



UNIVERSITY SENATE

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

UNIVERSITY SENATE

Monday, September 13, 1982

3:30 p.m. - Campus Center Ballroom

A G E N D A*

1. Approval of Minutes
2. President's Report
3. Chairperson's Report
4. Council and Other Appointments
5. Council Reports
6. New Business:
 - 6.1 Bill No. 8283-01 - Proposed Program Leading to the Master of Arts Degree with Certificate in Public History - (GAC)
 - 6.2 Bill No. 8283-02 - Proposed Certificate Program in Russian Translation - (GAC)
 - 6.3 Bill No. 8283-03 - Proposed Certificate Program in Regulatory Economics - (GAC)
 - 6.4 Bill No. 8283-04 - Proposed M.S. and Ph.D. Programs in Pathobiology - (GAC)

*For Information - Other materials available in the Senate Office
AD 259.

Archives (2)
University Library
ULB-43

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

1982-1983 Membership

EX OFFICIO SENATORS

Vincent O'Leary, President of State
University of New York at Albany

Joseph Nitecki, Director of
University Libraries

Stephen DeLong, Vice-President for
Academic Affairs, Acting

*Harold L. Cannon, SUNY Senator (1985)
(Alternate: Robert Gibson)

John Hartigan, Vice-President for
Finance and Business

Donald Reeb, SUNY Senator (1983)
(Alternate: Arthur Collins)

Warren Ilchman, Vice-President for
Graduate Education and Research

Lewis Welch, Vice-President for
University Affairs

ELECTED SENATORS

Elected: At Large

Vernon Buck (1983)
Educ. Opp. Program

Thomas MacGregor (1984)
Mathematics

Jeffrey Berman (1985)
English

Frank Carrino (1983)
Hisp. & Ital. Studies

Robert Gibson (1984)
CUE

Dorothy Christiansen (1985)
University Library

Harry Frisch (1983)
Chemistry

Ivan Steen (1984)
History

Gloria DeSole (1985)
Affirmative Action

Richard Tastor (1983)
Financial Aids

Patricia Rogers (1984)
PEAR

Richard Farrell (1985)
Graduate Studies

Elected: Humanities and Fine Arts

Warder Cadbury (1983)
Philosophy

Ulrich Mache (1984)
German

Sophia Lubensky (1985)
Slavic Studies

Edward Cowley (1983)
Art

Ronald Bosco (1984)
English

Jerome Hanley (1985)
Theatre

Drew Hartzell (1983)
Music

Joseph Woelfel (1984)
Rhet. & Communications

Georges Santoni (1985)
French

*Past Chairman of the SUNY-Albany University Senate

Elected: Science and Mathematics

William Hammond (1983)
Mathematics

William Closson (1984)
Chemistry

Hassaram Bakhru (1985)
Physics

Nelson Cue (1984)
Physics

Richard Stearns (1983)
Computer Science

Arthur Loesch (1984)
Atmospheric Science

Samuel McGee Russell (1985)
Biology

Elected: Social and Behavioral Sciences

Peter Krosby (1983)
History

Richard Alba (1984)
Sociology

John Logan (1985)
Sociology

Richard Kalish (1983)
Economics

Robert Jarvanpa (1984)
Anthropology

Frank Pogue (1983)
African & Afro-Amer. Stud.

William Simmons (1984)
Psychology

Elected: Business

Roy Klages (1983)

John Levato (1984)

Thomas Dandridge (1985)

Elected: Cont. Studies

Marc Salish (1984)

Elected: Criminal Justice

Robert Hardt (1985)

Elected: Education

Alexinia Baldwin (1983)
Program Development

Gordon Purrington (1983)
Educ. Administration

Fred Dembowski (1985)
Educ. Administration

Morris Finder (1983)
Teacher Education

Bertha Wakin (1983)
Teacher Education

Oliver Nikoloff (1985)
Educ. Psy. & Statistics

Elected: GSPA

Stephen Wasby (1984)

Abdo Baaklini (1985)

Elected: Library Science

Joseph Morehead (1985)

Elected: Social Welfare

Aaron Rosenblatt (1983)

Bonnie Carlson (1984)

Elected: University Libraries

Mina LaCroix (1983)

Stephen Watkins (1984)

Roger Gifford (1985)

APPOINTED SENATORS

Neil Brown
Student Affairs

Helen Desfosses
Undergraduate Studies

Ronald Farrell
Sociology

William Kidd
Geology

Sung Bok Kim
History

John Pipkin
Geography

Cathryne Siviers
Ed. Psychology

Dean Snow
Anthropology

Daniel Wulff
Science and Math

ELECTED UNDERGRADUATES

Gerry Brennen

Beth Brinser

Jeane Buckley

Phil Chonigman

Robert Farley

Phil Gentile

Gail Goldstein

Richard Golubow

April Gray

Mike Hagerty

Joel Hammer

Steven Kastell

Cathy LaSusa

Robin Pakula

Joe Ranni

Jayne Rothman

Johanna Sarracco

Eric Sauter

Jeff Schneider

Michelle Schwartz

Neil Siegal

Tom Volk

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

1982-1983 Council Membership

COUNCIL ON ACADEMIC FREEDOM AND ETHICS

Teaching Faculty: *Alexinia Baldwin, Program Development - Education
Dewitt Ellinwood, History - Social and Behavioral Sciences
XX *Nelson Cue, Physics - Science and Mathematics
X *John Logan, Sociology - Social and Behavioral Sciences
*Joseph Morehead, Library and Information Science
Myron Taylor, English - Humanities and Fine Arts

Non-Teaching Faculty: Michele Deasy, Continuing Studies
*Richard Farrell, Graduate Studies

Undergraduate Students: *Robert Farley
*Joel Hammer

COUNCIL ON EDUCATIONAL POLICY

Ex Officio: Vincent O'Leary, President ✓
Judith Ramaley, Vice-President for Academic Affairs
John Hartigan, Vice-President for Finance and Business
Warren Ilchman, Vice-President for Research and
Educational Development ✓
Lewis Welch, Vice-President for University Affairs ✓

Teaching Faculty: *Harold Cadbury, Philosophy - Humanities and Fine Arts
*Dorothy Christiansen, University Library ✓
Robert Donovan, English - Humanities and Fine Arts
*Morris Finder, Teacher Education - Education
Richard Hall, Sociology - Social and Behavioral Sciences ✓
*William Hammond, Mathematics - Science and Mathematics ✓
Paul Marr, Geography - Social and Behavioral Sciences ✓ (by phone)
XX Shelton Bank - Science and Mathematics
James Riedel, Political Science - GSPA ✓
XX *Robert Hardt, Criminal Justice ✓

Dean's Council Appt.: John Webb, Dean of Social & Behavioral Sciences ✓

Non-Teaching Faculty: *Gloria DeSole, Affirmative Action ✓
*Robert Gibson, CUE
John Tucker, Counseling

Undergraduate Students: *Gerry Brennan
*Mike Hagerty
*Robin Pakula
*Tom Volk
XX *Jayne Rothman

Asterisks indicate senators

Italics indicate first-year appointments

X - Nominee has not yet been reached for his/her agreement to serve if confirmed
XX - Appointment contingent on approval of Senate

GRADUATE ACADEMIC COUNCIL

Ex Officio: Judith Ramaley, Vice-President for Academic Affairs
Warren Ilchman, Dean of Graduate Studies

Teaching Faculty: *Sung Bok Kim, History - Social and Behavioral Sciences
Sara Knapp, University Library
*Sophia Lubensky, Slavic Language and Literature -
Humanities and Fine Arts
*Gordon Purrington, Educational Administration - Education
Richard Teevan, Psychology, Social and Behavioral Sciences
*Stephen Wasby, Political Science, Graduate School of
Public Affairs
XX Michael Kavanagh, Business
XX*Thomas MacGregor, Math - Science and Mathematics

Non-Teaching Faculty: Ivan Edelson, School of Social Welfare

Undergraduate Students: Dan Robb

Graduate Students:

LIBRARY COUNCIL

Ex Officio: Warren Ilchman, Vice-President for Research and
Educational Development
Joseph Nitecki, Director of University Libraries

Teaching Faculty: *Hassaram Bakhru, Physics - Science and Mathematics
Arnold Foster, Sociology - Social and Behavioral Sciences
Mojmir Frinta, Art - Humanities and Fine Arts
Norman Hoyle, Library Science
*William Kidd, Geology - Science and Mathematics
XX *Drew Hartzell, Music - Humanities and Fine Arts
Max Siporin, Social Welfare
*Cathryne Siverson, Educational Psychology - Education
*Joseph Woelfel, Rhetoric and Communication

Non-Teaching Faculty: Kathryn Lowery, Financial Management

Undergraduate Students: Wayne Klieger
Dave Schneyman

COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENT

Ex Officio: Judith Ramaley, Vice-President for Academic Affairs

COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENTS--contd.

Teaching Faculty: *William Closson, Chemistry - Science and Mathematics
 Richard Callner, Art - Humanities and Fine Arts
 *Ronald Farrell, Sociology - Social and Behavioral Sciences
 Boris Korenblum, Mathematics - Science and Mathematics
 *Aaron Rosenblatt, Social Welfare
 Sara Schyfter, Hispanic and Italian Studies - Humanities
 and Fine Arts
XX *John Pipkin, Geography - Social & Behavioral Sciences
XX Gary Yukl - Business

Undergraduate Students: *April Gray
 Lisa Pazer

COUNCIL ON RESEARCH

Ex Officio: Warren Ilchman, Vice-President for Research and
 Educational Development
 Frank Lucarelli, Director of Research
 Jeffrey Cohen, Chair, Research Safety Committee

Teaching Faculty: *Richard Alba, Sociology - Social and Behavioral Sciences
 Meredith Butler, Library
 *Thomas Dandridge, School of Business
 Walter Gibson, Physics - Science and Mathematics
 Martin Kanes, French - Humanities and Fine Arts
*Arthur Loesch, Atmospheric Science - Science and Mathematics
 Susan Sherman, School of Social Welfare
 Joseph Zacek, History - Social and Behavioral Sciences

Non-Teaching Faculty: Martin Coffey, Counseling
 Gene Winter, Two-Year College Development

Undergraduate Students: *Joe Rammi
 *Neil Siegel

STUDENT AFFAIRS COUNCIL

Ex Officio: Neil Brown, Dean for Student Affairs

Teaching Faculty: Mike Barth, School of Business
 *Edward Cowley, Art - Humanities and Fine Arts
 Hedi McKinley, School of Social Welfare
 *Patricia Rogers, PEAR
 *Steven Watkins, University Library

Non-Teaching Faculty: *Vernon Buck, Educational Opportunity Program
 Richard Collier, CUE
 John Henighan, Public Safety
 Janet Hood, Student Health

STUDENT AFFAIRS COUNCIL--contd.

Undergraduate Students: Mary Frances Cotch
David Daniels
*Phil Gentile
*Gail Goldstein
*Richard Golubow
*Steven Kastell
*Cathy LaSusa

Graduate Students: _____

UNDERGRADUATE ACADEMIC COUNCIL:

Ex Officio: Judith Ramaley, Vice-President for Academic Affairs
Helen Desfosses, Dean of Undergraduate Studies

Teaching Faculty: — XX Henry Mendelsohn - University Library
*Jeffrey Berman, English - Humanities and Fine Arts
*Bonnie Carlson, School of Social Welfare
*Jerome Hanley, Theatre - Humanities and Fine Arts
William Holstein, School of Business
*Samuel McGee Russell, Biology - Science and Mathematics
X Maryanne Mithun, Anthropology - Social and Behavioral
Sciences
Craig Sipe, Teacher Education - Education
*Richard Stearns, Computer Science
*Ivan Steen, History, Social & Behavioral Sciences

Non-Teaching Faculty: *John Levato, School of Business

Undergraduate Students: *Beth Brinser
*Jeanne Buckley
*Johanna Sarracco
*Jeff Schneider
Mark Weprin

UNIVERSITY COMMUNITY COUNCIL

Ex Officio: Lewis Welch, Vice-President for University Affairs
Norbert Zahm, Director of University Auxiliary Services
James Williams, Director of Campus Security

Teaching Faculty: *Frank Carrino, Hispanic and Italian Studies, Humanities
and Fine Arts
Frank Femminella, Education and Social Thought, Education
*Roy Klages, School of Business
Leona M. Rhenish, PEAR
*Georges Santoni, French, Humanities and Fine Arts

Non-Teaching Faculty: — *Roger D. Gifford, University Library
*Richard Tastor, Financial Aids

UNIVERSITY COMMUNITY COUNCIL--contd.

Undergraduate Students: **Phil Chonigman*
**Eric Sauter*
**Michelle Schwartz*

Service Staff: Megan Beidl
Mary Kantrowitz
Gwen Willoughby

REPORTS TO THE SENATE

September 13, 1982

Report of the Educational Policy Council

FOR INFORMATION:

The Chair of the Council has completed a provisional organization of the Council's subcommittees.

Report of the Graduate Academic Council

FOR INFORMATION:

The GAC met three times during the month of August to consider several new academic program proposals. The council approved them without a dissenting vote. The Council also approved proposed membership for its several committees and authorized the GAC Chairman to organize a new committee on Graduate Teaching Awards.

FOR ACTION:

The GAC requests that the Senate approve the proposed new Certificate programs in Public History, in Russian Translation, in Regulatory Economics, and Masters and Ph.D. programs in Pathobiology.

GSPA/Soc. & Beh. Sciences (combined programs proposed) - UAC must take action before presented to Senate

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

PROPOSED PROGRAM LEADING TO THE MASTER OF ARTS
DEGREE WITH CERTIFICATE IN PUBLIC HISTORY

Approved

Submitted by: Graduate Academic Council
August 30, 1982

IT IS HEREBY PROPOSED THAT:

- I. A program leading to the Master of Arts Degree with Certificate in Public History with the attached requirements be approved and become effective immediately upon registration by the State Education Department.
- II. That this bill be referred to the President for his approval.

ATTACHMENT

PROPOSAL FOR CERTIFICATE PROGRAM

1. Title

"Program Leading to the Master of Arts Degree with Certificate in Public History"

The proposed "Program in Public History" is designed around a two-year curriculum, successful completion of the first year to result in a Master's Degree in History, successful completion of the second year to result in a Certificate in Public History. The SUNYA Department of History proposes to introduce the program beginning in January 1983.

2. Rationale

The program is designed to train professional historians for work outside the academic setting, or at least the conventional academic setting. Its graduates should find employment with historical societies, museums, archives, and similar agencies, as well as with agencies involved in public policy planning. All too often, professionals working in these areas have been trained in the technical aspects of their vocation, but do not have an adequate background in history. The need for a historical perspective is quite obvious in preparing students for careers in historical societies, museums, and archives, but it is less apparent, but also highly desirable, that those interested in being involved in public policy planning be equipped to explore the historical implications of future policies.

Another important reason for adding this program to the university's existing curricula is that jobs for professionally trained historians exist in both public and private sectors, as indicated by the proliferation of public history programs at major and minor institutions throughout the United States. True enough, vocational opportunities are indeed constrained by the current state of the American economy, but those constraints limit the opportunities of all college graduates these days and are not the relatively permanent limita-

*Combine
history to 80s
with organizing
history*

tion (declining need for professors and secondary-school teachers) that has spectacularly constricted job opportunities for graduates of traditional history programs. In fact, if agency desire for history interns is any criterion on which to base a judgment, only the financial exigencies pose problems for the vocational success of potential graduates.

The History Department has been planning a public history program for quite some time. Several years ago, consultants were brought in to discuss the possibility of the establishment of a doctoral program in local and regional history. (These consultants came from Cornell University, the Minnesota Historical Society, and the Newberry Library.) Although their reports were in agreement on the viability and centrality of local and regional history and on the capacity of the History Department to offer a doctoral program in this field, the Department concluded that the most sensible course of action would be to expand the existing M.A. program before moving on to the doctoral level. It was decided to build on the local and regional concentration in the M.A. program and develop a specialty in the growing field of public history. In April 1981, several members of the Department met with a group of professionals representing museums, archives, and other history-related organizations to plan such a program. This meeting resulted in the decision to institute a course of study that would culminated in the granting of a Master of Arts Degree in History and a Certificate in Public History. The wisdom of this decision was confirmed in subsequent discussions with the Director of the University of California at Santa Barbara's Program in Public History and with the Co-Director of Carnegie-Mellon University's Program in Applied History, both of whom indicated that our resources and location placed us in an excellent position to operate a highly successful program.

3. Relationship to Other University Programs and Campus Mission

The program's relationship to the campus mission is a close and direct one. In the words of Chancellor Wharton, "The campus long has assumed, as an important special mission, the orientation of research and education to the needs of public affairs and policy." With its proposed Program in Public History, the History Department has readied itself to play a role in this mission. SUNYA'S program will be the only such program located within a major state capital in the United States. As such, it can be conceived of as exploiting, in the most desirable manner, the remarkably close relationship between SUNYA, state government, and other metropolitan agencies, both public and private.

In terms of relationship with other university programs, the Department has initiated close coordination with other interested campus facilities. Thus the School of Library and Information Science will cooperate with the History Department in the "Historical Records Administration" component of the proposed program, and the History Department welcomes the proposed curriculum of the University's new Department of Public Affairs in the hope that some of its most highly qualified students will wish to take advantage of the opportunity for obtaining dual master's degrees in Public History and Public Affairs. Indeed, the designated director of the proposed program, Robert R. Dykstra, Professor of History and Public Policy, holds a joint appointment in the newly created department and is helping devise its curriculum.

4. Requirements

The program requirements were constructed after consultation with professionals representing several museums, archives, and other history-related organizations in the Capital District. They meet, or exceed, the "Standards for Historical Agency Training Programs" established by the American Association for State and Local History.

The proposed program entails 48 credits, minimum. Students will be required to complete a three-phase curriculum: a substantive history concentration (21 credits), a series of professional courses (9 credits), and an internship and thesis (18 credits). The substantive history concentration will include a "local and regional history" emphasis in order to insure that every student has a thorough understanding of the needs of users of historical materials in state or local agencies and other institutional repositories, including those of business firms. The second phase of training requires the student to select a vocational emphasis in one of three subfields: Historical Agency Studies, Historical Records Administration, or History and Public Policy. Courses completed during this training phase will depend on the emphasis. At the close of it the student will be required to complete a major field examination in local and regional history, the successful passage of which will result in the awarding of a master of arts degree. At this point each student may decide whether or not to continue work toward the certificate in public history, and the program director may choose to terminate those students deemed of insufficient promise to continue.

Phase three of the program embraces an individually tailored, project-oriented internship (12 credits), to be completed in one of at least a dozen cooperating agencies in and around the Capital District (confirming letters of intent from such agencies are on file. During that intership, the student will participate in a two-semester internship colloquium and write a thesis based on an aspect of the internship project. Successful completion of phase three will result in award of the Certificate in Public History.

Finally, it should be noted that the proposed Institute for Local and Regional Studies, still very much in the planning stage at the moment, but with the Erastus Corning Oral History Project as its centerpiece, clearly will play more than a peripheral role in the History Department's Program in Public History, although the precise dimensions of that role await a more pre-

cise definition of the facility itself.

5. Resources Required

The existing History faculty, supplemented by the use of adjuncts, is adequate to implement the Program in Public History: Several members of the Department have been involved in the planning of the program (Dykstra, Kim, Steen), others have proposed key courses (Birr, Wesser, Wittner), and at least two additional faculty members have indicated an interest in participation in the near future (Birn, White). It is expected that sufficient funds will be available to employ adjunct faculty to teach most of the "professional" courses. Library resources also are adequate to the needs of the program.

However, if no new resources are necessary to launch the program, its continuation as a high-quality program likely to attract the best potential students requires the addition of another Americanist with research expertise in local and regional history.

6. Support

Assurances of support for the proposed program have been offered by President O'Leary, Vice-President Ilchman, Dean Webb and a number of other key administrative figures on campus, as well as from a substantial number of important persons in cooperating agencies within the Capital District. Dr. Paul Scuderie, Director of the New York State Museum's Division of Historical and Anthropological Services, and Dr. Bruce Dearstyne, Senior Archivist with the New York State Archives, have been of exceptional help in encouraging formation of the program. Dr. Roderick Blackburn, Assistant Director of the Albany Institute of History and Art, and Dr. Theodore Corbett, Director of Historic Cherry Hill, have made valuable suggestions concerning curriculum. Additional statements of support from off-campus may be seen in the agency letters of intent (on file).

7. Impact on Region and State

It is the Department's understanding, based on consultations with the directors

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New
unknown
BY or EO

of probably the nation's two most prestigious public history programs -- those at Santa Barbara and Carnegie-Mellon -- that our program will in the beginning draw mainly students from New York State; it can also reasonably be assumed that, again initially, the program's graduates will seek jobs mainly within this region and state. Indeed, many of our first students, we know, will be men and women already employed in history-related administrative positions in the Capital District who wish to possess academic credentials that enhance their desires for vocational advancement.

But the specific impact of the new program on region and state, in a larger sense, depends very much on how knowledgeable users -- that is professional research historians -- rate the quality of historical services and history-related programs such as those dealing with architectural preservation. There is no single estimate of that quality, but it is clear from various user assessments and observations that quality is extremely uneven, varying from superior to very poor. Access to important historical records in the Capital District, for example, range from first-rate at the Albany Institute or the Schenectady Department of Public Safety or the Albany County Clerk's Office (which has recently created a historical archives), down to nonexistent at such an enormously important entity as the General Electric Company, which has as yet no capacity for making its vast archives available for historical research.

Although ultimately a SUNY-Albany Program in Public History may be expected to have an influence as wide as the intellectual reputation of its teaching staff, initially -- in combination with an Institute for Local and Regional Studies -- it can be expected to assist importantly in the effort to raise the consciousness of state and region in the matter of preserving and making available its precious historical and cultural resources, at the same time training and certifying professionals devoted to serving the increasing opportunities generated by new levels of public and private awareness of our historical heritage.

PROGRAM LEADING TO THE MASTER OF ARTS DEGREE WITH CERTIFICATE IN PUBLIC HISTORY

This program is designed to train professional historians who will work outside an academic setting. Students enrolled in this program will be required to complete their M.A. concentration in Local and Regional History and to complete courses and an internship appropriate to one of three areas of emphasis: Historical Agency Studies; Historical Records Administration; History and Public Policy.

Program of Study (48 credits, minimum)

1. History content, reading or seminar courses (21 credits)

History courses, as advised, including HIS 621 and a research seminar in American history. At least 9 of these credits to be chosen from among the following: HIS 509, HIS 519, HIS 520, HIS 527, HIS 529, HIS 530*, HIS 531*, HIS 535, HIS 590, HIS 622.
(*With permission of the Director of the Program).

2. Professional Courses (9 credits)

Professional courses are to be chosen from among the following: HIS 501, HIS 503, (required of students emphasizing Historical Agency Studies), HIS 504, HIS 505, HIS 506 (required of students emphasizing Historical Records Administration), LIB 656 (required of students emphasizing Historical Records Administration), LIB 607, LIB 652, LIB 655, HIS 507 (required of students emphasizing History and Public Policy).

3. Satisfactory completion of a major field examination in Local and Regional History.

4. HIS 798 a,b -- Internship in Public History (12 credits)

5. HIS 799 -- Public History Project Thesis (6 credits)

Existing courses listed in item 1:

HIS 509 - Society and Politics in Early New York, 1607-1789 (4)
HIS 530 - Topics in American History (1-4)
HIS 531 - Topics in European History (1-4)
HIS 590 - Quantitative Methods in History (3)
HIS 621 - Readings in Local and Regional History (4)
HIS 622 - Seminar in Local and Regional History (4)

New courses listed in item 1:

HIS 519, HIS 520, HIS 527, HIS 529, HIS 535. For titles and descriptions, see Course Action Forms (on file).

Existing courses listed in item 2:

HIS 501 - Resources and Techniques for Teaching State and Local History (2)
LIB 607 - Information Technology and Library Automation
LIB 652 - State and Local Government Documents
LIB 655 - Rare Books
LIB 656 - Archives and Manuscripts (3)

-2-

New courses listed in item 2:

HIS 503, HIS 504, HIS 505, HIS 506, HIS 507. For titles and descriptions, see Course Action Forms (on file).

For new courses listed in items 4 and 5, see Course Action Forms (on file).

Director of the Public History Program.

1. The Director of the Public History Program shall be responsible for the administration of that program and the advisement of its students, subject to policies established by the History Department Graduate Committee.
2. The Director of the Public History Program shall be a member of the History Department Graduate Committee.
3. The Director of the Public History Program shall be appointed by the History Department Chair, in consultation with the Director of Graduate Studies

Advisory Committee to the Program in Public History.

1. The purpose of the Advisory Committee to the Program in Public History shall be to advise the History Department Graduate Committee on matters related to the development and operation of the Public History Program.
2. The Advisory Committee shall be composed of professionals working in the field of public history.
3. The members of the Advisory Committee shall be chosen by the History Department Graduate Committee.

Tracks

- ① Records management / archives
- ② Historical societies / preservation / etc
- ③ History & Public Policy

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

PROPOSED CERTIFICATE PROGRAM IN RUSSIAN TRANSLATION

*initial enrollment
8-10
later app 15
(possible 40-50%
increase in Slavic
grad. enrollment)*

Approved

Submitted by: Graduate Academic Council
August 30, 1982

IT IS HEREBY PROPOSED THAT:

- I. A Certificate Program in Russian Translation with the attached requirements be approved and become effective immediately upon registration by the State Education Department.
- II. That this bill be referred to the President for his approval.

ATTACHMENT

PROPOSAL FOR A UNIVERSITY CERTIFICATE IN RUSSIAN TRANSLATION

General Objectives

Building on existing faculty strengths and taking advantage of the unique exchange of graduate students between the State University of New York and Moscow State University, the Department of Slavic Languages and Literatures proposes a graduate program leading to the University Certificate in Russian Translation. The Certificate Program would not take the place of existing Master's programs in Russian language and literature; rather it would follow traditional M.A. programs and, accordingly, be designed on the assumption that students had already acquired advanced competence in the Russian language. The Certificate Program would aim to provide already well-prepared and well-qualified students of the Russian language with a full academic year of additional practical, pre-professional training in which they would have an opportunity to perfect their linguistic skills, particularly in the area of translation. The program would be intended in the first place for those who look toward professional careers which demand exceptional linguistics skill and further for anyone, suitably qualified, who desires training in this area for whatever reason.

Background

The program described in the present proposal was suggested first in the fall of 1979 by students of the Slavic Department. A Letter of Intent, outlining the Certificate Program in Translation, was developed and sent forward, with departmental approval, in the spring of 1980. The letter of Intent was approved by the Council of Humanities and Fine Arts in May 1980, and in August the Dean of the College requested the department to draft a complete proposal. Development of the proposal was delayed until Fall 1981, in order to await the outcomes of the formal review of existing graduate and undergraduate programs in Russian, which took place in the spring of 1981 and was concluded only early in the fall. The Slavic Department was eager to have the benefit of the reactions of the external evaluators, Richard Sheldon (Dartmouth College) and Maurice Levin (University of Massachusetts-Amherst), who were brought to campus as part of the review process.

Need

The proposal for the Certificate in Russian Translation is motivated by our perception of the need for well-trained Russian-language specialists in a variety of professional fields.

Over the last three-year period, nearly half of the graduates of our M.A. program have found non-teaching professional employment in positions which, to a great extent, draw upon their practical knowledge of the Russian language. These positions include translation, abstracting, editing, social work, international trade and tourism, and research. By their own testimony, the high level of Russian proficiency which these students acquired as students in the M.A.

program in Russian language and literature at Albany (and particularly as participants in the SUNY-Moscow State University Exchange of Graduate Students and Faculty) contributed substantially to the success of their employment search under very competitive circumstances.

The Federal Government has been a steady source of jobs for graduates of SUNYA's Russian programs. There is evidence that the need for Russian linguists in government is unlikely to decline. A Rand Corporation study recently identified the need for nearly 5000 positions for Russian-language specialists in all branches of the Federal Government; of these only 5200 were filled. (The need for Russian specialists was second only to that for Spanish specialists, which exceeded 9,000 it exceeded that for French specialists, 2900, by more than 2000.) Given the posture of the present administration towards the USSR and Eastern Europe and its demonstrated concern for questions of national security, we may expect opportunities for Russian linguists in the Federal Government to remain at current levels, if not to increase.

The proposal for the Certificate Program in Russian Translation also reflects the expressed desire of past and present students in our graduate and undergraduate programs. Indeed, the program was originally suggested three years ago by student members of the Advisory Council of the Slavic Department, and the Letter of Intent sent forward two years ago was produced with their full support and collaboration. Further, the need for the program has been formally confirmed on at least two occasions by surveys of student opinions. In the spring of 1978, of 18 graduate and undergraduate students in our highest Russian-language course, 16 expressed the desire for additional courses in translation; 10 said they would apply for a translation program of the sort described in this proposal. In the spring of 1981, every one of 24 students in the same course expressed the desire for more work in translation, while 23 of them said they would enroll in a translation program.

In contrast to what we see as the clear desire of students for high level, pre-professional Russian-language training, there is a dearth of programs which provide any instruction of this sort. To our knowledge, a single institution (Georgetown University) offers a formal post-B.A. program leading to a Certificate of Proficiency in written translation of Russian to English. Indiana University (Bloomington) offers a summer program leading to a certificate of advanced proficiency, which is, however, equivalent to five years of language study. Ohio State University awards a certificate in translation which is earned in conjunction with the traditional M.A. by the simultaneous completion of several additional courses.

The extremely limited availability of advanced language courses in general and of courses specifically providing pre-professional training in translation is doubtless a result of the low status accorded language study in traditional Slavic M.A. programs, which focus almost exclusively on preparation for doctoral work in literature or linguistics. In this respect the situation in Russian is no different from that in the other commonly studied European languages; however, because Russian is an extremely difficult language for native-speakers of English, progress in mastering the language lags considerably behind progress in

¹ Sue E. Berryman, Paul F. Langer, John Pincus, and Richard H. Soloman, Foreign Language and International Specialists: The Marketplace and National Policy (September 1979).

the other languages. Consequently it is not uncommon for otherwise highly qualified and well-prepared graduates of prestigious doctoral programs in Russian to have very weak practical control of the Russian language.

Our perception of the need for the proposed program and of our ability to carry it out was confirmed by the external evaluators who participated in the review of the B.A. and M.A. programs in Russian in the spring of 1981:

"The Department as currently constituted certainly has the talent and experience to make a translation program extremely successful. Such a program would be a logical extension of its current interests and activities." (p. 8)

"It also seems to us that the Department's plan to offer a Certificate in Translation has considerable merit. The people now teaching in the Department have the skills and training to do an excellent job..." (p. 12)

The proposal which follows reflects all of the preceding considerations and will address issues of admission requirements, graduation requirements, curriculum, program administration, size of program, resource needs, faculty qualifications and scheduling of the program.

Admission Requirements

Candidates for admission to the Translation Program will be expected to complete the standard application process for admission to graduate programs at SUNYA; this will include application form, three letters of recommendation, and complete undergraduate and graduate transcripts. In addition, they will be expected to satisfy the following requirements:

1. Satisfactory completion of an M.A. program in Russian prior to matriculation in the Translation Program.

2. Advanced proficiency in Russian and potential for translation as demonstrated by the following:

- a. satisfactory performance on a written examination of one hour's duration, testing control of Russian grammar and translation skills;

- b. 30-minute oral interview conducted in Russian.

Applicants for financial aid would also submit the standard application form for financial aid.

The credentials of applicants will be evaluated by members of the Certificate Program Committee (below), which will make recommendations with respect to admission and financial aid.

Graduation Requirements

The Certificate of Translation in Russian will be awarded upon completion of the following requirements:

- a. Coursework: A minimum of 30 semester credits including General Translation (6), Specialized Translation (6), Literary Translation (4), Contrastive Typology of English and Russian (4), Interpreting (4), with remaining credits as advised.

b. Culminating exercise: A polished, finished translation of 20-30 typed pages in length, selected and carried out under the supervision of a faculty advisor.

c. Field examination: One-and-a-half hours of written translation from Russian to English, one half-hour of consecutive interpreting.

Curriculum

The Translation Program would require the addition of five new courses to the curriculum of the Slavic Department. All of these courses are concerned primarily with various aspects of written or oral translation. One of them, Contrastive Typology of English and Russian, would serve as the theoretical cornerstone of the program, dealing with the intellectual basis for various approaches applied in translation. As necessary, however, theoretical issues will be taken up in the other, predominantly practical courses. Appropriately, the courses proposed below would be offered at the 600-level (for advanced graduate students), and they would have various lower courses as their prerequisites. Tentative catalog descriptions and course syllabi are given here.

Rus 6aa. Contrastive Typology of English and Russian (4)

Catalog description: Introduction to theory of contrastive analysis with specific reference to the linguistic structures of English and Russian. Prerequisite: Rus 501 and 502 or permission of Program Committee.

Objective: To provide a theoretical foundation for translation between English and Russian as well as a framework in which the essential contrasts between the structure of the two languages may be correctly understood and dealt with.

Content: Theoretical assumptions of contrastive analysis and translation; the major structural and typological characteristics of English and Russian; lexical, syntactic, and morphological differences; particular emphasis on the Russian categories of verbal aspect and tense, and noun case and gender, and their renderings in English.

Texts: General works in the field of contrastive analysis (e.g., U. Weinreich, Languages in Contact); studies of the salient properties of English and Russian (e.g., H. Marchand, The Categories and Types of Present-Day English Word-Formation; R. Jakobson, Shifters, Verbal Categories and the Russian Verb); contrastive studies of English and Russian (e.g., Koshevaia and Dubovskii, Contrastive Typology of English, Russian and Ukrainian; A. Smirnitiskii, Essays on Contrastive Grammar of Russian and English).

Materials: Exercises and handouts developed by the instructor.

Rus 6bb-6cc. General Translation I-II (4-2)

Catalog description: Translation of unadapted texts from Russian to English; expository prose analysis of published translations; requirements of professional translations; refinement of finished translations. Prerequisite: Rus 501 and Rus 502 or permission of Program Committee.

Objective: To develop skills in translation of expository prose from Russian to English; initial emphasis on clear understanding of Russian originals, later emphasis on referential and stylistic adequacy of English translation.

Content: Translation of a wide variety of expository styles, including documentary prose, journalism, memoirs, diaries, essays; consideration of published translation of available Russian works; consideration of problems of word order, polysemy, homonymy, paronymy, synonymy, antonymy; particular attention to translation of Russian modal particles and interjections; phraseology; "catches" and "false friends."

Materials: Translation selections chosen by the instructor.

Rus 6dd-6ee. Specialized Translation I-II (4-2)

Catalog description: Idiosyncracies of technical texts: technical terminology and jargon, area-specific styles; strategies for acquisition of facility in technical areas; special reference works; practice in a variety of technical and scientific fields. Prerequisite: Rus 501 and Rus 502 or permission of Program Committee.

Objective: Development of ability to translate technical texts of a degree of difficulty which does not require prior training in the given field; identification and location of works in English sufficient to provide general background in the given field; familiarization with standard technical reference works and dictionaries.

Content: A sequence of short-courses, each devoted to a specific special field (e.g., linguistics, economics, biology, medicine, agriculture, computer science, foreign trade, space technology) and chosen to reflect the backgrounds and interests of the students in the class; each unit begins with the translation of general texts in the field and then moves towards those of a more specialized nature; consideration of actual professional translations.

Texts: Appropriate general work on technical translation (e.g., T. Savory, The Language of Science).

Materials: Texts for translation chosen by the instructor; reading lists and basic reference works for each field compiled by the instructor.

Rus 6ff. Literary Translation (4)

Catalog description: Translation of selected literary texts from Russian into English with special attention to stylistic considerations. Prerequisite: Rus 6bb and 6dd or permission of Program Committee.

Objective: To introduce students to the demands of translation of literature of a wide variety of styles.

Content: Consideration of the history of translation of Russian literature into English, the "state of the art," and the major events in the development of the Russian literary language, as these relate to the demands on translation; readings in Russian and English stylistics; translations of unedited excerpts from Russian literature of diverse periods and styles; analysis of published translations, both good and bad.

Texts: Readings on the history of the Russian literary language (e.g., A.

Efimov, History of the Russian Literary Language; Russian stylistics (e.g., Essays on the Stylistics of Artistic Speech), V. Vinogradov, O iazyke khudozhestvennoy literatury [The Language of Literature]; M. Chudakova, Notes on the Language of Contemporary Prose]; English stylistics (e.g., C. Klaus, Style in English Prose); and general stylistics (e.g., T. Sebeok, Style in Language; B. Gray, Style: The Problem and Its Solution).

Materials: Excerpts from Russian literature selected by the instructor.

Rus 6gg: Interpreting (4)

Catalog description: Introduction to consecutive and simultaneous oral interpreting; interpreting techniques and strategies; extensive aural practice and laboratory drills. Prerequisite: Rus 6bb and 6dd or permission of Program Committee.

Objective: To introduce basic principles of consecutive and simultaneous interpreting, primarily from Russian to English; to provide laboratory setting for interpreting practice.

Content: Familiarization with strategies of consecutive and simultaneous interpreting, notes, use of paraphrase, and other aids; special attention to Soviet Worter und Sachen, geographic names, numerals and dates; extensive drills drawn from newspapers, taped radio and television shows, and excerpts from books, speeches, debates, discussions, negotiations, conversations; extensive laboratory work and in-class evaluations of interpreting performances.

Texts: Basic textbooks (e.g., R.D. Min'iar-Beloruchoy, Consecutive Interpreting; G.V. Chernov, Theory and Practice of Simultaneous Interpreting).

Materials: Texts and tapes prepared by instructor.

Typical Program

Provided the prior completion of a master's degree in Russian, the optimal program for completing all requirements for the Translation Certificate in a single academic year would be the following:

| FALL TERM | | SPRING TERM | |
|-------------------------|-----------|-------------------------|----------|
| Contrastive Typology | 4 | Literary Translation | 4 |
| General Translation | 4 | General Translation | 2 |
| Specialized Translation | 4 | Specialized Translation | 2 |
| Elective | 3 | Interpreting | 4 |
| | <u>15</u> | Elective | <u>3</u> |
| | | | 15 |

Elective courses could be drawn from the graduate offerings of the Slavic Department or any other department of the University, and they would be selected in consultation with an advisor to suit the student's particular interests and career plans. The concluding translation could appropriately be completed as the Spring elective under Rus 697 Independent Study.

Students in the Certificate Program would be eligible to apply for the SUNY-Moscow State University Exchange of Graduate Students. While in Moscow,

they would be expected to attend classes relevant to the Certificate Program: lectures on contrastive grammar and translation theory, seminars dealing with important issues of Russian or English grammatical structure, special practical courses in translation and interpreting. The assumption of a minimal 5-credit enrollment for participation in the exchange program would give the following hypothetical program:

Academic Year 1

| FALL TERM | | SPRING TERM | |
|-------------------------|-----------|-------------------------|-----------|
| Contrastive Typology | 4 | Literary Translation | 4 |
| General Translation | 4 | General Translation | 2 |
| Specialized Translation | 4 | Specialized Translation | 2 |
| Elective | 2 | Interpreting | 4 |
| | <u>14</u> | Elective | 1 |
| | | | <u>15</u> |

Academic Year 2

FALL TERM

Study in the USSR 5

Registration for an additional 5 credits of study while in the USSR would have the effect of eliminating the need for electives while in residence at Albany and a 12 credit/semester course load.

Program Administration

The administration of the Translation Program would be the major concern of the Program Committee, consisting of at least three faculty members with major involvement in the Program. The Committee will be responsible for:

1. course scheduling and coordination;
2. overseeing course content in order to maintain congruence with accepted goals and objectives;
3. program policy and requirements;
4. recruitment of students;
5. administration and evaluation of entrance examinations and interviews;
6. recommendations for admissions and financial aid;
7. student advising;
8. supervision and evaluation of final translations;
9. administration of field examinations;
10. recommendations for degree awards;

11. liaison with the Slavic Department and appropriate College and University committees and administrative offices.

Recommendations to change the structure of the Translation Program may originate in the Program Committee. However, as is normal, proposed changes will require the approval of the Departmental Advisory Council (comprised of the departmental faculty and an equal number of students) and, as appropriate, College and University governance and administrative units.

One member of the Program Committee will serve as Program Coordinator. This individual will be responsible for the following:

1. convening and chairing meetings of the Program Committee;
2. transmitting the concerns and recommendations of the Program Committee to the departmental chairman;
3. providing initial advising for prospective and beginning students;
4. identifying and assigning student advisors;
5. representing the interests of the program to the department and beyond.

Size

Initially we would expect the program to attract 8-10 full-time students. Within three or four years, this number should grow to a maximum, optimal size of 15-18 full-time students. The upper limit is determined, to a great extent, by the considerable faculty workload demanded by courses in translation and by the need for substantial attention to individual students. Assuming the traditional normative student-to-faculty ratio of 8:1 for advanced graduate programs, the Certificate Program will more than justify the 1.0 FTE faculty position that would be devoted to it (see below).

Resource Needs

The present faculty is capable of handling the program at this time.

Assistantships: In order to attract and support well-qualified students to the program, 4 assistantships at .25 would be necessary at the outset. These could be used to support up to 8 students. Within two-three years, if the program grows as anticipated, an additional 4 assistantships would be requested.

S & E: An addition of \$500 to the base S & E budget of the Slavic Department would be necessary to provide for expenses of the Certificate Program, especially the preparation of class materials.

what about library resources

Equipment: A one-time expenditure of approximately \$5500 would be necessary for the purchase of a soundproof portable translator's booth with microphones and tape recorder in order to simulate the conditions of conference interpreting. This piece of equipment could perhaps be provided, alternatively, by any one of a number of soundproof chambers presently situated next to or near the Language Laboratory in the Humanities Building. The booth or facility would be available for use by similar programs in other language departments, were they needed.

Faculty Qualifications

The present faculty of the Slavic Department is exceptionally well-qualified to design, implement, and administer the proposed Translation Program. As pointed out above (p. 5) the external review of our programs carried out last spring concluded that we "have the skills and training to do an excellent job... This opinion is justified by the following considerations:

1. Nearly every member of the department has, to a greater or lesser extent, been professionally active as a translator or editor: Clyman is co-translator and editor of a major critical study of Chekhov. Baran has edited an anthology of works of literary analysis and criticism, and a collection of scholarly letters. Patterson has translated and published substantial amounts of Russian poetry as well as other works dealing with this subject; together with Lubensky he is presently involved in a major translation project to make available the critical writings of the extremely important Russian poet, Alexander Blok. Scatton has been an occasional translator and editor of diverse Bulgarian, Russian, and Serbo-Croatian materials. Shane has done occasional translations of Russian literature. Lubensky's translation credits, here and in the USSR, are too numerous to list; see her curriculum vitae, which is attached.

2. All of the members of the Slavic Department are qualified to teach various components of general, specialized and literary translation. Their prior education, research interests and professional experience enable them to supervise translation in an extremely wide variety of styles, genres, and areas: belles lettres, literary theory and criticism, the arts, linguistics, the social sciences, mathematics, computer science, and the physical sciences (theoretical and applied). As a consequence, the variety of translation experiences desirable and necessary for the practical success of the program is well-assured.

3. The faculty has substantial experience in developing and teaching courses of the sort proposed for the Certificate Program. Lubensky studied and taught translation and translation theory in the USSR, prior to coming to this country. Since coming to Albany, she has taught a variety of advanced translation courses, as well as Russian stylistics. Scatton developed and taught advanced courses in the translation of non-literary prose at Indiana University and the University of Virginia; he has taught scientific Russian for physicists at MIT. Since 1980, Patterson has taught translation and translation theory to advanced students of English who come to SUNYA from the Thorez Institute in Moscow as part of the SUNY-USSR exchange programs.

Schedule

Assuming that the proposal is approved in Spring 1982 and that the necessary resources are made available to recruit in 1982-1985, the program could be introduced in the fall of 1985.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

PROPOSED CERTIFICATE PROGRAM IN REGULATORY ECONOMICS

Submitted by: Graduate Academic Council
August 30, 1982

IT IS HEREBY PROPOSED THAT:

- I. A Certificate Program in Regulatory Economics with the attached requirements be approved and become effective immediately upon registration by the State Education Department.
- II. That this bill be referred to the President for his approval.

ATTACHMENT

Referred back to GAC to
est. guidelines on new certificate (new name)
qualifications before approving
new subject certificate

Proposed Certificate Program in Regulatory Economics

Program Abstract

Has been going on
for a period of time - trying
to formalize

1. Award and title. The program is designed to lead to the award of a Certificate ~~of Advanced Study~~ in Regulatory Economics.
2. Rationale. Regulatory economics is one of the traditional fields in economics: recently it has been the focus of attention. Regulatory economics includes both the health effects from certain occupations and the effect of inflation on electricity prices as part of its field of study. Many of these regulations are administered by state government, e.g. gas and electricity prices, telephone prices, cable-T.V. This course of study will provide needed training for professionals (especially attorneys, engineers, and accountants) employed by the New York State Public Service Commission and other agencies (e.g., the Office of Energy, Department of Environmental Conservation). The courses initiated by the program will serve also as an additional specialization available to students in the Economics M.A. program; M.A. students specializing in other fields of Economics will have the opportunity to broaden their expertise (and improve their employment prospects) by qualifying for the Certificate as well as the M.A. degree. The same opportunity holds, of course, for other graduate students (e.g., those in Public Administration and the School of Business). Finally, employed professionals participating in the program will have made a step which may encourage some to deepen skills by further work toward a graduate degree.
3. Relationship of program to other SUNYA programs and campus mission. The program is unique as to the subject matter but, as already indicated, nicely complements existing Economics and other graduate programs. As to the campus mission, the program shapes up as a model of SUNYA cooperation with state agencies to support agency functions, improve the SUNYA curriculum, and establish a basis for further useful collaboration. The Certificate Program's subject matter is in tune with SUNYA's public policy thrust.
4. Description of program and requirements. The program consists of four courses:

Microeconomic Analysis (Eco 500). A separate section of this course, a requirement for the M.A. in Economics, would draw its examples from specific regulatory situations. This slant is important, in laying the foundation for the next two courses.

Economics of Regulation and Anti-Trust (Eco 570). This course continues to develop microeconomic analytical tools, but introduced the institutional frameworks within which practical issues in regulation must be handled. Much of the material in Alfred Kahn's classic Economics of Regulation will be covered.

for persons with
full time jobs

impact on
state docs,
US docs resources
+ other business
of state already
enhance

advantage =
get funds to
pay adjuncts so
SUNYA can teach
courses already
in books

Special Topics in Regulatory Economics (Eco 580). This course more explicitly integrates the basic tools of economic analysis with institutional frameworks of regulation through a case-study approach. The course will be conducted on a seminar (workshop) basis -- i.e., each student will be expected to analyze a current problem in regulatory economics and to present a paper and lead a discussion.

Economic Statistics (Eco 520). This required course in the Economics M.A. program rounds out the Certificate curriculum. Students completing this course and Microeconomic Analysis would be well on the way to an M.A. degree.

5. Resources required for the program. The NYS Office of the Budget has ruled that the program can be funded by impounding tuition fees. The proceeds will be used mainly to pay adjuncts and student assistants. Those qualified to teach the first three courses listed can now be found on the staffs of the Public Service Commission and the Office of Energy. The Department of Economics will provide space in Eco 520 for Certificate enrollees. No extra compensation for regular SUNYA members is contemplated.
6. Evidence of campus support. The Department of Economics formally endorsed the program on March 31, 1982.
7. Impact of program on region and state. Public utility rates and rate structures are receiving increasing attention in this state. Professionals in the Public Service Commission and related agencies require a firm grounding in economic analysis if they are to perform properly in the intensified policy debates.

Ivan Steen - does not meet rules for certificate of advanced study for SUNYA, e.g.
- 1 yr beyond masters
- 48 credit degree credits
of which 30 on campus

kb

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

PROPOSED M.S. AND PH.D. PROGRAMS IN PATHOBIOLOGY

Submitted by: Graduate Academic Council
August 30, 1982

IT IS HEREBY PROPOSED THAT:

- I. Masters and Ph.D. Programs in Pathobiology with the attached requirements be approved and become effective immediately upon registration by the State Education Department.
- II. That this bill be referred to the President for his approval.

ATTACHMENT

M.S. and Ph.D. Programs in Pathobiology

A. Introduction

Graduate programs in Pathobiology are designed to prepare students for technical, professional, and supervisory positions and careers in academic institutions, public agencies, and industry. The curricula will emphasize the application of classical biological, physical, and medical sciences to help solve environmental and public health problems.

The programs are designed to achieve three principal objectives: (1) to provide an advanced level of knowledge in biomedical and environmental sciences; (2) to promote acquisition of specialized technical knowledge and investigative expertise in one or more areas of advanced study in these sciences; and (3) to promote scholarship in relevant areas of public health.

Specialization areas available for intensive course study and thesis research include clinical chemistry and laboratory medicine, microbiology and immunology, mammalian and medical genetics, and molecular and cellular pathology. Study in each of these areas of specialization consists of a common, required core of courses, recommended optional courses and seminars, and research. Additional optional courses for selected in-depth study are available at other nearby campuses.

In summary, the M.S. program will require a minimum of 28 credits of graduate study and 8 credits of scholarly investigation or research. The Ph.D. program will require a minimum of 38 course credits and 28 credits of original laboratory research. All degree students will be required to take a core curriculum of 12-13 credits and to attend the weekly Center for Laboratories and Research Symposium series. Each student will be required to complete a written qualifying examination and to present a master's thesis or defend a Ph.D. dissertation. The proposed programs will be sufficiently flexible to satisfy student interests and needs, and sufficiently balanced to ensure comprehensive and in-depth knowledge and experience for professional competence.

Library resources to support

B. Requirements for Admission

Candidates for admission, for either program, will be expected to hold a bachelor's degree with a combined total of at least 42 credits in biology, chemistry, mathematics and physics. A minimum of 18 credits in one of these areas is required with at least 6 credits in each of the other areas.

A reading knowledge of a foreign language is highly desirable. A grade point average of B or higher in the biological sciences will be a major consideration for admission. The candidate must submit official scores of the GRE aptitude test and an advanced test in either biology or chemistry or an official score on the Medical College Aptitude Test.

Students who do not demonstrate experience or competence in a prerequisite undergraduate science or mathematics course may arrange, in selected instances, to take one or more of these required courses without credit during graduate study.

C. Master's Program in Pathobiology

1. General Program Requirements

Each student entering the Master's degree program in Pathobiology will be assigned by the graduate committee to a faculty advisor. The candidate will be encouraged to participate in research in basic science, applied clinical studies, or public health-related projects in the laboratories of one or more faculty in preparation for a later selection of a thesis advisor and topic. The Master's thesis advisor and two additional faculty members, recommended by the student and appointed by the graduate committee, will serve as the student's thesis committee, with responsibility for guiding the student through the final phase of study, thesis research, and thesis presentation. At the completion of two years of study (or of the degree credit requirements in less than two years) the candidate must

perform satisfactorily on a Master's qualifying examination, equivalent to Part I of the Doctoral qualifying examination described below (see page 5), and must present an oral seminar based upon a submitted, written thesis of laboratory, field, or library research.

2. Required Core Curriculum for the Master's Degree

All students registering for the Master's degree in Pathobiology will be required to take a core of courses consisting of a total of 12-13 credits:

| | |
|------------|--|
| Chm 540a,b | Comprehensive Biochemistry (3, 3 credits) |
| *Pth 501 | Pathobiology and Mechanisms of Disease (3 credits) |
| MAT 562 | Statistics (3 credits) |

or

| | |
|---------|--------------------------------|
| MAT 565 | Applied Statistics (4 credits) |
|---------|--------------------------------|

*Pth courses are new courses in pathobiology to be developed by the faculty of the program.

One or more of these core courses may be waived on the basis of prior course experience or demonstrated competence in these subjects. An alternative course in the same subject, including one of the courses required for the student's later selected area of specialization may then be selected. It is recommended that students who have not had a course in physiology take Biology 410, 411 (4 credits) or the equivalent in the first year of study. Students admitted with deficiencies in prerequisite courses will be expected to make up these omissions within the first year of study.

3. Elective Courses for Areas of Master's Specialization

A minimum of 36 graduate credits (39 for specialization in Clinical Chemistry) are required for the Master's degree in Pathobiology. These include 12-13 credits for the core curriculum and 8 credits for thesis research. For each

area of specialization various courses will be offered to complete the degree credits and to provide a broader intellectual experience. Examples of such elective courses are:

a. Clinical Chemistry

- Chm 544 Biophysical Chemistry (3, 3 credits)
- Chm 561 Chemical Kinetics (3 credits)
- Chm 562 Chemical Spectroscopy (3 credits)
- Chm 636 Enzymology (3 credits)
- *Pth 790 CLR Seminars (1 credit/semester, total 4 credits)
- *Pth 699 Master's Research (2-6 credits/semester; total 8 credits)

b. Microbiology and Immunology

- *Pth 534 Fundamentals of Microbiology and Immunology (4 credits)
- *Pth 589 Clinical Microbiology (2 credits)
- *Pth 590 Clinical Immunology (2 credits)
- *Pth 668 Topics in Microbiology (2 credits/topic)

or

- *Pth 669 Topics in Immunology (2 credits/topic)
- *Pth 684 Laboratory Clerkship (4 credits)
- *Pth 790 CLR Seminars (1 credit/semester; total 4 credits)
- *Pth 699 Master's Research (2-8 credits/semester; total 8 credits)

c. Mammalian and Medical Genetics

- *Pth 547 Human Genetics (3 credits)
- *Pth 591 Cytogenetics (3 credits)
- *Pth 640 Biochemical Genetics (3 credits)
- *Pth 790 CLR Seminars (1 credit/semester; total 4 credits)
- *Pth 699 Master's Research (2-8 credits/semester; total 8 credits)

Other optional courses include those listed below for the Doctoral degree.

D. Doctoral Program in Pathobiology

1. General Program Requirements

Each student entering the Doctoral program in Pathobiology will be assigned by the graduate committee to a faculty advisor. During the first two years of study the student will be encouraged to participate in research projects in the laboratories of one or more faculty in preparation for judicious selection of a doctoral dissertation advisor and research topic. The dissertation advisor and three additional faculty members, nominated by the student and appointed by the graduate committee, will serve as the student's dissertation committee, with responsibility for guiding the student through the later phases of study and the thesis research program.

A preliminary written examination on general topics will be conducted for students after the first year of study. In addition each Doctoral candidate will take a two-part qualifying examination, as follows: Part 1, in the spring of the second year, a written and/or oral examination in the chosen subject of specialization; Part 2, within four months after satisfactory completion of Part 1, a written and oral defense before the dissertation committee of a proposal for a research thesis topic. The construction, merit and feasibility of the doctoral research proposal will be evaluated, modified if necessary, and approved by the dissertation committee.

After completion of the approved research project(s) and all elected specialized courses, the candidate will submit and orally defend a written dissertation. In selected instances cumulative publications, deriving from the doctoral candidate's own research activities and written by the candidate, may be incorporated into the final dissertation.

2. Required Core Curriculum for the Doctoral Degree

All students registering for the Doctoral degree program in Pathobiology will be required to take the same core of courses as required for the Master's degree (total 12-13 credits):

| | |
|------------|--|
| Chm 540a,b | Comprehensive Biochemistry (3, 3 credits) |
| Pth 501 | Pathobiology and Mechanisms of Disease (3 credits) |
| Mat 562 | Statistics (3 credits) |
| | or |
| Mat 565 | Applied Statistics (4 credits)** |

** Recommended for students who plan to specialize in Clinical Chemistry.

One or another of these core courses may be waived on the basis of prior course experience or demonstrated competence in the subject. Students accepted for advanced standing may elect a more advanced course in the same or a related subject or a science course in a subject not required for the selected area of specialization. Pathobiology 501, however, is required of all beginning students. In selected instances and with the permission of the advisors and the Dean, alternative or additional core courses in biochemistry, physiology, pathology, or biostatistics may be taken for equivalent credit by special arrangement with other colleges or universities in the Hudson-Mohawk Valley academic consortium. It is highly recommended that students who have not had a course in physiology take an equivalent course, such as Biology 410, 411 (4 credits), within the first year of study.

Students admitted with selected deficiencies in prerequisite courses will be expected to make up these omissions by taking equivalent undergraduate or graduate courses within the first year of study.

3. Elective Courses for Areas of Doctoral Specialization

A minimum of 66 credits are required for the Doctoral degree in Pathobiology. These include 12-13 credits for the core curriculum and 28 credits for thesis research. For each area of specialization various courses will be offered to complete the degree credits and to provide a deeper and broader academic experience. Examples of such elective courses are:

a. Clinical Chemistry and Laboratory Medicine

- Chm 544 Biophysical Chemistry (3, 3 credits)
- Chm 561 Chemical Kinetics (3 credits)
- Chm 562 Chemical Spectroscopy (3 credits)
- Chm 636 Enzymology (3 credits)
- Bio 524 Advanced Molecular Biology (3 credits)
- *Csi 580 Computer Science in Scientific Disciplines (2-3 credits)
- *Pth 790 CLR Seminars (1 credit/semester; total 8 credits)
- *Pth 899 Doctoral Research (3-12 credits/semester; total 28 credits)

b. Microbiology and Immunology

- *Pth 534 Fundamentals of Microbiology and Immunology (4 credits)
- *Pth 589 Clinical Microbiology (2 credits)
- *Pth 590 Clinical Immunology (2 credits)
- *Pth 684 Laboratory Clerkship (4 credits)
- *Pth 810 Topics in Microbiology (bacteriology, virology, mycology, or parasitology) (2 credits/topic)
- *Pth 820 Topics in Immunology (cellular immunology, immunogenetics, hybridoma technology, immunochemistry, or clerkship in a hospital infectious disease unit or clinical immunology laboratory) (2 credits/topic)
- *Pth 790 CLR Seminars (1 credit/semester; total 8 credits)
- *Pth 899 Doctoral Research (3-12 credits/semester; total 28 credits)

c. Mammalian and Medical Genetics

- Bio 537 Molecular Genetics (3 credits)
- *Pth 547 Human Genetics (3 credits)
- *Pth 591 Cytogenetics (3 credits)
- *Pth 640 Biochemical Genetics (3 credits)
- *Pth 790 CLR Seminars (1 credit/semester; total 8 credits)
- *Pth 899 Doctoral Research (3-12 credits/semester; total 28 credits)

d. Molecular and Cellular Pathology

- *Pth 732 Ultrastructural Pathology of Mammalian Tissues (2 credits)
- *Pth 771 Cytohematopathology (2 credits)
- *Pth 784 Biochemistry and Pathophysiology of Blood Coagulation (2 credits)
- *Pth 861 Topics in Pathology (renal pathology, immunopathology, neuropathology, etc) (2 credits/topic)
- *Pth 823 Topics in Ultrastructural Analysis (structure of macromolecules, image analysis, radiation effects, microprobe elemental analysis, etc.) (2 credits/topic)
- *Pth 790 CLR Seminars (1 credit/semester; total 8 credits)
- *Pth 899 Doctoral Research in Pathobiology (3-12 credits/semester; total 28 credits)

e. Other Courses

- Bio 507 Advanced Parasitology (4 credits)
- Bio 522 Somatic Cell Genetics (3 credits)
- Bio 523 Genetic Manipulation (2 credits)
- Bio 524 Advanced Molecular Biology (3 credits)
- Bio 525 Molecular Biology of Development (3 credits)
- Bio 526 Chemical Biology (mutagenesis, etc.) (3 credits)

| | |
|----------------------------|--|
| Bio 528 | Structural Analysis of Nucleic Acids and Proteins (3 credits) |
| Bio 537 | Molecular Genetics (3 credits) |
| Bio 544 | The Biology of Cancer (3 credits) |
| Bio 548 | Cellular Aspects of Neurophysiology (4 credits) |
| Bio 550 | Techniques in Neuroanatomy (4 credits) |
| Bio 566 | Using Radioisotopes (2 credits) |
| Bio 576 | Structure and Dynamics of Nucleic Acids (3 credits) |
| Bio 613 | Research Techniques in Biology (1-4 credits) |
| Bio 617 | Cellular Neurobiology (1-3 credits) |
| Bio 621 | Research Orientation in Electron Microscopy (2 credits) |
| Bio 622 | Methods in Molecular Biology (3 credits) |
| Bio 623 | Cell Membranes (3 credits) |
| Chm 544 | Biophysical Chemistry (3 credits) |
| Chm 550 | Structure and Dynamics of Nucleic Acids (3 credits) |
| Chm 635 | Proteins (3 credits) |
| Mat 566 | Design of Experiments (3 credits) |
| Mat 557a,b | Introduction to Theory of Statistics (4, 4 credits) |
| Mat 569 | Multivariate Analysis (3 credits) |
| Mat 662 | Biostatistics (3 credits) |
| *Pth 610 Bio → 614 A-QB | Laboratory Instrumentation (2 credits) <i>Research Techniques</i> |
| *Pth 692 | Immunochemistry (2 credits) |
| *Pth 723 | Microscopy, Light to Electron, as a Research Tool (3 credits) |
| *Pth 784 | Interpretive Clinical Chemistry (1 credit) |
| *Pth 718 | Hematopathology (2 credits) |
| *Pth 831 | Topics in Clinical Chemistry (1 credit/topic) |

E. Other Technical Features of Degree Requirements

The requirements for the Master's or Doctoral degree are to be in accord with those set forth by SUNY/A.

1. Residency. Candidates for the Doctoral degree must enroll in at least one year of full-time study after entrance into the doctoral program. Apart from this regulation, students may pursue a course of study on a part-time basis but may not accumulate more than 15 credits in the doctoral program before enrolling full-time.

Students who have taken appropriate graduate courses at SUNY/Albany or other equivalently accredited schools prior to acceptance into this program. may apply for advanced standing credit for program courses upon admission.

2. Research Tool Requirement. The student must demonstrate proficiency in an approved foreign language or in an approved computer language.

3. Advisors and Dissertation Professors. Each student will be assigned a faculty advisor upon admission. A doctoral dissertation supervisor (research mentor) must be selected or appointed no later than three months prior to Part 2 of the qualifying examination.

F. Projected Student Enrollment

The Graduate School hopes to initiate the academic programs formally in the fall of 1983. At first only a few students will be expected to enroll; but as moderate numbers of students take elective courses provided by these programs or enroll for graduate degrees, the faculty, departmental commitments, program offerings, research opportunities, and other resources will be expanded accordingly. Over the first five years we would anticipate a full-time student enrollment as follows:

| Numbers of Students | Year entering program | | | | |
|---------------------|-----------------------|------|------|------|------|
| | 1983 | 1984 | 1985 | 1986 | 1987 |
| First year | 4 | 6 | 8 | 8 | 8 |
| Second year | | 4 | 6 | 8 | 8 |
| Third year | | | 2 | 4 | 5 |
| Fourth year | | | | 2 | 4 |
| Fifth year | | | | | 1 |
| Total | 4 | 10 | 16 | 22 | 26 |

| | | | | | |
|---------------|--|---|---|---|---|
| Ph.D. degrees | | | | 1 | 5 |
| M.S. degrees | | 2 | 2 | 3 | 4 |

It is anticipated that one-quarter of the students may be ~~from~~ the CLR staff, one-quarter from the Capital District area, and half from elsewhere in or outside of New York State.

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

Powers of the University Senate

INTRODUCED BY: Executive Committee

It is hereby proposed that the following be enacted:

- I. That because the powers and responsibilities of the Faculty of State University of New York at Albany, all of which, with the exception of specific reservations, the Faculty has delegated to the SUNYA Senate, are vaguely stated as "...the development of the educational program of the University and...the conduct of the University's instruction, research and service programs, subject to the provisions of the New York State Education Law and the Policies of the Board of Trustees" (Article I, Section 3.1), the Senate assumes upon itself the obligation to interpret the extent of those powers and responsibilities. Unless otherwise specifically directed by the Faculty, the Senate will construe its charge (Article I, Section 3.2) in the broadest possible sense.
- II. That the Senate assumes that any policy, practice, or condition within the University which in its judgment significantly affects the quality of the institution's legitimate functioning is a proper concern of the Faculty, and hence, of the Senate.
- III. That the Senate, recognizing that the powers of the Faculty, and hence, its own, are limited by State Law, by the policies of the Board of Trustees, by the policies of the SUNYA Council, and by the prerogatives vested in the President of SUNYA, assumes that the Faculty properly expects to be consulted regarding any proposed change in these policies and regulations, and hence, the Senate expects to be so consulted.
- IV. That, although the Faculty, and hence, the Senate has no authority, beyond that of individual citizenship, for the governance of local, county, state, and national political jurisdictions, some policies and actions of external governmental bodies significantly affect the quality of the University's legitimate functioning, and on such matters the Faculty might properly be expected to register its approval or disapproval, as appropriate. When, therefore, and only when, a situation external to the University is demonstrated to the Senate's satisfaction to affect significantly the quality of the University's functioning, the Senate may appropriately express its approval or disapproval and if circumstances seem so to warrant, will seek endorsement of its action from the Faculty and the student body, through

referendum. It shall be the responsibility of the sponsors of any resolution not calling for changes in the policies or procedures of the University itself to demonstrate, in the text of the proposed resolution, the bearing of the subject matter upon the functioning of the University.

- V. That the Executive Committee of the Senate shall not rule on the appropriateness of a proposal brought before it, unless it is acting for the Senate when that body is unable to act. Except in that contingency, the Executive Committee will either refer a proposal to an appropriate Council or place it on the Senate's agenda. A Council may recommend for or against a proposal referred to it, or may propose amendments.

- VI. That this bill take effect on October 1, 1970.

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

1982-1983 MEETING SCHEDULE

EXECUTIVE COMMITTEE

AUGUST 30
SEPTEMBER 20
OCTOBER 18
NOVEMBER 22

UNIVERSITY SENATE

SEPTEMBER 13
OCTOBER 4
NOVEMBER 1
DECEMBER 6

JANUARY 31
FEBRUARY 28
MARCH 21
APRIL 18

FEBRUARY 14
MARCH 14
APRIL 4
MAY 9

1983-1984 ORGANIZATIONAL MEETINGS:

APRIL 25 (SENATE)
MAY 2 (SENATE)

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

Rules of Order

INTRODUCED BY: Executive Committee

In accordance with the Faculty By-laws, Article II, Section 5.23, (The Executive Committee shall make recommendations for improving the operation and maintaining the orderly process of the Senate), the Executive Committee proposed adoption of Bill No. 197374-01. This Bill is an attempt to eliminate some of the confusion which occasionally exists, and to identify past practice in the matter of Council reports. The recommendations are consistent with Roberts' Rules of Order, and clarify selected Senate procedures.

I. It is hereby proposed that the Senate adopt the following Rules of Order:

1. If a Senate meeting is still in session at 5 p.m., the parliamentarian shall so inform the Chairman. The Chairman will call for an appropriate motion, which might be one of the following:

- 1.1 To adjourn (implies no topic on the floor).
- 1.2 To table the current topic until the next regular meeting; to be followed by a motion to adjourn.
- 1.3 To recess until _____ (for example, the following Monday at 3 p.m.).
- 1.4 To continue discussion until (specific time).
- 1.5 To move the previous question; to be followed by a motion to adjourn, recess, or continue business until (specific time).

2. That insofar as possible, speakers on a topic be alternated as to their pro or con positions, with the exception that no Senator shall be denied the right to speak at least once during the debate.

3. That Council reports be handled in the following fashion:

- 3.1 All Council reports shall be submitted in writing and shall clearly distinguish between information and recommendations for action.
- 3.2 Recommendations for action shall be in the form of a bill and shall be discussed and acted upon under "new business".
- 3.3 The informational section of a Council report may be questioned while the report is on the floor. If a Senator wishes to challenge any action taken by the Council, he shall do so by making an appropriate motion under "new business".

II. That this bill take effect immediately.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Rules of Order

INTRODUCED BY: Executive Committee

In accordance with the Faculty Bylaws, Article II, Section 5.23 (The Executive Committee shall make recommendations for improving the operation and maintaining the orderly process of the Senate), and in order to implement the resolution approved by the Faculty in its meeting of February 24, 1981, the Executive Committee proposes adoption of the following:

- I. Whenever a majority of those Faculty senators present and voting take a position on an academic matter and it does not carry, and whenever these Faculty senators constitute more than 40 per cent of the total Faculty membership of the Senate, the President shall be notified.
 - a. When a vote has been taken on an issue, two or more Faculty senators may seek to invoke the provisions of this standing rule.
 - b. The chairperson of the Senate shall then determine whether or not the issue is an academic one. The ruling of the chair can be appealed only by a Faculty senator and if an appeal is presented only Faculty senators may vote on the appeal.
 - c. When it has been determined that the issue is an academic one, the chairperson shall proceed to conduct another vote on the issue.
- II. This bill shall take effect immediately.

This bill was approved at the September 14, 1981 Senate Meeting

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Attendance Policy

The following policy was approved by the Faculty at its meeting on August 29, 1972:

Article II, Section 2.9 - Replacement of Senators

2.91 Absentee Senators:

The seat of a senator shall be declared vacant in any of the following cases:

1. The senator declines to accept his election.
2. The senator misses four consecutive Senate meetings.
3. The senator misses over fifty percent of the Senate meetings in one academic year.

The Executive Committee of the Senate shall declare when a seat is vacant. In extenuating circumstances the Executive Committee may declare an exception to the rule. In both cases the Executive Committee must report its action to the Senate for its approval.

When a vacancy is declared the seat shall be filled in one of the following ways, to be determined by the Committee on Nominations and Elections:

1. Elected Senators
 - a. Designation of the available person with the next highest number of votes in the last previous election from the constituency involved.
 - b. If no such person is available, election or appointment by an appropriate body in the constituency involved.
2. Appointed Senators

Selection of a new senator by the President.

CLASSIFICATION OF MOTIONS ACCORDING TO PRECEDENCE

| | <u>Second Needed</u> | <u>Amend- able</u> | <u>Debat- able</u> | <u>Required Vote</u> | <u>Interrupt Speaker</u> |
|---|--------------------------|------------------------|------------------------|--------------------------|------------------------------|
| <u>PRIVILEGED MOTIONS</u> (In order of precedence) | | | | | |
| Fix time of next meeting | yes | yes | no ³ | 1/2 | no |
| Adjourn | yes | no | no | 1/2 | no |
| Recess | yes | yes | no ³ | 1/2 | no |
| Question of privilege | no | no | no | ch. ² | yes |
| <u>SUBSIDIARY MOTIONS</u> (In order of precedence) | | | | | |
| Lay on the table | yes | no | no | 1/2 | no |
| Previous question | yes | no | no | 2/3 | no |
| Limit debate | yes | yes | no | 2/3 | no |
| Postpone to a certain time | yes | yes | yes | 1/2 | no |
| Refer to a committee | yes | yes | yes | 1/2 | no |
| Committee of the whole | yes | yes | yes | 1/2 | no |
| Amend | yes | yes | 1 | 1/2 | no |
| Postpone indefinitely | yes | no | yes | 1/2 | no |
| <u>MAIN MOTIONS</u> (No order of precedence) | | | | | |
| Main motion for general business | yes | yes | yes | 1/2 | no |
| Take from the table | yes | no | no | 1/2 | no |
| Reconsider | yes | no | 1 | 1/2 | yes |
| Rescind | yes | yes | yes | 2/3 | no |
| Make special order of business | yes | yes | yes | 2/3 | no |
| <u>INCIDENTAL MOTIONS</u> (No order of precedence) | | | | | |
| Question of order | no | no | no | ch. ² | yes |
| Appeal from decision of chair | yes | no | 1 | 1/2 | yes |
| Suspend rules | yes | no | no | 2/3 | no |
| Object to consideration | no | no | no | 2/3 | yes |
| Parliamentary inquiry | no | no | no | ch. | yes |
| Request for information | no | no | no | ch. | yes |
| Withdraw a motion | no | no | no | 1/2 | no |

1. Debatable only when the motion to which it is applied was debatable.
2. Requires only chair's decision; majority vote if appealed from chair.
3. Original motion not debatable; amendment debatable.

NOTE: 1/2 means one more than half of those voting (simple majority); 2/3 means two-thirds of those voting.

CLASSIFICATION OF SPECIAL MOTIONS ACCORDING TO PURPOSE

| | <u>Second Needed</u> | <u>Amend- able</u> | <u>Debat- able</u> | <u>Required Vote</u> | <u>Interrupt Speaker</u> |
|--|--------------------------|------------------------|------------------------|--------------------------|------------------------------|
| <u>TO SUPPRESS DEBATE OR HASTEN ACTION</u> | | | | | |
| 1. Previous question | yes | no | no | 2/3 | no |
| 2. Suspend rules | yes | no | no | 2/3 | no |
| 3. Limit debate | yes | yes | no | 2/3 | no |
| 4. Take from the table | yes | no | no | 1/2 | no |
| 5. Make special order of business | yes | yes | yes | 2/3 | no |
| <u>TO DELAY ACTION</u> | | | | | |
| 6. Postpone to a certain time | yes | yes | yes | 1/2 | no |
| 7. Lay on the table | yes | no | no | 1/2 | no |
| 8. Refer to committee | yes | yes | yes | 1/2 | no |
| <u>TO PREVENT ACTION</u> | | | | | |
| 9. Object to consideration | no | no | no | 2/3 | yes |
| 10. Withdraw a motion | no | no | no | 1/2 | no |
| 11. Postpone indefinitely | yes | no | yes | 1/2 | no |
| <u>TO CONSIDER MORE CAREFULLY</u> | | | | | |
| 12. Committee of the whole | yes | yes | yes | 1/2 | no |
| <u>TO CHANGE A DECISION</u> | | | | | |
| 13. Reconsider | yes | no | 1 | 1/2 | yes |
| 14. Rescind | yes | yes | yes | 2/3 | no |
| <u>TO MAINTAIN RULES AND ORDER</u> | | | | | |
| 15. Question of privilege | no | no | no | ch. ² | yes |
| 16. Question of order | no | no | no | ch. ² | yes |
| 17. Appeal from decision of chair | yes | no | 1 | 1/2 | yes |
| 18. Parliamentary inquiry | no | no | no | ch. | yes |
| 19. Request for information | no | no | no | ch. | yes |
| <u>TO CLOSE A MEETING</u> | | | | | |
| 20. Adjourn | yes | no | no ³ | 1/2 | no |
| 21. Fix time of next meeting | yes | yes | no ³ | 1/2 | no |
| 22. Recess | yes | yes | no ³ | 1/2 | no |

-
1. Debatable only when the motion to which it is applied was debatable.
 2. Requires only chair's decision; majority vote if appealed from chair.
 3. Original motion not debatable; amendment debatable.

NOTE: 1/2 means one more than half of those voting (simple majority); 2/3 means two-thirds of those voting.



UNIVERSITY SENATE

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

UNIVERSITY SENATE
September 13, 1982

MINUTES

ABSENT: H. Bakhrum, G. Brennan, N. Brown, J. Buckley, F. Carrino, E. Cowley, J. Hartigan, D. Hartzell, R. Jarvanpa, R. Kalish, W. Kidd, M. LaCroix, J. Levato, A. Loesch, J. Logan, U. Mache, J. Pipkin, D. Reeb, C. Sivers, D. Snow, R. Tastor, S. Watkins, J. Woelfel

The meeting was called to order at 3:45 p.m. in the Campus Center Ballroom by the Chair, Peter Krosby.

1. Approval of Minutes

The minutes of April 26, May 3, and May 10 were approved as submitted.

2. President's Report

President O'Leary welcomed the 1982-83 Senate members and stated that the year had started off very efficiently. He reported on the Opening Convocation.

The President reported on the campus enrollment figures, making comparisons to previous years. He stated that new student applications are particularly high this year; the selectivity of freshmen is as high as it has ever been. A report was also given on the budget situation indicating the stages it has gone through before the Governor put a freeze on. He explained how the freeze has affected the instructional, as well as non-instructional, positions on the campus, and the overall effect on the operation of the University. He commended the university members for the way they have dealt with it.

President O'Leary announced that the following events were scheduled to take place:

1. The Millionth Volume is to be added to the Library's collection in a presentation ceremony with a celebration following.
2. The Rockefeller Institute is to be inaugurated downtown.
3. SUNY-Albany will be hosting the 1983 Special Olympics.

The search for a Vice President for Student Affairs will begin again. President O'Leary will be devoting more time to areas outside the campus in high technology such as engineering, law schools, and health fields.

3. Chairperson's Report

Chairman Krosby reported that the materials at the end of the packet were for reference (e.g., Powers of the Senate, Attendance, etc.)

4. Council and Other Appointments

4.1 Senate Membership

The Chair announced that W. Scholz and G. Gillispie, both of Science and Math, had resigned from the Senate.

4.2 Council Membership

R. Bosco moved approval of the Council Membership list. It was seconded, voted on and approved.

5. Council Reports

5.1 GAC - S. Kim reported that GAC approved three combined programs but that they could not be reported since they must also be approved by UAC; UAC had not yet organized.

5.2 EPC - No additions to written report.

There were no other Council Reports.

6. New Business

6.1 8283-01 - Proposed Program Leading to the Master of Arts Degree with Certificate in Public History - This bill was moved by GAC. After some discussion the program was voted on and carried.

6.2 8283-02 - Proposed Certificate Program in Russian Translation - M. Finder moved adoption of this bill and it was seconded. The bill was voted on and approved.

6.3 8283-03 - Proposed Certificate Program in Regulatory Economics - The GAC moved adoption of this program. There were a number of objections and considerable discussion on this program. R. Gibson made a motion to refer this bill back to GAC for revision and that ^{of guidelines to a new type of} ~~a new abstract~~ ^{for the program} be presented. The motion was seconded, voted on and carried. *GAC provide a sit*

6.4 8283-04 - Proposed M.S. and Ph.D. Programs in Pathobiology - GAC moved adoption of this bill.

Senator McGee-Russell made the following substitute motion:

6.4 (Continued)

"That 614a Biological Electron Microscopy, 614B Laboratory for Biological Electron Microscopy, and 614c Advanced Biological Electron Microscopy be added to the list of courses on Page 9."

The motion was seconded. The Chair explained that the list of courses, as suggested in the sentence introducing that list, only served as examples to illustrate the nature of the proposed program and was not a list of actual courses submitted to the Senate for its approval. Approval of courses is not the business of the Senate but is subject to the usual academic procedures governing the introduction and changes of curricula. The Chair suggested that the motion ought rather to be regarded as a friendly amendment. The suggestion was accepted by the Chair of the GAC and by Senator McGee-Russell. The original motion was then voted on and passed.

The meeting was adjourned at 4:55 p.m.

