

Minutes of the Graduate Academic Council meeting of May 8, 2020, 9:00 AM via Zoom meeting.

Approved by the Council by vote of 11-0-0 on October 7, 2020.

In attendance: G. Berg (Chair), S. Appe, D. Card, A. Dawson, S. Faight, D. Li, O. Lunin R. Morse, K.N. Stanwicks, W. Zakrzewski, K. Williams (ex officio member), S. Pease (staff), C. Davis (staff), J. Deden (staff)

Guests: Mary P. Gallant – Senior Associate Dean for Academic Affairs, Health Policy Management and Behavior, School of Public Health
Celine A LaValley – Administrative Manager, Academic Affairs, Dean’s Office, Health Policy Management and Behavior, School of Public Health
Yanna Liang – Chair, Department of Environmental and Sustainable Engineering

1. Chair Berg inquired of any updates to this 5/8/2020 GAC Agenda.
2. Report of the GAC Committee on Curriculum & Instruction –
Sydney Faight, Chair reviewed the current proposals before the committee and the approvals. See attached.
The GAC voted to accept Curriculum and Instruction Committee’s report by a vote of 10-0-0.
3. Consideration of the draft minutes of the GAC meeting of 4/10/2020. Approved by a vote of 10-0-0
4. Dean’s Report – Dean Williams gave thanks to all Council and committees members for a productive year. Report of status of move to remote learning. Planning committee has been formed for Fall semester.
5. Chair’s Report – George Berg thanked all for work, emphasized the importance of the GAC and encouraged all to continue to serve the University at Albany in as much capacity as possible.
6. Vote for Graduate Academic Council Chair for the 2020-2021 academic year. Dean Williams lead the discussion and called for nominations. George Berg was nominated. George Berg is to continue as GAC Chair by a vote of 9-0-0.
7. Report of the GRE Committee – Alec Dawson, chair of the GRE ad hoc committee, reviewed the committee’s extensive work and completion of their report on the GRE requirement for Graduate admissions. Strongly suggested that the Graduate School get the report out to the department chairs, school Deans and the University Senate.
Report accepted by the GAC by a vote 9-0-1
8. New Program Proposals for Review: Environmental and Sustainable Engineering MS and PhD -
Dean Williams apologized for the last minute inclusion of the proposal caused by COVID-19 and introduced the Department of Environmental and Sustainable Engineering Chair Yanna Liang.

She gave an overview of the proposal for the addition of new MS and Ph.D. programs and fielded questions. The MS forms need to be updated with TOEFL admissions requirements. The MS non-thesis track was found to be missing a culminating requirement and there was discussion of possible options.

Approval of the MS program in ESE proposal with amended criteria with a vote of 10-0-0
Approval of the Ph.D. in ESE proposal with a vote of 10-0-0.

9. No other business.

Meeting ended at 10:05 AM

Committee on Curriculum and Instruction

May 4, 2020

Committee Members: Sydney Faught (chair), Billy Zakrzewski, Alec Dawson, Susan Appe, Dylan Card, Stephen Weinberg, Christopher Wolff, Keith Chan

Staff: Colleen Davis

Proposals reviewed: Public Health DrPH, Special Education Inclusion MS, Communication CGS, Reading MS, TESOL Non-certification MS, Social Welfare PhD

Public Health DrPH Program Proposal

The School of Public Health is requesting the following changes to their Public Health DrPH Program:

- Replace EHS590 (Introduction to Environmental Health, 3 credits) with EPI503 (Principles of Public Health, 3 credits)
 - o EPI503 was recently updated as part of the MPH program; it is now appropriate for accreditation requirements
- Eliminate EPI502 (Principles and Methods of Epidemiology II, 3 credits)
- Replace HPM627 (Public Health Education and Promotion, 3 cr) with HPM727 (Program Development in Health Promotion, 3 cr)
- Add SPH569/HPM571 (Public Health Leadership, 3 cr)
- Add HPM501 (Health Policy Analysis, 3cr)
- Add SPH/EHS629 (Protocol Development and Grant Writing, 3 cr)

- Add HPM750 (Strategy and Leadership Applications in Health Management, 3 cr)
- Replace SPH701 (Doctoral Seminar Defining, Quantifying, and Presenting Evidence for Public Health Problem, 3 cr) with SPH711 (Advanced Topics in Public Health Research and Practice I, 3 cr)
- Replace SPH702 (Leadership for Planning, Implementing, and Writing a Proposal for a Public Health Intervention, 3 cr) with SPH712 (Advanced Topics in Public Health Research and Practice II, 3 cr)
- Eliminate Concentration Requirement of 18 credits
 - Elimination of the three concentrations will ensure consistent delivery and assessment of the competencies dictated by the recently updated accreditation criteria of CEPH. Students with special interests in the former concentrations will still be afforded an opportunity for exposure through choice of electives and practicum as well as opportunities to interface with faculty experts in these areas.
- Add Elective requirement of 9 to 12 credits
 - Credit variation is due to SPH791 being variable credit
- Adjust the title and description of SPH780 (was Doctoral Practicum Presentations for 0 credits; now will be Professional Development Seminar, 0 cr)
 - This will be taken prior to SPH791
- Revise SPH790 (Doctoral Internship in Concentration, 6 cr) to DrPH Practicum (9 cr)
- Revise SPH791 (Doctoral Internship Outside Concentration, 6 cr) to DrPH Teaching Practicum (0, 3 cr)
 - There was strong discussion regarding this new requirement. The committee was concerned about mandating teaching as part of the curriculum (compensation was important as well as making the course variable credit so students would not need to pay for 3 credits while performing a service to the University). Accreditation standards are now requiring this component of the program, so the committee worked with the department to alleviate the concerns.
 - The department changed the credits to zero or three and will allow the student to choose the credit total for the registration.
 - To account for the three credits, they have been added to the elective requirement.
 - The department also added compensation for students who are placed at UAlbany to teach. They added opportunities for students to be placed in community partners.
 - The three competencies needed according to CEPH are: Assess an audience's knowledge and learning needs; Deliver training or educational experiences that promote learning in academic, organizational or community settings; Use best practice modalities in pedagogical practices.
 - The department has added language to the student handbook, Graduate Bulletin, and syllabus to outline the expectations of the teaching practicum, the assessment that will be done, and job duties associated with it. The committee wanted to ensure that the department would not use this as a substitution for Teaching Assistants.
- Remove the credit registration requirement for SPH898 (was 6 credits)
- Remove the credit registration requirement for SPH899 (was 3 credits)
 - Registration will still be required, but the grading basis is being changed to Load and will not earn credit.
- Total program requirements being reduced from 75 credits to 66 credits overall

The curriculum changes are required to ensure that it meets the new accreditation criteria for Doctor of Public Health degrees that were recently mandated by the Council on Education for Public Health (CEPH). The changes include adjustment of course requirements, redistribution of practicum credits, and changing the nature of the dissertation research credits to make them more consistent with other doctoral programs at UAlbany. The curriculum must address 20 required competencies for all DrPH students due to the new accreditation standards through CEPH. Accreditation now mandates that public health degrees include 12 public health foundational domains. Slight revisions of the MPH courses that were previously part of the DrPH are necessary for students without an MPH in order to meet the new standards.

Based on the department's justification above, the committee voted to approve the proposed program changes (7 approve, 0 disapprove, 1 abstain).

Special Education Inclusion MS Program Proposal

At the April 10th GAC meeting, the Special Education Inclusion MS program proposal was accepted. A portion of the proposal was excluded from the initial review by CCI unfortunately and it is being considered now. The Division of Special Education is requesting that the distance learning mode of delivery be added to the program. The committee voted to approve the distance learning format addition (8 approve, 0 disapprove, 0 abstain).

Communication CGS Program Proposal

The Department of Communication is requesting the following changes to their Communication CGS Program:

- Add COM590 (Computer-Mediated Communication) and COM659 (Topic: Communication and Culture Across Organizational Contexts) to the Organizational Communication Concentration courses
- This does not change the overall credit requirement; it just adds options.

Based on the department's justification above, the committee voted to approve the proposed program changes (8 approve, 0 disapprove, 0 abstain).

Reading MS Program Proposal

The Department of Literacy Teaching and Learning is requesting the following changes to their Reading MS program:

- Increase the allowable credits for ELTL505 from 3 to 6 (Practicum: Academic Literacy Across Instructional Contexts, 5-12). The course itself is variable credit, but the department wants to

allow the student to choose to apply more credit to the program requirements. Currently it is only 3 credits in the program.

- Eliminate EPSY521 (Development of the Child) and EPSY540 (Classroom Assessment) from the electives.
 - The courses can still be taken under the umbrella of “as advised” if the student obtains approval from their advisor.
 - They were removed due to the infrequency of offering.
 - Students also had taken the content in their undergraduate programs.
- Add ELTL 677 (Data-Based Decision Making in Literacy Assessment, Policy and Practice) and ELTL600 (Strategic Intervention to Prevent Literacy Difficulties) to the electives.

Based on the department’s justification above, the committee voted to approve the proposed program changes (7 approve, 0 disapprove, 0 abstain).

Teaching English to Speakers of Other Languages (Non-certification) MS Program Proposal

The Department of Educational Theory and Practice is requesting the following changes to their TESOL Non-certification MS program:

- Change the practicum course from ETAP598 (Directed Field Experience in Education) to ETAP599 (Directed Field Experience in Teaching English to Speakers of Other Languages [TESOL]).
- In early Fall 2019, the department realized that the current course they use towards this program (ETAP598) could no longer be used. The department offers two TESOL MS programs: Certification and Non-certification. The Certification program allows students to obtain NYS initial teacher certification once it is completed (48 credit program). This program uses ETAP598 as its practicum course and it involves a specified amount of contact hours and minimum requirements for NYSED purposes. The Non-certification program does not lead to any certifications. It is a 36-credit program and the practicum requirements are less overall. The department used ETAP598 for both of these programs, but they were notified that they cannot do this; it needs to be two distinct courses due to the variable practicum requirements. Based on this, they are creating ETAP599 for use by the TESOL MS Non-certification program. The practicum will be what they were currently doing for their Non-cert students, but the course number needs to change officially.

Based on the department’s justification above, the committee voted to approve the proposed program changes (8 approve, 0 disapprove, 0 abstain).

Social Welfare PhD Program Proposal

The School of Social Welfare is requesting the following changes to their PhD program:

- Reduce course credits for two required statistics courses (from 4 to 3 credits).
- Eliminate 3 elective course (reduce it from 4 courses to 1 elective course).
- Replace the 3 elective courses with the following new courses:
 - RSSW831 (Social Work Teaching and Pedagogy)

- o RSSW### (Qualitative Social Work Research); number has not been created yet; will be Summer 2020
 - o RSSW### (Preparation for Scholarly Writing in Social Work); number has not been created yet; will be Summer 2020
- This does not affect the overall credit requirements for the PhD program
- For the Joint MSW/PhD program, increase the overall credits from 84 to 87 to account for the new three courses.
 - o MACRO Concentration: reduce electives from 10 to 6 credits; reduce course credits from 4 to 3 for two statistics courses (these courses have already been reduced in the Course Catalog); require the three new courses listed above.
 - o Clinical Concentration: reduce electives from 13 to 9 credits; reduce course credits from 4 to 3 for two required statistics courses; require the three new courses listed above.
- Justification for the requested changes:
 - o Review and assessment of the program including: a Self-Study for accreditation, course syllabi, curricula at peer and aspirational universities, and review of job market requirements.
 - o The findings revealed that students were not being adequately prepared to be effective scholars and researchers, and there were gaps in the curriculum in terms of writing, qualitative research, and social work pedagogy.
 - o The department reviewed the feedback given by the accreditation external reviewers and noted that they had similar findings as theirs in terms of the need for a teaching/pedagogy course specific to social work and the need for a qualitative research course specific to social work.
 - o Regarding the teaching pedagogy course, students will not be teaching outside of the course. The students will practice teaching their own classmates, with the possibility, but not requirement, of guest lecturing in another course.

Based on the department's justification above, the committee voted to approve the proposed program changes (8 approve, 0 disapprove, 0 abstain).