

May 4

SIGN-IN
Roster

Despina

Bertha Kahn

Gordon Harrington

Scott Rothenberg

Heidi C. Brown

P. M. Vallancourt

Mark Weplin

Rud J. Alfano

Sam C. Stalau

Norm Gumpel

R. H. Wilson

W. F. Hammond

J. Z. Nitecki

EK Garber

H. L. Cannon

Roy Klages

Frank X. Fennell

MARK LAFAYETTE

Eugene Mc Laren

Sam S. Lerner

Jeff Morgenster

Len Felt

Peter Weinstock

David Maspin
John Beck

~~H. L. Frisch~~

H. P. Kosby

Jack Roth

Ed R. ^{Rich Tash}

Paul Rieder
Paul Kostall

R. HART

Gene Hume

Drew Howard

Donald Binn

Richard Jans

Judith A. Bae
Gabrielle Richard

Dorothy E. Christman

Robin S. Dwyer

George O. William

Frank S. Carrand

Sam Snow

Markus Rosett

Anne Roberts
S. V. Moore

Michael Steward

John Mitchell

Don T. Scott



UNIVERSITY SENATE

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

DATE: May 4, 1981

TIME: 3:30 p.m.

LOCATION: Campus Center Assembly Hall

A G E N D A

1. Approval of Minutes
2. Council and Committee Reports
3. Old Business:
 - 3.1 Definition of "S" Grade - UAC
4. New Business:
 - 4.1 CAFE Guidelines on Relationships with Intelligence Agencies - CAFE
 - 4.2 Composition of the Undergraduate Academic Council - UAC
 - 4.3 Undergraduate Major in Criminal Justice - UAC
 - 4.4 Limitation on "S" Credits - UAC
 - 4.5 "Second Fields" - UAC
 - 4.6 Other
5. Adjournment



UNIVERSITY SENATE

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

University Senate
Minutes
May 4, 1981

The meeting was called to order by Chairman Eugene Garber at 3:35 p.m. in the Campus Center Assembly Hall.

1. Approval of Minutes

The minutes of April 6 were approved as presented. The minutes of April 13 were opposed and corrected to indicate that the Curriculum Committee of the UAC must report back to the Senate in the spring of 1982 for information purposes.

2. Council and Committee Reports

Written reports were submitted by Eugene McLaren, SUNY Senator, on the SUNY Faculty Senate Meeting held at Cobleskill on April 10 and 11, 1981, by the Undergraduate Academic Council, and the Graduate Academic Council.

The Library Council report was given orally by Pauline Vaillancourt. The council met and will report back to the Senate at a later date.

The Chairman announced that the new Senate would meet on May 11, 1981 to constitute the new councils.

3. Before other business was brought before the Senate, the following resolution was presented by the new Chair, Harold Cannon.

"Whereas Judy A. Kane has served the University Senate since October, 1970, and

Whereas this service has been beyond the call of normal expectations, and

Whereas she has indicated her services as staff secretary for the University Senate will be terminated in June,

Therefore be it resolved that the University Senate expresses its deep appreciation to Judy A. Kane."

The resolution was passed by acclamation.

3. Old Business

The original proposal of the UAC on the definition of "S" grade, as introduced by UAC on April 6, 1981, was presented.

After discussion both pro and con, the proposal was voted on and passed.

4. New Business

- 4.1 A recommendation was introduced by the Council on Academic Freedom and Ethics on Guidelines concerning regulation of relationships between members of the SUNY-Albany Community, the U.S. Intelligence Agencies, and Federal and State Police Agencies.

Explanation of the Guidelines was presented. There were several questions and comments about the meaning of "covert" as included in the recommendation.

An amendment was made to add the following statement to Item I. (2) of the guidelines -- "Recruiters who have an on-going relationship with the agency and whose function it is to supply the agency with the names of likely new recruits to the agency."

An amendment to Item I. (3), first line was made by Senator Feminella to insert the words "not use membership in the SUNY Albany Community" to engage in....

The amendment was voted on and carried.

After additional discussion it was voted to return the motion back to CAFE for additional rewording and clarification.

- 4.2 Composition of the Undergraduate Council -- The recommendation was to add two teaching faculty to the Council. A motion to table failed to pass. Amendment to change the addition to one teaching faculty and one student to the council. This Amendment failed. The question was called and the motion carried. The proposal was then voted on and approved.
- 4.3 The Undergraduate Major in Criminal Justice was moved and seconded and approved.
- 4.4 Limitation on "S" Credits will be discussed at a future meeting.
- 4.5 "Second Fields" was introduced by the Undergraduate Academic Council. The proposal to change the words "second field" to "Minor" on student transcripts was moved, seconded and carried.
- 4.6 Other Business -- Senator Cannon proposed a resounding vote of thanks to Senate Chairman, Eugene Garber for the exemplary job done this year. This was approved enthusiastically by the Senate.

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

B. Bertha Wakin
Secretary

REPORTS TO THE SENATE

MAY 4, 1981

FROM: Eugene McLaren, SUNY Senator

SUBJECT: Report on SUNY Faculty Senate Meeting Held at
Cobleskill on April 10 and 11, 1981

Chancellor Wharton's Report

- A. Revisions in the Executive Budget have been made as a result of the tuition increase. Passage as such by the Legislature appears likely, if action comes reasonably soon. Tuition waivers, especially for foreign students, are still a problem.
- B. A bill to mandate certain religious holidays for SUNY campuses' observance has passed the Assembly.
- C. A court decision regarding federal funds may make the funds subject to legislative re-appropriation.
- D. The first SUNY-wide convocation to award an honorary degree was held earlier this month. The degree was to Mrs. Moore, the former chairman of the Board of Trustees.
- E. The Chancellor delivered a prepared address on the importance of undergraduate general liberal education under the title of "Curriculum for the Year 2001."

Senate Actions

- A. The following two resolutions concerning program articulation among SUNY units were approved:

Be it resolved that the University Faculty Senate recommends to each SUNY unit that the governance structure, in coordination with the administration, establish a standing committee on articulation, composed of faculty, students, professional staff, and administration, and charged with responsibilities as set forth below.

The charge suggested was: the function of this committee would be to promote closer relations within member institutions of SUNY for the express purpose of developing articulation guidelines and agreements. The committee will pursue articulation and transfer agreements between two- and four-year colleges within SUNY and see that means are provided for adequate monitoring of transfer students to insure that their academic goals can be realized.

Be it resolved that the University Faculty Senate requests that the Chancellor appoint a university-wide standing committee on articulation.

A charge and suggested composition is also provided for this committee.

REPORTS--contd.

May 4, 1981

Page 3

Undergraduate Academic Council--contd.

For Action

1. The Undergraduate Academic Council reaffirms its earlier proposal concerning a clarification of the definition of the grade of "S" and again recommends it to the Senate for approval.
2. The UAC recommends the approval of a resolution to increase the council's membership. The resolution would increase the membership by the addition of two faculty senators.
3. The UAC recommends approval of the proposal for an undergraduate major in criminal justice.
4. The UAC recommends the adoption of a limitation on the number of credits of "S" by selection in a major or minor.
5. The UAC submits the attached resolution dealing with "Second Fields" and recommends its approval.

REPORTS TO THE SENATE

MAY 4, 1981

FROM: Dean Snow, Chairman
Undergraduate Academic Council

For Information

1. The Undergraduate Academic Council met on April 29, 1981 and dealt with several matters. The proposal for a bachelor's program in classical archaeology was received back from the Executive Committee and arrangements have been made to deal with questions that have been raised concerning it.
2. It was noted that a proposal regarding new restrictions on the election of S/U grading was inappropriately sent on to the Executive Committee for action in my last communication. I have notified the secretary and Harold Cannon that this item should be deleted from the agenda of the May 4 meeting. The UAC actually approved a motion to table this proposal at an earlier meeting, and final resolution of the matter is not expected until our scheduled May 11 meeting.
3. The UAC has accepted a committee report on the review of the undergraduate program in Asian studies and forwarded that report to the Senate for information.

FROM: Graduate Academic Council

For Information

At its last meeting the Graduate Academic Council approved the following resolution:

Resolve the GAC welcomes the initiative of the State Department of Health - Division of Laboratories to develop a graduate program in environmental health sciences and proposes that a representative of the GAC, a representative of the College of Science and Mathematics, and a representative of the Office of Graduate Studies form a subcommittee to assist, within the requirements of SUNY-Albany graduate education and university governance, the establishment of the program.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Definition of the
Grade of "S"

INTRODUCED BY: Undergraduate Academic Council
April 6, 1981

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. That the undergraduate grade of "S" be defined as equivalent to the grade of "C" or higher.
- II. That this resolution take effect with the fall 1981 semester.
- III. That this resolution be referred to the President.

RATIONALE

The current definition of "acceptable for graduation" is ambiguous and varies greatly from instructor to instructor. Most faculty seem to equate an "S" with a grade of "C" or higher, but this is not universal. Students are often confused, and there have been cases where students have been denied graduation because of electing S/U grading, receiving a "U" because of a "D" average and not realizing they needed at least a "C" for that course. The Academic Standing Committee of the UAC feels that there is a need for a university-wide definition.

DEFINITION OF "S"

The Undergraduate Academic Council has reconsidered its proposed definition of the "S" grade as requested by the University Senate. The council unanimously believes that the grade of "S" be defined as equivalent to the grade of "C" or higher for the following reasons:

1. A clearly stated, non-ambiguous definition is needed to insure that students and outside publics are aware of the level of achievement to be expected.
2. A grade of "S" should denote the same level of achievement for all students in all courses. It is not fair to students who perform equally but receive different grades because one instructor has equated a "C" with an "S" while the other has equated a "D" with an "S". In this situation one student receives graduation credit while the other doesn't; one could be academically dismissed while the other is allowed to continue; one could be admitted to the School of Business while the other is denied admission.
3. For many years the grade of "S" has been defined as equivalent to the grade of "B" or higher for graduate courses. This has presented no problems for faculty in their evaluations, even when a course is only S/U graded.
4. Other colleges, universities, and professional schools have specifically requested a statement from the Office of Undergraduate Studies that "S" is defined as "C" or higher if they are to grant transfer credit or use the course as a basis for admission to graduate or professional school.
5. Currently the grade of "S" indicates "satisfactory achievement at least at the level necessary for an undergraduate degree and is acceptable to fulfill graduation requirements." A grade of "D" only yields graduation credits if it is balanced with a "B" or an "A". By equating "S" with "D", we would be making an assumption that the student has earned "B" or "A" grades, i.e., in effect a balancing has occurred.
6. The majority of instructors already equate "S" with "C" or higher in their evaluations.
7. Approval of a definition which leaves to each individual instructor the definition of "S" would mean that a definition really does not exist, would treat students unfairly and unequally, and would necessitate adequate communication between instructor and student. Lack of communication is a major problem with the current definition. Students have found, as evidenced by petitions to the Committee on Academic Standing, that their understandings are not consonant with those of their instructors; the result, an unexpected "U" grade.
8. Current academic units (e.g., Economics, Business) have instituted internal policy definitions of the "S" grade as equated to a "C" or higher for their faculty to use in grading.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Guidelines Concerning the Regulation
of Relationships Between Members of the SUNY-Albany
Community, the U. S. Intelligence Agencies,
and Federal and State Police Agencies

INTRODUCED BY: Council on Academic Freedom
and Ethics
May 4, 1981

IT IS HEREBY RESOLVED THAT THE FOLLOWING BE ADOPTED:

I. It is recommended that the following guidelines be observed by all members of the SUNY-Albany community:

- (1) Institutional research contracts with intelligence and police agencies be a matter of public record and recorded with appropriate campus officials identifying the areas of research, the funding agency, and the dollar value. Specific exemptions, on the Albany campus, to the SUNY Board of Trustees policy on open research should be recorded with the SUNY-Albany President and made available for public information.
- (2) Members of the university community who act as recruiters for federal intelligence agencies or the State Police disclose the details of their recruitment practices with appropriate university officials, and that the recruiters receive permission of the recruit prior to sending her/his name to the agency.
- (3) Members of the SUNY-Albany community not engage in covert intelligence or surveillance operations for the U. S. intelligence agencies or for state and federal police agencies. Covert surveillance and intelligence activities destroy the high levels of mutual trust so essential to an atmosphere of academic freedom.

II. That this resolution be referred to the President.

Attachment: Report of the Council on Academic Freedom and Ethics



UNIVERSITY SENATE

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

Guidelines Concerning the Regulation
of Relationships Between Members of the SUNY-Albany
Community, the U. S. Intelligence Agencies,
and Federal and State Police Agencies

Introduction

These guidelines were developed as a result of the Council on Academic Freedom and Ethics (CAFE) investigation into the relationships between the SUNY-Albany community, federal intelligence agencies, and police agencies.

Interest in this area grew out of the Church Committee's (1976) report on intelligence activities, wherein the Church Committee chose not to legislate rules governing relationships between the U. S. academic community and U. S. intelligence agencies. Alternatively, the Committee recommended that each academic community set its own code of appropriate professional behavior and ethics.

CAFE was especially interested in those sections of the Church Report concerned with the Central Intelligence Agency's involvement with the academic community and those sections covering the Federal Bureau of Investigation's domestic surveillance program: COINTELPRO. In addition, CAFE reviewed many other relevant documents including other universities' guidelines, articles from the press, and a special task force report titled "State Police Surveillance" by the New York State Assembly (September 1977).

CAFE wishes to point out that there are no SUNY-wide guidelines pertaining to relationships with federal intelligence agencies. However, the "open research" clause of the SUNY Board of Trustees (1966) policies prohibits research projects whose research methods and results are secret, and the New York State Public Officers Law, Section 74 - Code of Ethics, pertains to relationships with intelligence and police agencies. The Public Officers Law prohibits employees from engaging in activities which present a conflict of interest with their state position and prohibits the release of confidential information.

These guidelines were developed in the hope of providing a frame of reference for conduct with intelligence and police agencies, and to safeguard the principles of academic freedom.

*of the recruit prior to sending her/his
name to the agency.*

Covert and Operational Use of Academics for Intelligence-Gathering Activities

The Church Committee closely documents the fairly common practice of using American academics for covert intelligence and propaganda purposes:

"The Central Intelligence Agency is now using several hundred American academics who, in addition to providing leads and, on occasion, making introductions for intelligence purposes, occasionally write books and other material to be used for propaganda purposes abroad. Beyond these, an additional few score are used in an unwitting manner for minor activities. These academics are located in over 100 American colleges, universities, and related institutions. At the majority of institutions, no one other than the individual concerned is aware of the C.I.A.'s 'link.'" (From the Church Committee Report, Vol. I, Section X, pages 189-190.)

The report continues:

"The Committee is disturbed by both the present practice of operationally using American academics and by the awareness that the restraints on expanding this practice are primarily those of sensitivity to the risks of disclosure and not an appreciation of the dangers to the integrity of the individuals and institutions." Page 191.)

CAFE believes that covert intelligence work conducted under the cover of an academic mission raises serious doubts about the integrity of the academic profession and is antithetical to the pursuit and free exchange of ideas implicit in this profession. In addition, this type of covert intelligence work may limit the research opportunities of other academics by the loss of public trust in academic missions. CAFE was especially alarmed by the regular practice by the F.B.I. and the New York State Police of conducting programs of domestic surveillance and intelligence gathering to counter perceived threats to national security and public order. The Church Committee describes the goal of the F.B.I. domestic surveillance program, COINTELPRO:

"The origins of COINTELPRO demonstrate that the Bureau adopted extra-legal methods to counter perceived threats to national security and public order because the ordinary legal processes were believed to be insufficient to do the job. In essence, the Bureau took the law into its own hands, conducting a sophisticated vigilante operation against domestic enemies." (From the Church Committee Report, Vol. III, Page 27.)

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Composition of the Undergraduate
Academic Council

INTRODUCED BY: Undergraduate Academic Council
May 4, 1981

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. That the membership of the Undergraduate Academic Council be amended to read as follows:

Composition: The vice-president for academic affairs, ex officio;
The dean of undergraduate studies, ex officio;
Eleven faculty (at least four must be senators and ten must be teaching faculty);
Five undergraduate students (two must be senators);
One graduate student.

- II. That this resolution take effect immediately.

Proposed Undergraduate Major
in Criminal Justice

Description

1. Course Requirements:

The proposed course requirements for the major in criminal justice consist of a minimum of 36 credits. Because criminal justice is an interdisciplinary study, the course requirements are designed to make use of courses provided in other disciplines, so long as they form a cohesive or rational sequence. Thus, the maximum criminal justice credits that may be taken for the major is 24, plus 3 credits in statistics which students are advised to take in the Department of Mathematics and Statistics. The remaining 9 credits must be taken from an approved area of concentration, usually in a single discipline. The criminal justice sequence of courses is essentially at the upper-division level. The reasons for this is that we wish to ensure that students have a strong grounding in liberal arts courses before attempting interdisciplinary work. Criminal justice credits are as follows:

Fifteen credits required from:

- Crj 200 - Introduction to the Nature of Crime (3)
- 201 - Introduction to Criminal Justice Process (3)
- 304 - Juvenile Delinquency and Juvenile Justice (3)
- 302 - The Correctional Process, Prisons, and
Community Alternatives (3)
- 351 - Policing in America (3)
- 399 - Seminar on Selected Criminal Justice Topics (3)

Nine credits required from any 400-level courses which at
present include:

- Crj 411 - White Collar and Organizational Crime* (3)
- 426 - Principles of Punishment* (3)
- 410 - Women and Crime* (3)
- 420 - Law and Social Control* (3)
- 499 - Special Topics in Criminal Justice* (3)

Three credits of statistics**

- Mat 108 - Introduction to Statistics (3)

Nine credits of approved courses from one concentration area from any
of law, philosophy, history, ethnology, sociology, and psychology.
Lists of these courses are available in the Appendix.

*These are offered on a shared resources basis, and may be changed from year to year. Prerequisites for any of these shared resources courses are: Crj 200 and Crj 201.

**Students planning to proceed to graduate work are strongly recommended to take Mat 308 in addition to Mat 108 in either their junior or senior year.

3. Admissions--contd.

4. "B" or better in Crj 200 or 201 to be taken in the sophomore year.
5. Statement by student of reason for wanting to undertake a criminal justice major.

For transfer students:

As above, except that Crj 200 and 201 may be waived by examination if student's prior record includes criminal justice courses of similar content.

It should be noted that because this program is not intended for persons interested in police science, criminalistics, etc., transfer students who have taken courses in such areas may expect such credits not to be transferable into the major. Transfer students must also fulfill concentration requirements. Articulation of such courses will be processed on a case-by-case basis.

Dates of Admission

For fall admission: Applications must be received by February 15.

For spring admission: Applications must be received by September 20.

Relationship to University Master Plan

1. Among the many important statements of policy in the State University Master Plan, perhaps the most dominant is that the university will be responsive to public needs. As the SUNY plan notes, there is increased need for education in specialized areas of business and technical concerns. Criminal justice continues in similar demand. As we have outlined above, there is a strong need for highly educated criminal justice persons, if one takes the demand as an indicator of the need. The university plan itself notes in Recommendation 8 that it plans to work in conjunction with state government agencies to develop state correctional and mental health facilities. We see our program as strongly supportive of such a plan. Of course, criminal justice is clearly in line with the additional emphasis that SUNY has placed on the important role of the university in the area of public policy.
2. Recommendation 9 of the SUNY Master Plan affirms the need to recognize the life-long needs for learning. By our emphasis on a general criminal justice education concerned with basic critical and analytical skills in problems of criminal justice, we seek to train people for life-long careers. In this way, persons will be better able to adjust to changing occupational patterns in society.
3. The Master Plan does, of course, affirm the aim of achieving academic excellence. Again, because of our emphasis on preparation for study beyond the baccalaureate degree, we expect to develop an undergraduate program of the highest excellence.

Relationship to Albany Campus Master Plan--contd.

level or standard of work expected of them, and of other supporting courses which would be helpful for their major. In general, the advice given will be supportive of a sound liberal education program. We see our program as strongly supportive of the campus plan in this respect.

4. We have already remarked upon the importance of orienting undergraduate education away from specific job training, on to life-long career preparation. Programs and Priorities states,

"A rapidly changing technology and labor market will require broadly educated persons with basic skills and critical thinking; a broader understanding of our institutions, values, and culture, and an ability to adapt to changing occupational requirements."

Our program is therefore uniquely suited to this aim of the campus plan.

5. The commitment to public policy is also a key recommendation of the campus plan. It is clear that expanding our criminal justice program to the undergraduate level increases our already considerable commitment to public policy.
6. The campus plan calls for concerted attempts to make possible transfers into our programs from other institutions. It is our intention to make special efforts to admit transfer students into the major, provided that they are as well qualified as other students within the Albany campus. The School of Criminal Justice Admissions Committee will deal with each admission application on a case-by-case basis. It is expected that this committee will take into account the student's prior academic record, his reasons for pursuing an undergraduate degree in criminal justice, and the equivalence of criminal justice courses taken at other colleges. In general, no courses will be articulated that are not at the 300 level. In cases where the committee is in doubt, the student may waive required criminal justice courses by examination. The official description of our program will clearly state that job training at the technical level is not the type of program offered at Albany. We expect, therefore, that the number of transfer students will be comparatively small.
7. The School of Criminal Justice has an exceptional record in its attempt to provide special opportunities for the education of minorities. We have had installed now for three years a federally funded program to recruit and train outstanding minority students in the graduate program in criminal justice. We are in the stages of expanding this enterprise into a Center for Minority Studies, a component of which will provide, hopefully, financial assistance to outstanding minority students. We anticipate that, once this center is established on a sound financial basis, we will be able to extend our efforts into the recruitment and education of undergraduate minorities. Again, this is strongly supportive of the campus plan commitment to providing special opportunities for minority students.

Relation to Existing Programs--contd.

welcome police and other "on-line" personnel who are interested in pursuing our criminal justice programs to a higher academic level. Indeed, we are proud of the records of police and corrections personnel who have graduated from our graduate program.

It should be very clear, then, that we see ourselves in no way competing with the existing programs in the state or elsewhere.

Resources

1. Faculty and Staff:

The majority of the criminal justice courses required for the undergraduate major are already established. Only the addition of four more courses is necessary, and this is achieved in our program by offering a selected number of graduate courses as "shared resources" courses. After careful evaluation, we do not expect the numbers who would take these courses to overly extend the resources of our faculty, or to affect negatively the quality of education of our graduate students. In fact, those courses so designated as shared resources courses have customarily admitted undergraduates in them, on permission of the instructor; and these have worked out very well. Additionally, we intend to rotate these shared resources courses so that the load will be, eventually, shared equally by the faculty. Our faculty is committed to the concept of the undergraduate major, so that it is expected that almost all faculty will teach 300- and 400-level courses on a regular basis.

2. Facilities:

Library facilities are more than adequate, in that the criminal justice related holdings of the main library have now been successfully relocated at the Hawley Library, which is situated conveniently next to the School of Criminal Justice. The library is extensive and growing and is considered adequate for criminal justice graduate work. There will be some need for multiple copies of a few major textbooks; but on the whole, since there is no substantial addition of courses to our present curriculum, we expect the demands on the library to remain pretty much the same.

A factor that is unsatisfactory to us is that our school is now situated on the downtown campus, which necessitates that any large class must meet on the uptown campus. Faculty and teaching assistants must therefore commute, at severe loss of time, to and from their offices to the main campus for classes. This also makes it very difficult to provide adequate student advisement, as our contact offices on the main campus were recently taken from us. This factor also makes it difficult for undergraduates to feel they have "access" to our faculty, even though the majority of them are consistently in their offices and have an "open door" policy.

Evaluation--contd.

3. Our graduate teaching seminar, obligatory for all teaching assistants, will be continued, and used as a vehicle for evaluating the program from the point of view of our graduate assistants. Teaching faculty will also participate in these seminars when conditions or questions arise that are pertinent to their special fields.
4. Content of the curriculum and its relationship to courses from other departments will be constantly monitored and revised at least every two years, with review by the School of Criminal Justice Curriculum and Educational Policies Committee at least once a year.
5. The academic progress of all majors will be reviewed by the Director of the Undergraduate Program and students in need of extra assistance identified. The Director of Undergraduate Programs will report to the faculty at the end of each semester the general progress of students in the program, and will raise problems of specific students should he consider it necessary.

APPENDIX I

Model Program

B.A. in Criminal Justice: Concentration in Ethnology

Minimum credit requirements: 36

Freshman Year

Math 108	Introduction to Statistics (3)
Ant 200	Introduction to Cultural Anthropology (3)

Sophomore Year

Crj 300	Introduction to Nature of Crime (3)
Ant 362	Ethnology of Law (3)
Crj 351	Policing (3)
Ant 370	Culture Contact and Ethnicity (3)

Junior Year

Crj 301	Introduction to Criminal Justice Process (3)
Crj 302	Introduction to Corrections (3)
Crj 304	Introduction to Juvenile Justice (3)
*Mat 308	Topics in Inferential Statistics (3)

Senior Year

Crj 411	White Collar Crime
Crj 426	Principles of Punishment
Crj 420	Law and Social Control

*Note that this is not a required course, but is strongly recommended for those planning to proceed to graduate work.

Appendix 2

Initially Approved Courses in Areas of Concentration

Philosophy

Phi 325	Philosophy of Law
Phi 318	Social Ethics
Phi 320	Political and Social Philosophy
Phi 212	Introduction to Ethical Theory

History

His 313	Constitutional History of the United States
His 322a, b	American Social History
His 317a, b	History of the American City

Ethnology

Ant 370	Culture Contact and Ethnicity
Ant 200	Introduction to Cultural Anthropology
Ant 362	Ethnology of Law
AAS 224	Cities as People
AAS 231	Dynamics of Racism
AAS 331	The Afro-American Family
AAS 333	Problems in the Black Community

Law

Pos 337	Introduction to the Legal Process
Pos 426b, c	American Constitutional Law
Pos 336	Civil Liberties

Sociology

Soc 241	Social Class
Soc 282	Minority Groups
Soc 333	History of Social Thought
Soc 335	Contemporary Sociological Theory

Psychology

Psy 270	Social Psychology
Psy 338	Abnormal Psychology
Psy 384	Motivation
Psy 385	Evolutionary Psychology

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Limitation on "S" Credits

INTRODUCED BY: Undergraduate Academic Council
May 4, 1981

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. That the policy on S/U grading in courses normally graded A/E be changed to the following:

For graduation the student is limited to electing a maximum of 15 credits of "S" in courses below the 500 level. Of these 15 credits, a maximum of 6 credits may be elected by the student in either (a) the major or second field or combination or (b) the major or second major or combination; and these 6 credits must be in major or minor courses below the 300 level.

- II. This resolution take effect with the fall 1981 semester.

- III. This resolution be referred to the President.

RATIONALE

Students have been finding that S/U grading works to their disadvantage when applying to graduate school, for jobs, etc. Faculty surveyed almost all felt that the 30 credits presently allowed are too many. In actual fact, very few students opt for 30 credits of S/U grading. Faculty surveyed also felt that it was inappropriate for a student to opt for S/U in her/his major. (The purpose of S/U is to allow the student to explore areas outside the major.) Limiting S/U grading in the major or minor to 100- and 200-level courses will alleviate some of that problem. (A student might take a course S/U while a freshman and then decide to major in that area.)

NOTE: Courses in which only the grade of S or U may be earned do not fall under the provisions of this bill.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Second Fields

INTRODUCED BY: Undergraduate Academic Council
May 4, 1981

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

- I. That the words "second field" be changed to the word "minor" on student transcripts and in all appropriate undergraduate policies.
- II. That students may declare and have listed on their transcripts two minors. The same course may not be used to fulfill the requirements of the major and minor(s). If a major and two minors are to be listed on the transcript, at least two colleges/schools within the university must be represented in the three fields of concentration (i.e., no more than two fields from any one college/school).
- III. That this resolution be referred to the President.

RATIONALE

"Second Fields" were introduced on this campus when the "minors" became unstructured and second fields were approved by the student's major department adviser. We now have reinstated structured second fields whereby the academic unit offering the coursework specifies the composition of the concentration. It is appropriate to again denote these concentrations as "minors." In addition, "second fields" have little meaning beyond this campus; "minors" universally denote a secondary concentration.

The UAC believes that it would be a distinct advantage to many students to have an additional minor declared on an official document such as a transcript, for it is an unquestionable proof of this additional accomplishment. It is especially advantageous in the case where the major and minors are mutually reinforcing. For example, an economics major who has completed minors in both business and computer science would need to make the difficult choice of deciding which of the two to declare, as both would be beneficial to have on a transcript.

It is the concern of some people that this option could lead to too much specialization, which could be detrimental to students. The clause stipulating at least two schools/colleges is designed to prevent this. Although the student is in fact still specializing in three areas, if they are from different schools there is apt to be much more variety among these fields.

It is understood that neither of these proposals can be implemented until the computer is reprogrammed with the capabilities to print the word "minor(s)"