikill and Glen House	7
Attachment A. Guidelines for Interpretation and Application of University Expectations	8 - 10
Attachment B. Registration Form for Use of Bulk Containers and Registering Parties in Suites and Rooms	11
Attachment C. Alcohol Permit and License Information	12 - 13

INTRODUCTION

The State University of New York at Albany is committed to maintaining an academic and social environment conducive to the intellectual and personal development of students and to the safety and welfare of all members of the University community.

1. The University adheres to and enforces all federal, state, and local legislation governing alcohol.
2. The use of alcohol by members of the University community is permissible at authorized events and under controlled conditions defined in this policy.
3. This policy governs the use of alcohol on all University and University-related properties and must be in compliance with policies governing the use of University facilities and applicable Solicitation Policies.
4. All individuals and organizations assume full responsibility for themselves and for the conduct of events, including participants at the events, so that federal, state, and local legislation and this policy are enforced.
5. All members of the University community are expected to comply with the provisions of the U.A.S. alcohol license and any other special (temporary) permits held on campus.
6. Violations of this policy will be dealt with as prescribed by federal, state, and local laws and by University policies and regulations in STUDENT GUIDELINES.
7. The Vice President for Student Affairs is responsible for implementing and interpreting this policy.

GENERAL LEGAL AND UNIVERSITY REQUIREMENTS

1. Only persons nineteen (19) or older are to purchase, be sold, given, or served alcohol.
2. No person (other than a parent or guardian) is to purchase for, procure for, or give alcohol to anyone under nineteen (19).
3. Anyone under nineteen (19) is not to use fraudulent proof of age to obtain alcohol.
4. Anyone who is apparently intoxicated or is behaving in an intoxicated manner is not to be served alcohol.
5. All events and activities where alcohol is served must have appropriate licenses and/or permits as required by state, local, or University regulations. Please see Attachment C for assistance.

The appropriate director, dean (or designee) responsible for the function, facilities or area makes the determination of which licenses and/or permits are required if questions arise. Requests for interpretations or appeals are to be made to the Vice President for Student Affairs (or designee) whose decisions will be final.

6. At events and activities at which alcohol is available appropriate amounts of non-alcoholic beverages and food must also be available. (See Attachment A).
7. Double proof of age is required at all functions where alcohol is served. The following are acceptable forms of proof:
 - a. SUNYA ID card.
 - b. Valid driver's license.
 - c. Birth certificate.
 - d. Laminated ID card from another University/college.
 - e. Sheriff's ID card or Police Department ID card.

POLICY APPLICATION TO UNIVERSITY AND UNIVERSITY-RELATED PROPERTIES

A. RESIDENCE HALLS

1. Definitions

- a. Residence Halls are defined as the total quadrangle, including out-of-doors areas.
- b. The boundaries of State, Colonial, Indian, and Dutch Quadrangles are defined by the first paved roadway or sidewalk adjacent to the quadrangle. Additionally, Indian and Dutch Quadrangles include the playing fields immediately to the West and East respectively during the academic year. Commencing with Graduation Day and continuing until the Fall opening of the academic year, the above referenced playing fields fall under the jurisdiction of the Division of Physical Education, Athletics, and Recreation (PEAR) for purposes of this policy.
- c. The boundaries of Alumni Quadrangle are defined by the exterior city sidewalks encompassing the campus.
- d. Facilities on the quadrangles used for non-residence purposes are covered under the Academic Podium section.
- e. Alcoholic beverage functions conducted outside the buildings require an open container permit if they occur in the City of Albany.
- f. Any alcohol function occurring within the quadrangle boundaries catered by U.A.S. or one for which admission is charged by the function sponsor requires a special permit.

2. Responsibility for Administering Policy; Special Functions/Dry Areas

It is the responsibility of the Area Coordinator for each quadrangle in consultation with the Quadrangle Board to provide for the administration of the Special Function and Alcohol Policies of the University. This includes designation of specific locations such as 'Flag Room', 'lower lounge', for example, which are normally available for social events and occasions under the Special Function Policy. Certain areas such as Study Areas and Penthouse Lounges are expressly designated as areas where the use of alcohol is not permitted. The Area Coordinator has the responsibility for communicating these designations to the residents of the quadrangle.

3. Section Lounges and Hall Lounges

Section and Hall Lounges may be made available for approval of special functions (which may or may not involve the use of alcoholic beverages) on Friday and Saturday afternoons and evenings. These functions are to be governed by campus policies and regulations and require advance approval.

Function sponsors agree to take responsibility for preventing disturbance to others, damage to property, or conditions which pose a safety threat to persons or property. Sponsors also agree to assume responsibility for the behavior of their guests and for the actual charges for damage or unusual cleaning requirements which occur. Application is made by filing the Special Function Reservation Form.

Note: Please see Appendix A for Guidelines to assist the planning of such functions.

4. Use of Alcohol in Individual Suites and Rooms

The University sets no specific regulations regarding use of alcoholic beverages by individuals in their own suites and rooms.

Residence students are permitted to give parties in their individual suites and rooms, subject to registration with University staff and subject to applicable University regulations. Bulk containers, such as quarter-kegs or half-kegs must be registered in advance.

Please see Attachment B for details of Registration.

B. ACADEMIC PODIUM BUILDINGS

1. Consumption of alcoholic beverages in academic podium buildings is prohibited, except for authorized social functions.
2. Granting of authority for use of alcoholic beverages within all academic buildings on the Academic Podium (with the exception of the Campus Center) is the responsibility of the dean, director, or designee who bears responsibility for the administration of the building. This definition of academic buildings includes Dudley Observatory, the Gerrity Building, and other facilities rented or leased for academic purposes.
 - a. The use of alcoholic beverages for a function requires the prior approval of the building administrator.
 - b. Alcoholic beverages for functions in the academic buildings may be provided only by University Auxiliary Services, Inc. (UAS) or the function sponsor - the manner to be determined by the building administrator.
 - c. If alcoholic beverages are provided by UAS or a charge is made by the sponsor, a special permit is required.
3. Consumption of alcohol on the Academic Podium or in the area of the reflecting pool by individuals is governed by the City of Albany Open Container Ordinance (which prohibits such use unless a special permit is obtained).

C. CAMPUS CENTER JURISDICTION

1. The Campus Center jurisdiction includes the Campus Center Building, the formal gardens, Commencement Mall, Performing Arts Center gardens, Library garden, and the Campus Lake.
2. The use and manner of use of alcoholic beverages for a function requires the prior written approval of the Director of Campus Life, or designee.
3. Alcoholic beverages for consumption within the Campus Center Building will be provided only by U.A.S.
4. Alcoholic beverages at other locations under Campus Center jurisdiction may be provided by either U.A.S. or the function sponsor - the manner to be determined by the Director of Campus Life, or designee.
5. The consumption of alcohol outside the Campus Center Building is governed by the City of Albany Open Container Ordinance (which prohibits such use unless a Special Permit is obtained).

D. PHYSICAL EDUCATION COMPLEX

1. The Physical Education Complex consists of the Physical Education Center and all athletic and recreational fields and areas for which it has scheduling responsibility. The Complex includes the rectangular fields to the East of Dutch Quadrangle and West of Indian Quadrangle between Commencement Day and the first day of the Fall semester.
2. The presence of alcoholic beverages is limited to those functions approved (in writing) in advance by the Director of Physical Education, Athletics, and Recreation (PEAR), or designee.
3. Alcoholic beverages for functions in the Physical Education Complex may be provided only by U.A.S. or the function sponsor - the manner to be determined by the Director of PEAR, or designee.
4. If alcohol is provided by U.A.S. or a charge is made by the sponsor, a special permit is required.
5. Consumption of alcoholic beverages outside the Physical Education Building is governed by the City of Albany Open Container Ordinance within the City limits (which prohibits such use unless a special permit is obtained).

E. DRAPER COMPLEX

1. This Complex consists of Hawley Library, Draper, Husted, Richardson, Milne, and the Page Hall Auditorium and Gym.
2. The use of alcoholic beverages in the Complex requires the prior written approval of the appropriate Dean in conjunction with the Downtown Campus Administrator.
3. Alcoholic beverages may only be provided by U.A.S. or the function sponsor, the manner to be determined by the appropriate Dean in conjunction with the Downtown Campus Administrator.
4. If alcohol is provided by U.A.S. or a charge is made by the sponsor, a special permit is required.
5. Alcoholic consumption by individuals outside the buildings is governed by the City of Albany Open Container Ordinance (which prohibits such use unless a special permit is obtained).

F. MOHAWK CAMPUS

1. The Mohawk Campus includes all buildings and grounds operated by U.A.S. at that location.
2. Administration of this policy is the responsibility of the Director of the Mohawk Campus.
3. Alcohol may be provided by U.A.S. or the function sponsor. The function sponsor may provide the alcohol only with the permission of the Director of the Mohawk Campus
4. If alcohol is provided by U.A.S. or sold by the function sponsor a special permit is required - the manner of service to be determined by the Director of the Mohawk Campus
5. Consumption of "bring your own" alcoholic beverages by individuals is permitted except at approved group functions for which permission to provide alcohol on a group basis has been granted by the Director.

G. DIPPIKILL AND GLEN HOUSE

1. Camp Dippikill includes the Glen House, other structures and all grounds owned and operated by the Student Association and/or U.A.S. at that location.
2. Administration of this policy is the responsibility of the Director of those properties.
3. All alcohol will be "bring your own". None can be sold by any organization.

H. OTHER SPACES AND LOCATIONS

All campus spaces and locations not otherwise defined in the previous sections shall be regulated and administered by the Office of the Vice President for University Affairs.

ATTACHMENT A

GUIDELINES FOR INTERPRETATION AND APPLICATION OF UNIVERSITY EXPECTATIONS GOVERNING SALE, SERVICE, AND CONSUMPTION OF ALCOHOLIC BEVERAGES ON UNIVERSITY PROPERTIES

The following guidelines are provided for University staff working with students, student leaders, recognized groups, and the University community.

1. In order to satisfy the legal requirements that only those 19 years of age and older be sold, served, or permitted to consume alcoholic beverages, an approved procedure for checking age must be used. The ability and willingness of an organization to comply with this requirement will be a factor in future planning and approval.

Checking of age must be properly planned. The proof-of-age check will be conducted at a location other than the serving area. This will help devise a system which simplifies verification of age for the server/seller.

The proof-of-age check should occur at the door and hands stamped or identification approval given.

There should be additional personnel at the serving area to check the hand stamp or identification approval and to intervene if and when someone without these forms of approval requests a drink of the server.

2. Sale and service areas will be sufficient for the number anticipated. It is wise to separate serving areas in the room, not placing them physically close together.
3. At larger events, the legal age-check requirement and the requirement that the servers will be able to serve only those 19 years and older and refuse to serve someone who appears to be intoxicated, the following are recommended:
 - a. potential consumers are held in line by use of rope, stanchions, and people are allowed to reach the serving area in a responsible number.
 - b. those people responsible for the line allow only those 19 years of age and older to stand in line and be served.
 - c. distribute alcohol one serving at a time to reduce the possibility that the alcoholic beverages dispensed are re-served to an under-age individual.

- d. enforce the provision that only SUNYA students and their escorted guests may be admitted to the event. Publicity for the event should reflect this.
 - e. employ such approaches as color-coded hand stamps, wrist-bands, issuance of color-coded cups or a separate U.A.S.-operated cash bar to control the dispensing of alcoholic beverages.
 - f. advertisement for the advanced sale of tickets to events where alcohol will be served should include information regarding double-proof of age at the admission to the event.
4. In order to assist planners be more effective before and during an event, these expectations should be discussed in depth:
- a. members of the group are responsible for the conduct of the event and persons at the event.
 - b. members of the sponsoring group are to be present and are to actively supervise the event.
 - c. publicity shall reflect requirements such as age check and will not state the amount of alcohol to be provided.
 - d. the sponsoring group will cooperate fully with University staff responsible for advising the group regarding their activity.
5. The following information is helpful in planning parties. Listed below are standard party proportions to be utilized in planning and approving maximum quantities of alcohol at functions:

1 drink (12 oz. beer, 6 oz. wine, 1 1/2 oz. liquor), per person, per hour is the standard upon which the chart is based.

Unit	# of Servings	# of Persons Served	Time Frame
half keg beer	200	50	4 hours
		100	2 hours
1 gallon wine (128 oz.)	21	5	4 hours
		10	2 hours
1 fifth liquor	17	4	4 hours
		8	2 hours

Formula: 1 serving per hour x number of hours of function = number of servings x estimated number in attendance = total # of servings.

Example: 1 draft beer per person, per hour
4 hour party = 4 beers x 100 persons = 400 servings
2 half-kegs (200 servings in each half-keg).

Where mixing occurs, use the total quantities of beer, wine and liquor added together to compute # of servings, # of persons, and maximum amounts.

In addition, you are to take into account the number of persons of legal-age vs. the number under 19 years of age who will likely attend in determining proportions. For example, State Quadrangle (with a traditionally higher percentage of students under 19) will not require the same amounts of alcohol as Dutch Quadrangle due to the higher average student age on Dutch Quadrangle.

Non-alcoholic beverages and food should be planned as follows:

Unit	# of Persons Served	Time Frame
2 Cases soda	50	4 hours
10 Bottles soda (2 litre)	50	4 hours
10 - 15 lbs. chips pretzels, etc.	50	4 hours

Increase these amounts where the population of students under age 19 is higher. Please be certain to remind responsible persons to refrigerate or ice the non-alcoholic beverages and to display and/or serve these beverages as attractively as the alcoholic beverages.

6. In addition, co-sponsorship of a student group event by an external group or company (e.g.: local or national beer company) must be in adherence with University Alcohol and Solicitation/Commercial Activity Policies, as determined by the Director of Campus Life, or designee.

ATTACHMENT B

REGISTRATION OF PARTIES AND USE OF BULK CONTAINERS
in Student Suites and Rooms.

Names of persons in suite or room:

Signature of Sponsors:

Party is being planned as follows:

Date _____; Beginning Time _____; Ending Time _____

Number of Persons expected to attend: _____.

Theme or Purpose of Party: _____

Choice of Alcoholic Beverages to be served:

Quantity:

Choice of non-alcoholic beverages to be served:

Quantity:

Food to be available (please specify):

I hereby certify that I have read the attached University regulations; I certify that I will uphold these regulations to prevent disruption and excessive noise for those in adjacent areas; that I will enforce and be responsible for upholding both University regulations and local and State statutes which deal with legal drinking age, service to intoxicated persons, and general behavior. Further, I agree to take responsibility for the behavior of my guests during this event and while they remain in the building following the event. I will act to prevent damage, destruction to property and/or harm to persons, and I agree to assume financial responsibility for damage and unusual cleaning costs which occur resulting from this event.

Signature of Sponsors _____ Date _____

Received by: _____ Date _____

(Staff signature)

Attachment C

ALCOHOL PERMIT AND LICENSE INFORMATION

1. City of Albany Open Container Ordinance Permit

In 1981, the City of Albany put into effect an ordinance which prohibits open containers of alcoholic beverages on public property within the City of Albany. Therefore, if you wish to have an outdoor event at which alcoholic beverages will be available and the service or consumption areas are within the City of Albany, you need to secure a permit which exempts you from the Ordinance.

Examples: Festival of the Fountains, Celebration '84, tailgate parties at Football games, outdoor Quad parties.

Application Process: Applications are available from the City License Clerk's Office at City Hall, City of Albany. They should be completed 10 business days prior to the proposed event. Applications are available only to persons 19 years of age or older. A check payable to the City of Albany in the amount of \$10. is required.

Information required by the application includes: Name of sponsoring organization, names, addresses and phone numbers of the officers; proposed date, time, location of the event; the purpose of the event; planned security measures; planned precautions to be taken to ensure minors are not served or allowed to consume alcohol; planned steps to clean up and restore the area to its prior condition.

The permit must be conspicuously displayed at the event.

2. Catering Permit

University Auxiliary Services, Inc. is the sole owner of a liquor license on the University campus. However, they are licensed to sell and serve alcohol only in designated areas of the Campus Center (such as the Ballroom, the Patroon Room, the Assembly Hall, and the Rathskeller). In order for UAS to serve or sell alcohol in other campus locations, they must obtain a Catering Permit. UAS applies for the permit, but charges the actual cost of \$35. back to the sponsoring group. UAS needs a minimum of two weeks notice; groups should be aware that the State Liquor Authority has become more strict, and the granting of a Catering Permit is not automatic. UAS has been asked to supply letters of support from the University administration for each event, verifying that the planning document has been reviewed and is acceptable to the administration. Examples of events which require a Catering Permit include: Festival of the Fountains, a UAS-catered wine and cheese reception held on the Academic Podium or on a Quadrangle, a UAS-catered cocktail party in any location except the designated areas of the Campus Center.

3. Temporary Beer and Wine Permit

These permits are required when a group which does not hold a liquor license wishes to sell beer or wine through direct sales or collections of money in any way - including in advance or at the door, and including any exchange of consideration such as contributions or donations! This permit becomes a one-day license for the sale of beer and/or wine **ONLY**.

Examples of events for which a Temporary Beer and Wine Permit should be obtained are: Quad Board parties with a flat admission charge or a cost per drink, and the Senior Class Clambake at the Mohawk Campus.

Application Process: Applications are available from the Albany County Alcoholic Beverage Control Board of the State Liquor Authority, 99 Washington Avenue, Albany. The application should be filed at least 7 business days prior to the event. A certified check, a bank officers' check, or money order, payable to the State Liquor Authority in the amount of \$25. must accompany the application.

Student group officers should request assistance from a professional staff member in Residential Life or the Student Activities Office in order to have assistance in the proper completion of the application.

It is usually requested that letters of support from the staff person advising the event and the Vice President for Student Affairs or designee accompany the application.

Bill No. 8384-15

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

PROPOSED DUAL MASTER'S DEGREE PROGRAM IN

Criminal Justice (M.A.) and
Social Welfare Management (M.S.W.)

Submitted by: Graduate Academic Council
May 7, 1984

IT IS HEREBY PROPOSED THAT:

- I. A Dual Master's Degree Program in Criminal Justice (M.A.) and Social Welfare Management (M.S.W.) with the attached requirements be approved and become effective immediately upon approval by the SUNY Central Administration.
- II. That this bill be referred to the President for his approval.

Attachment

SUNY Albany

PROPOSED DUAL MASTER'S DEGREE PROGRAM

in Criminal Justice (M.A.) and Social Welfare Management (M.S.W.)

The benefits of a dual degree program that brings together the resources of the School of Criminal Justice and the School of Social Welfare flow from the unique strengths of the two academic units. The School of Criminal Justice has established an international reputation based both on the scholarship of its faculty and on the contributions of its graduates in the field of criminal justice. Especially in the area of corrections, the School of Criminal Justice counts among its faculty several of the foremost experts in the field.

Similarly, the School of Social Welfare enjoys a positive reputation in the field, both in its direct practice concentration and in its training in agency management and human service public policy administration.

It is axiomatic that the foci of the two Schools intersect in numerous areas: community based corrections, mental health services with offenders and as alternatives to traditional criminal justice processing, and many others. This proposal is directed at students who wish to combine expertise in criminal justice policy and research with the study of human services management available in the School of Social Welfare. In this management focussed dual degree program, the School of Criminal Justice offers that broad range of courses and faculty resources inherent in its Planned Change in Criminal Justice Administration and research sequences, while the School of Social Welfare contributes the expertise and resources of its Social Welfare Management Concentration.

In short, these naturally compatible elements of the Schools join together both conceptually and administratively to enhance the career options available to our students. The product is a joint degree that draws upon the unique strengths of the Schools, broadens the range of student perspectives and interests in each of the Schools, and widens the educational program available within each unit.

The Dual Master's Degree Program in Criminal Justice (M.A.) and Social Welfare Managemtn (M.S.W.) requires a minimum of 70 graduate credits in Social Welfare and Criminal Justice courses.

Students may be admitted to a Dual Master's Degrees Program at the beginning of their graduate studies, but no later than after completing 20 graduate credits applicable to the Dual Master's Degrees Program. Work done for an awarded master's or doctoral degree may not be used for this program. A minimum GPA of 3.0 and three supportive letters of recommendation from faculty are required. GRE scores may be required also. Faculty from both participating academic units will form the admission committee for each Dual Master's Degrees Program.

SUNY Albany

MODEL PROGRAM

Dual Master's Program Degree in Criminal Justice (M.A.) and
Social Welfare Management (M.S.W.)

1st Semester

SSW 600	Social Welfare Policy and Services I	(3)
SSW 610	Human Behavior and Social Environment I	(3)
SSW 620	Social Work Practice I	(3)
SSW 650	Field Instruction I	(2)
CRJ 681	Statistics I	(3)
		<u>14</u>

2nd Semester

SSW 626	Management of Intraorganizational Dynamics	(3)
SSW 651	Field Instruction II	(3)
CRJ 682	Research Methods I	(3)
CRJ 520	Proseminar in Law and Social Control	(4)
		<u>13</u>

3rd Semester

SSW 601	Management and Policy Process	(3)
CRJ 540	Proseminar in Administration of Criminal Justice	(4)
SSW 752	Field Instruction III	(4)
SSW 715	Social Planning	(3)
		<u>14</u>

4th Semester

SSW 753	Field Instruction IV	(4)
CRJ 560	Proseminar in Planned Change	(4)
SSW 625	Management of Interorganizational Relationships	(3)
SSW 665 or CRJ 691	Program Evaluation	(3)
		<u>14</u>

All of the above are required courses (55 credits).

5th Semester

At least three (3) credits from each of three elective groupings (see attached) in research methods, criminal justice, and management to total 70 credits.

	<u>15</u>
TOTAL CREDITS	70

Examples of Courses in Elective Groupings

Research Methods

CRJ 692	Computer Utilization in Criminal Justice	(3)
CRJ 689	Research in Action Settings	(4)
CRJ 683	Research in the Criminal Justice Process	(3)
CRJ 687	Statistical Techniques in Criminal Justice I	(4)
CRJ 688	Research Design in Criminal Justice II	(3)
PAF 505	Quantitative and Algorithmic Reasoning in Public Policy Analysis	(4)

Criminal Justice

CRJ 500	Proseminar on the Nature of Crime	(4)
CRJ 643	Community Supervision and Treatment of the Convicted	(3)
CRJ 652	Prosecution and Adjudication	(3)
CRJ 605	Juvenile Delinquency and Youth Crime	(3)

Management

SSW 706	Program Development in Social Welfare	(3)
PAD 615	Organization and Management	(4)
SSW 628	Staff Development	(3)
SSW 730	Special Areas of Administration of Social Welfare	(3)

SUNY/Albany

Proposal Catalog Copy

Dual Master's Degree Program in Criminal Justice (M.A.) and
Social Welfare Managements (M.S.W.)

The Dual Master's Degree Program in Criminal Justice (M.A.) and Social Welfare Management (M.S.W.) requires a minimum of 70 graduate credits: 55 credits in required courses and 15 credits in elective courses.

Students may be admitted to a Dual Master's Degree Program at the beginning of their graduate studies, but no later than after completing 20 graduate credits applicable to the Dual Master's Degree. (Work done for an awarded master's or doctoral degree may not be used for this program.) A minimum GPA of 3.0 and three supportive letters of recommendation from faculty are required. GRE scores may be required also.

PROGRAM OF STUDY (70 credits, minimum)

1. Required courses (55 credits, minimum) including
 - a. SSW 600, 601, 610, 620, 625, 626, 650, 651, 715, 752, 753;
 - b. Crj 520, 540, 560, 681, 682; and
 - c. either SSW 665 or Crj 691.
2. Electives (15 credits, minimum)

At least three (3) credits from each of three elective groupings (see below) in research methods, criminal justice, and management.

Recommended Courses in Elective Groupings

Research Methods

CRJ 692	Computer Utilization in Criminal Justice (4)
CRJ 689	Research in Action Settings (4)
CRJ 683	Research in the Criminal Justice Process (3)
CRJ 687	Statistical Techniques in Criminal Justice II (4)
CRJ 688	Research Design in Criminal Justice II (3)
PAF 505	Quantitative and Algorithmic Reasoning in Public Policy Analysis (4)

Criminal Justice

CRJ 500	Proseminar on the Nature of Crime (4)
CRJ 643	Community Supervision and Treatment of the Convicted (3)
CRJ 652	Prosecution and Adjudication (3)
CRJ 605	Juvenile Delinquency and Youth Crime (3)

Management

SSW 706	Program Development in Social Welfare (3)
PAD 615	Organization and Management (4)
SSW 628	Staff Development (3)
SSW 730	Special Areas of Administration of Social Welfare (3)

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

Proposed Certificate Program in
Latin American and Caribbean Studies

Submitted by: Graduate Academic Council
May 7, 1984

IT IS HEREBY PROPOSED THAT:

- I. A Certificate Program in Latin American and Caribbean Studies with the attached requirements be approved and become effective immediately upon approval by the New York State Education Department.
- II. That this bill be referred to the President for his approval.

Attachment

STATE UNIVERSITY OF NEW YORK AT ALBANY
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
DEPARTMENT OF PUERTO RICAN, LATIN AMERICAN AND CARIBBEAN STUDIES

Proposed Certificate in Latin American and Caribbean Studies, to be awarded by the Department of Puerto Rican, Latin American and Caribbean Studies.

PROGRAM ABSTRACT

1. Award and Title: The program is designed to lead to the award of a Certificate in Latin American and Caribbean Studies.
2. Minimum Requirements: Twelve credits in PLC courses at the graduate level focusing on Latin American and the Caribbean.
3. Rationale: The Department has the strongest interdisciplinary faculty in the State University system to carry out this certificate program in Latin American and Caribbean Studies. Currently twenty-two highly qualified faculty members who specialize in Latin America are affiliated with the department, representing nine disciplines and three colleges. The major strengths are in Anthropology, History, Latin American literature and culture (Spanish and Portuguese), Political Science, and Education. Thus the initial implementation of the Certificate Program will require no additional faculty resources, but rather will make greater use of existing faculty.

During the last few years there has been a resurgence in the United States in the study of other cultures and languages. Particularly, both federal and state educational authorities have been emphasizing the need for global education and the need to provide students with the opportunities to acquire knowledge of cultures which are important to the interests of the United States.

In the Report of the National Assembly of Foreign Language and International Studies, Toward Education with a Global Perspective (1980), it was stated that:

Issues of peace, economics, and global harmony hinge on the strengthening of ties among people of diverse cultures. International trade and domestic employment, energy resources and foreign markets, diplomacy and cross-cultural interactions all require greater understandings of how other people think and live. International understanding and cooperation become as pragmatic as redressing the balance-of-payments deficit, as humanitarian as dealing with global hunger and disease, as crucial as avoiding war,

and as humanistic as promoting a world of fully educated women and men.

Such goals cannot be achieved in the United States without a concerted effort to build a global perspective into the educational system--preferably from elementary school through postsecondary education.

This national educational concern has also become a state concern, as evidenced by the 1983 New York Regents Report which proposes new instructional requirements for foreign cultures for primary and secondary school students.

The United States has come to regard certain regions of Latin America as particularly important to its diverse interests. Furthermore, the importance of Latin America to a general understanding of the Western cultural world has unfortunately been slighted for too long, to the detriment of both the people of Latin America and the United States.

Another compelling point that should be brought out concerns the population of our own State and nation. Today, almost ten percent of the total population of New York State is of Hispanic origin and, according to projections, by the end of this century Hispanics will constitute the largest minority group in the U.S. Currently the U.S. has the fifth largest concentration of people from Hispanic countries in the world. These factors alone add to the demand for training in Latin American and Caribbean Studies.

From the time Latin American Studies were first introduced at SUNY-Albany, there has been a substantial growth of faculty with expertise in Latin America. The new Department of Puerto Rican, Latin American and Caribbean Studies, created in 1981, builds upon a significant tradition of education and scholarship in this region. Latin American Studies has been offered at SUNYA for almost twenty years and Puerto Rican Studies has been offered for over a decade. During this time, approximately seventy-five percent (75%) of our students have come from diverse backgrounds, especially from non-Hispanic ones. Although the current Hispanic student population on campus consists of almost 350 students, the Department also addresses the concerns of other students from the non-Hispanic Caribbean, whose numbers are increasing at SUNYA.

The SUNY-Albany library holdings for Latin America are extensive and the Latin American bibliographer, Ms. Judith Place, works closely with the Department on acquisitions. During the last two years the Department has focused on improvement of holdings related to the Caribbean and Central American regions.

4. Program relationships to other University programs and to campus mission.

Within the University this Certificate Program will complement work for an advanced degree in existing graduate programs in the College of Social and Behavioral Sciences, Humanities and Fine Arts, School of Business, Education, Public Affairs, Criminal Justice and Social Welfare. Students in their respective graduate programs may earn the Certificate in

Latin American and Caribbean Studies to supplement or complement work their degrees. The certificate will be particularly attractive to graduate students in applied and professional fields and to those students in one of the Social Sciences or Humanities disciplines who have a research interest in Latin America and/or the Caribbean.

The Latin American and Caribbean Studies Certificate Program is closely related to our campus mission as it reflects the university's growing activity in international development, and it adds to an existing campus base for active participation in the international arena. It also prepares students for the complex world faced by public and private employees, in such agencies as Civil Service, Public Welfare Commissions, Correctional Facilities, educational institutions and international agencies where often there is direct involvement with Hispanic populations. But most importantly, this Certificate Program will prove critical to teachers at the primary and secondary schools levels.

5. Certificate Program requirements: A minimum of twelve credits in four required graduate courses.

The proposed required new courses PLC 502, 503 (Latin American and Caribbean Cultures and Societies I, II), are designed to provide a broad interdisciplinary knowledge of the formation and development of the diverse Latin American and Caribbean cultures and societies. The proposed Seminars, PLC 602, 603 (Latin America, The Caribbean) are intended to have a regional focus, and will emphasize the study of contemporary ideas and issues as well as the examination of classic and current research on these two regions.

PLC 502 - Latin American and Caribbean Cultures and Societies I (3)

An interdisciplinary study of the interactions between Amerindian, European and African cultures in the creation of Latin American and Caribbean societies. Analysis of the relationships between cultural development and physical environment.

PLC 503 - Latin American and Caribbean Cultures and Societies II (3)

A comparative study of the interrelationships between the social, economic and political development of the diverse Latin American and Caribbean countries. Emphasis on societies, economics and political systems.

PLC 602 - Seminar: Latin America (3)

An in-depth examination of classic and current research on the Latin American mainland. Emphasis on the formulation of research questions regarding contemporary conditions, and ideas and issues in Latin American development.

PLC 603 - Seminar: The Caribbean (3)

An in-depth examination of classic and current research on the Caribbean rimland including the island societies as well as those coastal mainland areas that historically and culturally comprise part of the region. Emphasis on the formulation of research questions regarding contemporary conditions, and ideas and issues in Caribbean development.

It is conceivable that a student may be able to earn a certificate in a single semester.

6. Statement of Impact of the new program on region and state.

In the schools of the area and state, Social Studies, Spanish, and Business teachers would be in a position to introduce a Latin American-Caribbean Studies dimension in their teaching areas, after completing the Certificate Program. When dealing directly with peoples of Hispanic background, Certificate students pursuing careers in state or federal service will have an advantage over employees with limited background in Latin American area studies. Also, since there are no minimal educational requirements for people entering the foreign service of our country, the Certificate Program would be a significant step in helping to prepare better foreign service employees for Latin America. Finally, this Certificate Program could serve as an option for many graduate students who wish to have an emphasis or speciality in Latin American area studies in their respective graduate programs.

7. Other Existing Certificate Programs in Latin American Studies in New York State.

As far as can be determined, only one other Certificate Program similar to this one exists in New York at the present time, located at SUNY-Binghamton. However, no other campus within the State University system has been able to muster up as much generalized faculty strength in Latin American and Caribbean Studies or has the potential to become a major regional, national and international resource on Latin America as SUNY-Albany. Additionally, two M.A. programs continue to remain active; these programs are located at Columbia University and New York University.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

PROPOSED COMBINED MAJOR - MASTER'S
PROGRAM IN ENGLISH (BA/MA)

Submitted by: Undergraduate Academic Council and
Graduate Academic Council
May 7, 1984

IT IS HEREBY PROPOSED:

- I. That a Combined Major - Master's Program in English (leading to the B.A./M.A.) with the attached requirements be approved and become effective immediately upon approval by the New York State Education Department.

- II. That this bill be referred to the President for his approval.

Attachment

SUNY/Albany

Combined Degree Program

1. Program Title and suggest HEGIS code number for the combined Major-Master's Program in English, 1501.
2. Titles and program code numbers of currently registered programs which are to be combined: BA in English, 03001 and MA in English, 03998.
3. General requirements for program completion:
 - a) Total credit hours in combined major-master's in English program: 57, of which at least 30 must be graduate credits. Of the undergraduate credits, 27 must be in English and of the graduate credits, 24 must be in English.
 - b) An undergraduate minor is required also; depending on the minor chosen, it will consist of between 18 and 24 credits.
 - c) A combined bachelor's degree-master's degree program in English requires a minimum of 141 credits of which at least 30 must be graduate credits.
 - d) At least 90 undergraduate credits must be completed in the liberal arts and sciences.
4. Specific program requirements:
 - a) Required undergraduate and graduate courses and credits:

undergraduate - 27 credits including 3 hrs. from reading courses numbered 120-129; 3 credits from genre or survey courses numbered 290-299 or 320-339; 3 credits from topical courses numbered 360-390 or 460-490; 3 credits from period courses numbered 420-459; 3 credits in a writing course on the 300 level or above; 3 credits from linguistics or criticism courses numbered 210-219, 310-319, 410-419. Other credits in English are taken as electives. At least 18 of the total 27 must be taken at or above the 300 level.

graduate -

General Sequence

 1. English (24 credits, minimum): Courses as advised; including at least one course each in the areas of writing theory and practice and critical theory and practice, one seminar, and English 505 or 506 (or the equivalent, or the passing of a departmental examination).
 2. Supporting courses (0-6 credits): Selected subjects in other academic fields as advised.

3. Satisfactory performance on an examination based on a reading list in English and American literature within one year after course work has been completed.

4. Foreign language requirement: Two years (or the equivalent) of undergraduate study in a language other than English, or satisfactory performance in a reading test in a language other than English. (For students with special research interests, competence in a computer language may be substituted.)

Secondary-School Teaching Sequence

1. English (24 credits minimum): Courses as advised, including at least one course in writing theory and practice, one seminar, and English 505 or 506 (or the equivalent, or the passing of a departmental examination).

2. Education (6 credits): Ed. Phil. 601 and three additional credits as advised.

3. Satisfactory performance on an examination based on a reading list in English and American literature within one year after course work has been completed.

Note: Prerequisite preparation: Eligibility for provisional certification in English is required for admission to this program. Completion of this program will meet the academic requirement for permanent certification.

Writing Sequence

1. English (24 credits, minimum): Courses as advised, including at least 12 credits in writing theory and practice, one seminar, and English 505 or 506 (or the equivalent, or the passing of a departmental examination).

2. Supporting courses (0-6 credits): Selected subjects in other academic fields as advised. Students in the field of composition theory and pedagogy are strongly urged to take courses in related fields outside the department.

3. Satisfactory performance on an examination in fiction, in non-fiction prose, in poetry, or in composition theory and pedagogy within one year after course work has been completed.

4. Foreign language requirement: Two years (or the equivalent) of undergraduate study in a language other than English, or satisfactory performance in a reading test in a language other than English. (For students with special research interests, competence in a computer language may be substituted.)

b) Number of semesters of full-time study required for program completion:

undergraduate, full-time study	7 semesters
graduate, full-time study	2 semesters

c) Other program requirements:

1. University residency requirements (see page 27 of the Undergraduate Bulletin 1982-83, SUNYA, and page 13 of the Graduate Bulletin 1982-84, SUNYA).

Admission requirements:

Students may be admitted to a combined degree program at the beginning of their junior year, or after successful completion of 56 credits, but no later than the accumulation of 100 credits. AGPA of 3.2 or higher and three supportive letters of recommendation from faculty are required.

5. Sample Program: Here follows a sample program for a student matriculated in the general sequence.

Freshman year

English 121	Reading Literature (3)
English 291	The English Literary Tradition I: From the Anglo-Saxon Period through Milton (3)

Sophomore year

English 216	Traditional Grammar and Usage (3)
English 301	Critical Writing (3)
English 344	Shakespeare through 1603 (3)

Junior year

English 321b	The British Novel (3)
English 368	Women Writers (3)
English 426	The Romantic Period (3)

Senior year

English 434	American Literature 1865-1920 (3)
English 517	Workshop in Expository Prose (4)
English 505	History and Structure of the English Language (4)

Fifth year

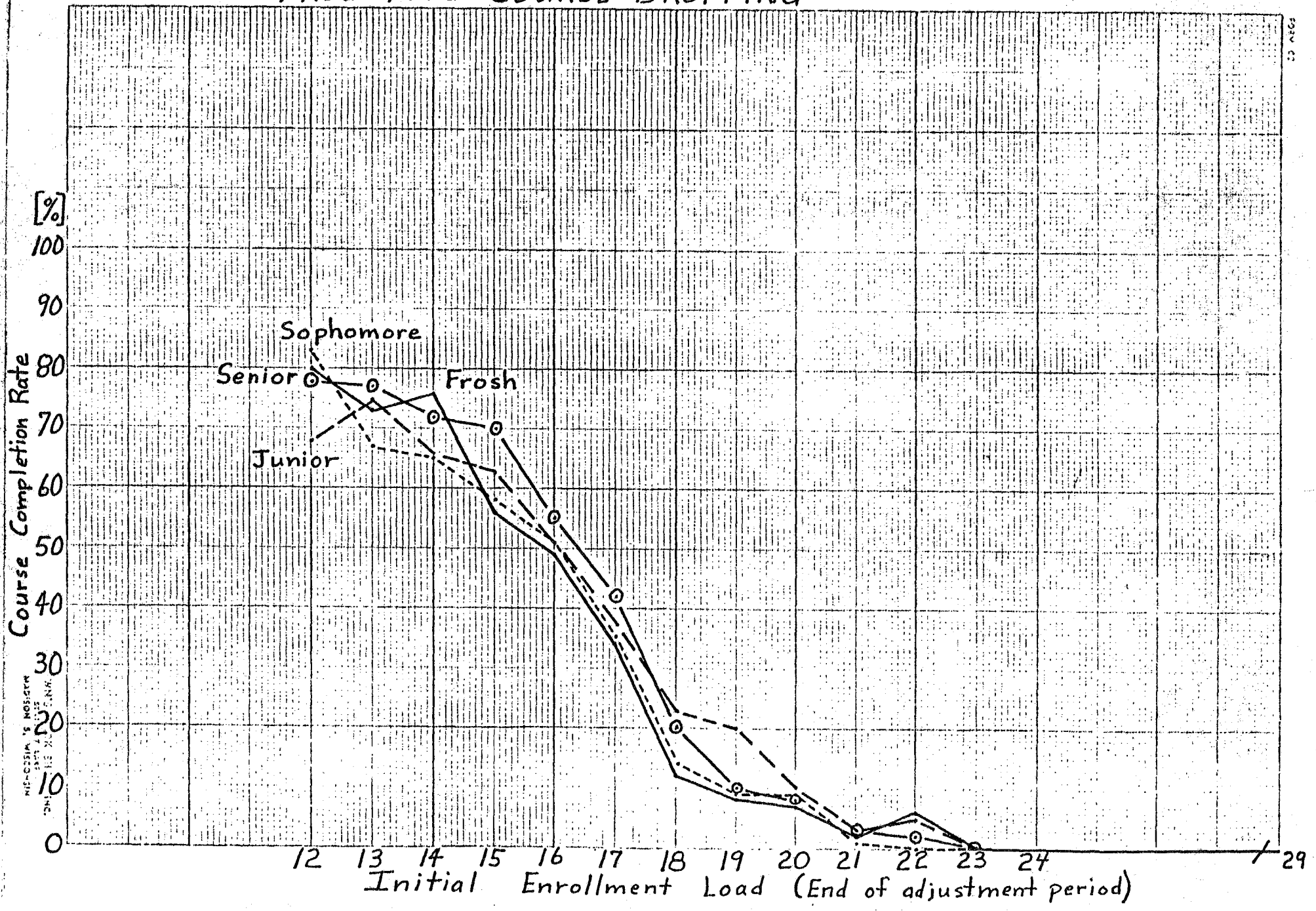
Fall

English 501	Literary Theory I (4)
English 533	American Literature, Beginnings to 1815 (4)
English 538	Contemporary British Novel (4)

Spring

English 694	Directed Readings (2)
English 661	Seminar in Major British Author (4)
English 535	American Realism and Naturalism (4)

FALL 1983 COURSE-DROPPING



Fall 1983 Course-Dropping

Percent of students completing their initial enrollment.

Initial Credits	Percent completing			
	Frosh	Soph.	Jr.	Sr.
12	80	83	68	78
13	73	67	75	77
14	76	65	66	72
15	56	58	63	70
16	49	51	51	55
17	34	36	37	42
18	12	14	23	20
19	8	9	20	10
20	7	9	-10	8
21	2	1	3	3
22	6	0	5	2
22+	0	0	0	0
N	2487	2531	2843	2356

Fall 1983 Course Completions

Initial Credits	Average No. of Credits Completed			
	Frosh	Soph.	Jr.	Sr.
12				
13				
14				
15				
16				
17				
18	14.0	14.4	14.7	14.5
19	13.9	14.4	15.0	15.9
20	13.8	14.5	14.8	15.1
21	13.6	14.3	14.8	15.0
22	16.2	14.5	15.2	15.5
23	14.1	13.4	14.2	14.4
24	(5) 15.2	13.7	15.0	14.5
25	(3) 15.0	15.6	15.4	16.3
26	(3) 13.3	14.9	(9) 15.7	(7) 13.7
27	(1) 17	(8) 13.6	(8) 14.8	15.2
28	(1) 16	(6) 12.2	13.1	(5) 16.2
29	(1) 16	(1) 6	(3) 17.0	(4) 12.3

(N)