

Graduate Academic Council

2021-2022

Minutes of the Graduate Academic Council meeting on 5/3/22, 11 AM via Zoom

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

Approved by the Council on 9/20/2022.

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

Guests: Kathie Winchester (Undergraduate Education Office); Rachael French (Registrar's Office); Christy Smith (School of Education); Jennifer Goodall (UAC Chair)

1. Approval of this GAC Agenda - no amendments or concerns
2. Solicit nominations for GAC Chair 2022/2023; George facilitated chair nominations. Please send to him as a private chat in the Zoom. We will vote at the end of GAC once we have nominations.
3. Approval of the minutes of the GAC meeting of 3/1/2022 - minor update to the meeting time in the minutes (11am to 10am). No other edits.
4. Dean's Report - Kevin Williams; Thank you to GAC members for their service
5. Chair's Report - George Berg; Thank you to GAC members for their service as well as the ad hoc committees.
6. CC&I Report - Kim Colvin; report at end of minutes. Motion to accept the report; no discussion took place. GAC voted to accept the report: 7-0-0.
7. Combined Undergraduate/Graduate Policy Sub-committee - Presented by Colleen Davis; report at the end of the minutes. Report was adjusted based on feedback in the April GAC meeting. A motion to approve the proposal was given and no further discussion occurred. GAC voted in favor: 8-0-0.
8. Shared Resource Course Sub-committee; Report at end of minutes. Motion to accept the report; further discussion by Kevin Williams. There are concerns about the quality of graduate education. He met with external reviewers from a doctoral program and found that their grad students expressed concern that their doctoral seminars are composed of undergraduates, masters, and doctoral students. This remains a concern. These seminar courses are typically at the 600 level and the policy indicates that 600 level shared resources will need to be approved by the Dean of the Graduate School. These exceptions will be reviewed more closely moving forward. Doctoral seminar should not include undergraduate students. Colleen also provided clarification regarding prior 300 level shared resource courses. After reviewing data from the Registrar's Office and working with the academic departments, there was only one 300/55 paired course and it has been canceled moving forward. Prior pairings were old listings that continued to roll forward with scheduling each term. GAC voted in favor: 8-0-0.
1. Business Analytics MS - This proposal was reviewed and voted on electronically by GAC in April; GAC voted in favor: 9 - 0 - 1.
2. Combined Programs:
 - a. Informatics BS/Digital Forensics and Cybersecurity MS

- b. Emergency Preparedness, Homeland Security and Cybersecurity BS/Digital Forensics and Cybersecurity MS
 - c. George Berg presented both proposals (at the end of the minutes). A motion to accept the proposals was given; further discussion from Kevin Williams. Kevin inquired if the proposals can be more broad to include the concentrations through the School of Business. At this time EHC is moving forward as is, but will have conversations with School of Business to propose more broad combined programs. Right now, the courses are specific to each concentration both within the undergraduate major and the graduate program. GAC voted in favor: 7-0-0
3. Liberal Arts and Science Changes for Teacher Certification Programs: presented by Dr. Christy Smith, School of Education. Proposal at the end of the minutes; NYSED has voted to remove the liberal arts and sciences requirement for the teacher preparation programs, which means we can remove them from the admit letter, graduate bulletin, and admission websites for the following programs: Secondary Education MS, Special Education and Literacy II MS, Information Science School Library MS, Teaching English to Speakers of Other Languages MS (certification). This does not require a vote from GAC since this is regulations mandated by NYSED.
 4. GAC Chair Election; There was a nomination that was declined, and a second nomination for Oleg Lunin. George will follow up with Oleg after this meeting and solicit more nominations from the full GAC via email. We will hold a vote electronically.
 5. Any Other Business – none.
 9. Adjourn: 11:39pm

CCI Report – May 2022

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

Staff: Colleen Davis

Program Proposals Reviewed: Digital Forensics and Cybersecurity MS; English MA and PhD; Information Science PhD; Environmental Health Sciences MS and PhD; History MA; Educational Psychology PhD

Digital Forensics and Cybersecurity MS

The College of Emergency Preparedness, Homeland Security and Cybersecurity are proposing the following changes to their Digital Forensics and Cybersecurity MS program:

Risk, Policy, and Compliance concentration:

- Core Courses:
 - Remove the 3 credits of CINF 523 Fundamentals of Information Technology
 - Add CYBR545 Principles and Practices of Cybersecurity (3)
- Cybersecurity Tool:
 - Add CINF 523 Fundamentals of Information Technology (3 one-credit modules, as advised) as an option
- Electives:
 - Add CYBR 555 Prevention and Protection Strategies in Cybersecurity (3) as an option
 - Add CYBR 627 Cybersecurity Practicum (3) as an option

Health Security and Privacy concentration:

- Core Courses:
 - Remove the 3 credits of CINF 523 Fundamentals of Information Technology
 - Add CYBR (nee CEHC) 545 Principles and Practices of Cybersecurity (3)
- Cybersecurity Tool:
 - Add CINF 523 Fundamentals of Information Technology (3 one-credit modules, as advised) as an option
- Electives:
 - Add CYBR (need CINF) 555 Prevention and Protection Strategies in Cybersecurity (3) as an option
 - Add CYBR 627 Cybersecurity Practicum (3) as an option

The college is proposing these changes to provide students with greater flexibility and course choice. Based on the department's justification, the committee voted to approve the changes above (6 approved, 0 disapprove, 0 abstain).

English MA and PhD Programs

The English Department is proposing to remove the GRE as an admissions requirement for their MA and PhD programs. The department reviewed their current admission process in conjunction with the GRE memo provided by GAC and decided to eliminate the GRE criteria. Their admission process includes the submission of a writing sample in addition to recommendations, transcripts, and a statement of purpose. They feel these other measures have more weight than the GRE. What is most important for them to see is the student's motivation for graduate studies (found in the statement of purpose) and their ability to think creatively and cogently in their written work (something that can be assessed by the significant writing samples they require).

Based on the department's justification, the committee voted to approve the changes above (6 approved, 0 disapprove, 0 abstain).

Information Science PhD Program

The College of Emergency Preparedness, Homeland Security and Cybersecurity are proposing the following changes to their Information Science PhD program:

- Small adjustment to the wording of the Computer and Information Technology Competencies requirement (removed web applications as an area and add "one other technology as agreed upon by their program committee"). Remove an examination of papers as a waiver for this requirement.
- Core courses: reduce the core courses from five 2 credit courses (INF720, 721, 722, 723, 724) to four 3 credit courses (INF720, 721, 722, 723).
 - Students will move through all 4 primary courses in sequence without doubling up.
 - The department has reviewed the courses and adjusted the content to account for an increase in credit. This will also allow faculty to integrate some of the material that was in the 5th course (724).
- Add IST560 Information and Public Policy as a required course to the "Information, Government, and Democratic Society" concentration.

Based on the department's justification, the committee voted to approve the changes above (5 approved, 0 disapprove, 0 abstain).

Environmental Health Sciences MS and PhD Programs

The Department of Environmental Health Sciences is proposing the following changes to their MA and PhD programs:

- Add HSTA/HEPI552 Principles in Statistical Inference (3) as an option in the core requirement. Students can now take HSTA/HEPI551 (Basic Principles of Statistical Inference) or HSTA/HEP552.

The department found that Sta/Epi 551 is more suitable for students pursuing lab-based science and Sta/Epi 552 is more relevant to students pursuing epidemiologically oriented science. Students will be advised to take the appropriate course based on their prior training and future goals.

Based on the department's justification, the committee voted to approve the changes above (6 approved, 0 disapprove, 0 abstain).

History MA Program

The Department of History is proposing the following changes to their MA program (and the MA/Information Science MS dual program):

- Eliminate the Geographic and Thematic concentrations
- Eliminate the Master's Comprehensive Exam
- Create two new required courses:
 - AHIS 510 Prospectus Workshop, 4 credits
 - AHIS 512 MA Research Seminar, 4 credits (this replaces the master's comprehensive exam)
 - Students will craft a prospectus for a capstone research project and then undertake that project.
- Allow master's level students to enroll in AHIS500 Practicum in Teaching and Research (1 credit); this was previously reserved for doctoral students.
- Change the Public History courses from 3 to 4 credits, to align with the other History courses taught in the department. This reflects the level of work associated with the courses.

These program changes are designed to create an MA with a more robust research component and that can be realistically completed in a single year. This will allow the department to retain the flexibility that part-time students require while creating a program that full-time students who have entered the program in the Fall Semester can complete by the end of the Spring Semester. They are also changing the credit value of our Public History professional courses from three credits to four to accurately reflect contact time and workload. These changes do not affect the ability of students accepted to both programs to pursue the dual MA in History (30-cr Academic track or 36-cr Public History track) with the MS in Information Science.

Based on the department's justification, the committee voted to approve the changes above (5 approved, 0 disapprove, 0 abstain).

Educational Psychology PhD Program

The Department of Educational and Counseling Psychology are proposing the following changes to their PhD program:

- Adjust the descriptive language associated with the Doctoral Comprehensive Exam. They revised its comprehensive examination to be less time-intensive for the students, by moving from two exams – one for Learning & Development and the other in Statistics, Research Methods, and Measurement-- given at two different times during the year, to just one exam This proposal seeks to update the bulletin to no longer refer to the two-exam version and, in general, replace the lengthy description of the comprehensive process.
- Add a new course, EPSY781 Supervised Teaching in Higher Education (0 credits) to the Professional Apprenticeship requirement. Currently students must take EPSY780 Seminar in the Profession of Educational Psychology (3 credits). Historically, doctoral students in the division learned to teach while teaching, often for the first time. The proposed course reflects their new approach, in which EPSY 780 teaches them how to teach before they teach, and EPSY 781 provides support while they teach for the first time. There is no course load for the faculty member responsible for EPSY 781. The division decided on a 0-credit course rather than a milestone, as a cleaner mechanism since students will submit assignments.

Based on the department's justification, the committee voted to approve the changes above (6 approved, 0 disapprove, 0 abstain).

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

Report, 14 March 2022

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

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

- 1. For master's programs that require 36 or fewer credits, a minimum of 18 credits must apply solely to the master's degree.***
- 2. For master's programs that require 36 credits or more, students may apply, at the discretion of the department(s) offering the degrees, graduate credits to both degrees up to a number not greater than 50% of the total number of credits required for the graduate degree in question.¹***
- 3. Regardless of the number of overlapping credits, students in these programs must complete a minimum of the equivalent of two semesters of full-time graduate study after the completion of the undergraduate degree.²***

Rationale

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

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

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

The subcommittee suggests that UAC and GAC consider the above change to the overlapping credit policy to serve the interests of fairness and balance, to allow students to complete these programs in a timely fashion, and to provide clear guidance to departments developing and administering these programs. This new policy provides greater leeway to departments in developing combined degree programs that will be attractive to students while holding them to appropriate academic standards and maintaining the integrity of both undergraduate and graduate education on this campus. It is important to note that departments will continue to have discretion under this policy, since if disciplinary norms and/or departmental judgment dictate that students overlap fewer credits than the 12 or 50% permitted, then departments may set the limit lower.

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

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

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

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

Appendices

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

- A. SUNY CEO Memo 71-04, which allows the counting of graduate credits toward the undergraduate degree, and stipulates no limits to the number of credits that may overlap.
- B. Guidelines for Combined Baccalaureate-Master's Degree Programs, UAC 2/2/81, which is the original UAlbany policy on the issue. It stipulates the 12-credit overlap limit, but does not explicitly justify setting the limit at 12.
- C. Senate Bill 0809-11, an amendment of the 1981 UAC policy. This confirms the 12-credit limit, but tightens up the rules about tuition in order to prevent students from delaying the completion of their undergraduate degree.

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

Background and Summary

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

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

The remaining part of this document consists of four parts:

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

Arguments for restricting the number of Shared-Resources Courses:

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

Arguments for relaxing the existing policy:

- Highly-specialized courses target only small groups of students, and often such classes would not meet enrollment thresholds without undergraduates. Severity of this problem varies by program, so the universal 5-course limit is not ideal.
- Most SRCs cover special topics, which are not parts of the core curriculum. Advanced undergraduates are as prepared for such classes as graduate students, and they make positive contributions to the intellectual atmosphere of the courses.
- SRCs challenge advanced undergraduates, and they can be used as recruitment tools for undergraduate and BS/MS programs.

- Any cap that varies by program (e.g., a cap on a fraction of SRCs among graduate offerings per semester) may lead to objections, and it would be hard to enforce.

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

Recommendation to the Graduate Academic Council:

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

1. Addition of the statement

Offerings of shared-resources courses that are not 400/500-levels (e.g., 400/600) must be approved by the Graduate School and the Office of Undergraduate Education.

at the end of the first paragraph.

2. Removal of the last paragraph:

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

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

Additionally, the committee recommends calling attention to Shared Resources Courses in the schedule of classes to inform students whether a specific class is an SRC. Academic departments are responsible for reviewing this information for accuracy every semester when a SRC is offered.

Recommendation to individual graduate programs:

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

- The SRC offerings for every semester should be reviewed by the undergraduate and graduate directors to ensure the balance appropriate for specific programs.

- The undergraduate and graduate directors should also review the syllabi to ensure that every iteration of a SRC clearly specifies the difference in the grading schemes for the graduate and undergraduate students.
- The instructors are strongly discouraged from comparing graduate and undergraduate students taking a class. For example, if a curve is used to calculate grades, two groups of students should be evaluated separately.
- To ensure the high standards of graduate education, the instructors should teach SRCs at the level appropriate for graduate students. The only difference between graduate and undergraduate options should be in assignments and grading schemes.
- To maintain the quality of graduate programs, the departments are encouraged to be careful with offering core graduate courses as SRCs.
- While the number of SRC offering per semester does not affect certification of the university-wide graduate program, individual departments are encouraged to review the rules in their own fields to avoid potential problems with certification/accreditation.
- To develop additional practices for SRCs, the departments are encouraged to work with ITLAL.

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

University at Albany – State University of New York

Course and Program Action

Proposal No. _____

Please check one: Course Proposal Program Proposal

Please mark all that apply:

<input type="checkbox"/>	New Minor	Revision of:	<input type="checkbox"/>	Number	<input type="checkbox"/>	Description
<input type="checkbox"/>	Cross-Listing		<input type="checkbox"/>	Title	<input type="checkbox"/>	Prerequisites
<input type="checkbox"/>	Shared-Resources Course		<input type="checkbox"/>	Credits		
<input type="checkbox"/>	Deactivate/Activate Course (boldface & underline as appropriate)		<input type="checkbox"/>	Other (specify):		

Department: CEHC

Effective Semester, Year: Fall 2022

Course Number Current: _____ New: _____ Credits: _____

Course Title: Create combined UG/Grad program in INF/MS DigFor and Cybersecurity

Course Description to appear in Bulletin:

See attached bulletin language.

Prerequisites statement to be appended to description in Bulletin:

N.A.

If S/U is to be designated as the **only** grading system in the course, check here:

This course is (will be) cross listed with (i.e., CAS ###): _____

This course is (will be) a shared-resources course with (i.e., CAS ###): _____

Explanation of proposal:

This proposal would offer a 5-year integrated undergraduate BS in Informatics with the MS in Digital Forensics and Cybersecurity. Specifically, it is for students in the Informatics B.S. degree to pair with one of the two concentrations in the MS administered by the College of Emergency Preparedness, Homeland Security, and Cybersecurity (CEHC). It uses four courses in the MS to substitute for 4 undergraduate major courses to reduce the time to and cost of graduation with undergraduate (BS INF) and graduate (MS DigFor&Cyber) degrees.

Admissions and other requirements remain unchanged from the two component degrees.

Other departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering:

If this proposal is for an interdisciplinary program, please indicate the Department where the major/minor will be housed: n/a.

Chair of Proposing Department (TYPE NAME)	Approval Date	Chair of College Academic Programs Committee	Approval Date
		Stephen Coulthart	3/25/22
Chair of Departments having cross-listed course(s) [Copy of e-mail approval(s) on following page.]	Approval Date	Dean of College	Approval Date
		Robert Griffin	4/6/22
Chair of Departments having cross-listed course(s) [Copy of e-mail approval(s) on following page.]	Approval Date	Undergraduate Studies	Approval Date

Combined BS Informatics with MS Digital Forensics and Cybersecurity

Undergraduate students majoring in the Bachelors of Science in Informatics can complete a Master of Science in Digital Forensics and Cybersecurity within 5 years. Students will have the opportunity to take up to 12 credits of graduate coursework as an undergraduate student. These 12 credits will double count for both undergraduate and graduate school at undergraduate costs. The combined program is designed to prepare students for advanced careers within cybersecurity policy, health security, privacy and risk assessment. The program is designed for two specific concentrations within the MS degree: Risk, Policy & Compliance, and Health Security & Privacy.

Requirements for the B.S. / M.S. program are:

- GPA of at least 3.2 at the time of application
- B.S. in Informatics major
- Completion of at least 56 credits at the undergraduate level

Applications should be submitted in the first semester of the junior year. Required elements include three letters of recommendation, and a statement of goals. The GRE is waived for applicants to the combined program, and applicants are strongly encouraged to meet with a financial aid counselor to ensure that acceptance into the program will not affect their financial aid.

The 12 graduate credits taken as an undergraduate will count for the following BS degree requirements:

1. C YBR 627 – replaces 1 C INF Experiential Learning course
2. MS Concentration Core Course 1 – – replaces 1 undergraduate course (either C YBR / C INF 306 within the Cybersecurity concentration or general undergraduate credits)
3. MS Concentration Core Course 2 – replaces 1 undergraduate course
4. MS Concentration Core Course 3 – replaces 1 undergraduate course

Course and Program Action

Proposal No. _____

Please check one: Course Proposal Program Proposal

Please mark all that apply:

<input type="checkbox"/>	New Minor	Revision of:	<input type="checkbox"/>	Number	<input type="checkbox"/>	Description
<input type="checkbox"/>	Cross-Listing		<input type="checkbox"/>	Title	<input type="checkbox"/>	Prerequisites
<input type="checkbox"/>	Shared-Resources Course		<input type="checkbox"/>	Credits		
<input type="checkbox"/>	Deactivate/Activate Course (boldface & underline as appropriate)		<input type="checkbox"/>	Other (specify):		

Department: CEHC

Effective Semester, Year: Fall 2022

Course Number Current: _____ New: _____ Credits: _____

Course Title: Create combined UG/Grad program in EHC/MS DigFor and Cybersecurity

Course Description to appear in Bulletin:

See attached bulletin language.

Prerequisites statement to be appended to description in Bulletin:

N.A.

If S/U is to be designated as the **only** grading system in the course, check here:

This course is (will be) cross listed with (i.e., CAS ###): _____

This course is (will be) a shared-resources course with (i.e., CAS ###): _____

Explanation of proposal:

This proposal would offer a 5-year integrated undergraduate BS in Emergency Preparedness, Homeland Security and Cybersecurity (EHC) with the MS in Digital Forensics and Cybersecurity. Specifically, it is for students in the Cybersecurity Risk Management concentration in the EHC B.S. degree to pair with one of the two concentrations in the MS administered by the College of Emergency Preparedness, Homeland Security, and Cybersecurity (CEHC). It uses four courses in the MS to substitute for 4 undergraduate major courses to reduce the time to and cost of graduation with undergraduate (BS EHC) and graduate (MS DigFor&Cyber) degrees.

Other departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering:

If this proposal is for an interdisciplinary program, please indicate the Department where the major/minor will be housed: n/a.

Chair of Proposing Department (TYPE NAME)	Approval Date	Chair of College Academic Programs Committee	Approval Date
		Stephen Coulthart	3/25/22
Chair of Departments having cross-listed course(s) [Copy of e-mail approval(s) on following page.]	Approval Date	Dean of College	Approval Date
		Robert Griffin	4/6/22
Chair of Departments having cross-listed course(s) [Copy of e-mail approval(s) on following page.]	Approval Date	Undergraduate Studies	Approval Date

Combined BS Emergency Preparedness, Homeland Security and Cybersecurity with MS Digital Forensics and Cybersecurity

Undergraduate students choosing the concentration in Cyber Risk Management within the BS in Emergency Preparedness, Homeland Security, and Cybersecurity can complete a Master of Science in Digital Forensics and Cybersecurity within 5 years. Students will have the opportunity to take up to 12 credits of graduate coursework as an undergraduate student. These 12 credits will double count for both undergraduate and graduate school at undergraduate costs. The combined program is designed to prepare students for advanced careers within cybersecurity policy, health security, privacy and risk assessment. The program is designed for two specific concentrations within the MS degree: Risk, Policy & Compliance, and Health Security & Privacy.

Requirements for the B.S. / M.S. program are:

- GPA of at least 3.2 at the time of application
- B.S. in EHC major, concentration in Cyber Risk Management
- Completion of at least 56 credits at the undergraduate level

Applications should be submitted in the first semester of the junior year. Required elements include three letters of recommendation, and a statement of goals. The GRE is waived for applicants to the combined program, and applicants are strongly encouraged to meet with a financial aid counselor to ensure that acceptance into the program will not affect their financial aid.

The 12 graduate credits taken as an undergraduate will count for the following BS degree requirements:

5. C YBR 627 – replaces 1 C EHC Experiential Learning course
6. C EHC/C YBR 545 – replaces C EHC/C YBR 445 in the Cyber Risk Management concentration
7. MS Concentration Core Course 1 – replaces 1 400-level elective course within the Cyber Risk Management concentration
8. MS Concentration Core Course 2 – replaces 1 400-level elective course within the Cyber Risk Management concentration

Course and Program Action

Proposal 2022-534

Please check Course Program

Please mark all that apply:

<input type="checkbox"/>	New Course (Attach Syllabus)	Revision of:	<input type="checkbox"/>	Number	<input type="checkbox"/>	Description
<input type="checkbox"/>	New Program		<input type="checkbox"/>	Title	<input type="checkbox"/>	Prerequisites
<input type="checkbox"/>	Cross-Listing		<input type="checkbox"/>	Credits	<input type="checkbox"/>	
<input type="checkbox"/>	Shared-Resources Course		<input type="checkbox"/>	Grading		
<input type="checkbox"/>	Deactivate/Activate Course (boldface & underline as		<input checked="" type="checkbox"/>	Other		

Department School of Education and CEHC Effective Semester, Immediately, Spring 2022

Explanation of proposal:

At the April meeting, the Regents [voted to eliminate](#) the liberal arts and sciences (LAS) course requirement for certification as of **April 27, 2022**. Prior to this vote, all teacher prep programs were required to cover:

- General education core in the liberal arts and sciences. Candidates complete study in the liberal arts and sciences, including artistic expression, communication, information retrieval, concepts in history and social sciences, humanities, a world language other than English, scientific and mathematical processes, and written analysis and expression.

Angela Pagano, *Assistant Provost for Educator Preparation and Partnerships* at SUNY System has confirmed the following procedures with NYSED. The Blue text are the answers from NYSED:

If a campus currently has as an admissions requirement for the general core in LAS for a program, do they need to submit anything to NYSED for approval to remove this requirement for that specific program?

No, we would not require a program change application for the IHE to revise their admission criteria (dropping the General Core LAS requirement) in response to this specific regulation change. We would expect a program change application only if the scenarios (listed on our change app) occur in tandem with their removal of the General Core LAS requirement.

Additionally, for current students who were admitted with general core course deficiencies as per the regulation, can they be notified that these are no longer required if they plan to apply for certification after April 27, 2022?

Yes: The IHE is permitted to contact admitted candidates to inform them of the reg change that impacts their admission criteria and IHE is permitted to drop the previously required General Core LAS requirement for these admitted candidates.

Please remove the LAS requirements from the Bulletin, Admission pages and Slate for the following programs: