

## 5/10/18 GAC Minutes

Minutes of the Graduate Academic Council meeting of May 10, 2018 11:00 AM, UAB 320

Approved by the Council on October 1, 2018 by vote of 10-0-0

In attendance: S. Rafferty, G. Berg, K. Asaro-Saddler, K. Chan, S. Faught, Z. Lawrence, C. Lawson, N. Turner, K. Williams, J. Bartow(staff), C. Davis (staff), J. Deden(staff)

Guests:

- Department of Communication
  - Alan Zemel – Assoc. Professor
- College of Emergency Preparedness, Homeland Security, and Cybersecurity
  - Robert Griffin Jr. – Dean
  - Jennifer Goodall – Asst. Dean
  - Michael D Young – Asst. Professor
- Rockefeller College
  - Karl Rethemeyer – Dean
  - Rey Koslowski – Assoc. Professor, Political Science
- Registrar's Office
  - Dan Mahar
- Graduate Education Office
  - Shanise Kent

- 1) Draft minutes of the April 19, 2018 meeting were approved by vote of 6-0-0
- 2) Election of GAC Chair for 2018-2019 – Sean Rafferty was nominated. He was elected Chair by returning GAC members with a vote of 4-0-0.
- 3) Dean's Report – No Report
- 4) Chair's Report – No Report
- 5) Report of the Committee on Curriculum and Instruction (CIC) – Committee Chair Kevin Chan reviewed the proposed changes (appended to these minutes, below) to:
  - a) Master of Science - Information Science: Add 2 new concentrations, Data Analytics and Intelligence Analysis
  - b) PhD - Public Administration and Policy
  - c) PhD - Psychology
  - d) Master of Arts – Psychology
  - e) PhD – Industrial/Organizational Psychology

The CC&I approved and recommends all 5 proposals. The GAC accepted the report and in doing so its 5 recommendations therein, by a vote of 8-0-0.

- 6) Proposal for Bachelors/MIA Pathway (Admissions policy exception) from Rockefeller College  
No discussion. GAC approved the ..... by vote of 8-0-0.
- 7) Proposal to change the MIA Curriculum  
No discussion. GAC approved the proposal to .... By vote of 8-0-0

- 8) Proposal for establishment of a Graduate Certificate Program in Communication, with distance education delivery authorization.  
Prof. Zemel reviewed the aim and need for the CGS. He also fielded questions from the Council. Proposal was approved by the GAC by vote of 8-0-0
- 9) Report of the Committee on Admissions and Academic Standing –  
After discussion, GAC supports and upheld department’s rulling by vote of 6-0-1 (S.Rafferty refrains from voting)

Motion to adjourn the meeting was approved 7-0-0

Meeting adjourned at 12:05 PM

End of 5/10/2018 GAC Minutes

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#### Curriculum and Instruction Committee Report –

Curriculum and Instruction Committee

May 4, 2018

Proposals reviewed: Information Science MS Proposal, Public Administration and Policy PhD Proposal, Psychology Doctoral Programs, Psychology Master of Arts Proposal, Industrial/Organizational Psychology PhD Proposal

Committee Members electronic review: Keith Chan (chair), Stephen Weinberg, George Berg, Natalie Turner, Sydney Faught, Haijun Chen, Magdia DeJesus

Staff: Colleen Davis

#### Information Science Master of Science Proposal

This proposal is related to the Information Science MS proposal approved by GAC in the fall. The proposal reviewed during the fall is currently awaiting approval by State Ed. This new proposal is to create two new concentration for the Information Science MS: Data Analytics and Intelligence Analysis. These concentrations maintain the core requirements outlined in the program proposal in the fall. The current concentrations available are Archives/Records Administration, Library and Information Services, and Information Management and Technology. This proposal adds two more options, with justification from the college below:

- The Intelligence Analysis concentration takes advantage of the University’s new College of Emergency Preparedness, Homeland Security, and Cybersecurity (CEHC), of which the MSIS program is now a part. The existing MSIS provides a suitable framework for an Intelligence Analysis concentration that is heavily dependent on the knowledge of the acquisition, management, and analysis of information—the core focus of the MSIS.
- The Data Analytics concentration will add a strong, forward-looking technical dimension to the MSIS program. As sensors, computers, and networks provide more and more data about our

world, it is important that we be able to gather, store, analyze and base predictions upon these data. In the context of the MSIS, this concentration is about the active, technical efforts to gather data, and to turn it into actionable knowledge. Approaching it from the information and knowledge-based perspective of the MSIS program differentiates it from other disciplinary approaches to data analysis, such as computer science, or mathematics/statistics. The program also leverages, and ties into, existing concentrations in CEHC's Informatics BS program, and its Information Science Ph.D.

- The full program outline is the last page of this report for reference.

Based on this the committee voted to approve the new concentrations (7 approve, 0 disapprove, 0 abstain).

### Public Administration and Policy PhD Proposal

The department has done a thorough job outlining the proposed changes and the justification for the changes. The following changes and justifications were extracted from the proposal. The doctoral program has not undergone a major revision for more than a decade, but the field itself has advanced significantly during that time. Teaching constraints make it difficult for their students to finish their coursework in a timely manner. The department is also undergoing an internal program review through the Office of Institutional Research. In preparing for the self-study, the department identified and documented a number of on-going student performance issues. Within the self-study, the department compared their curriculum to state, regional, and national peers. All of these factors were taken into account when designing the proposed changes. Based on this the committee voted to approve the following changes (7 approve, 0 disapprove, 0 abstain):

- In the core requirement, removing PAD703 and PAD708, adding PAD526. The department will be revising the content of two other core courses (702 and 709) to account for the elimination of 703 and 708.
- Reducing the concentrations (field of study) from 6 to 3; eliminating Comparative and Development Administration, Organizational Behavior Theory, and Politics and Administration. The Public Finance concentration will be renamed Public Financial Management. Comparative and Development Administration and Politics and Administration have not been in practice for 6 years. Students who were focusing in Organizational Behavior Theory were taking the same courses as the Public Management concentration, and the Public Management field has changed over the last 15 years to include organizational theory and behavior. The name change of Public Finance to Public Financial Management reflects the current expertise of the faculty.
- The Research Tools requirement is being expanded to require an additional course beyond the existing 3 course requirement. The current requirement is RPAD704, 705, and one additional advanced research methods appropriate to the student's field. This is being changed to PAD704, 705, and two advanced research tools courses appropriate to the student's research interests. The Public Policy concentration was already taking 2 research tool courses along with 704 and 705, while the other concentrations were only taking one. This, along with comparison to peer programs, caused the department to adjust this requirement.
- Candidacy requirements – currently the students are required to write a publishable paper and literature review. The department is requesting to change this to Comprehensive Exams in public affairs, Empirical paper, and a dissertation prospectus outline. The Comprehensive Exam was removed in the last program update and replaced by the publishable paper and literature

review. The department feels this has had mixed success. The publishable paper has proven very useful to students in teaching them to write journal articles. The literature review has proven less useful. Some students incorporate the literature review into their dissertation, but not all do so. Over the years it has become clear that the publishable paper and literature review enables students to get into their research topics deeply and early. Unfortunately this sometimes means that the students do not link back to public affairs scholarship in a sophisticated way. After coursework is completed they are never held accountable for their knowledge of public affairs scholarship. The proposed revision keeps the benefits of the publishable paper, holds students accountable for remaining immersed in the public affairs literature, and should help to speed progress on the prospectus and dissertation.

### Doctoral Programs in Psychology

The Psychology Department has three departmental requirements for all five of the PhD programs: 1) the Out-of-Area Course Requirement, 2) the 600 Project, and 3) the Research Tool (based on the university requirement). In an effort to more consistently define the interpretation and implementation of these requirements, the department proposes the following revisions:

- *Out of Area Courses*: The current department requirement states that all PhD students must take four (4) courses outside their area of specialization (“out-of-area”). There had been concern about the course load required of Psychology students and resulting delays in degree completion and differences in the course load compared with many Psychology PhD programs at peer institutions. A motion to reduce the number of required out-of-area courses from four (4) to two (2) was brought to the Psychology faculty resulting in a positive vote in favor.
- *APSY600A and APSY600B*: Graduate students in all five PhD programs have been required to complete a research project in their first two years. This project has historically been linked to two 3-credit-bearing courses (APSY 600A & 600B) which students take in their first year for a total of 6 credits. Students receive an Incomplete in these courses until they complete the project prior to the beginning of their third year. Investigation revealed that these courses were created in 1972 when the credit load for full-time status was 12 instead of the current 9. Therefore, the credits are no longer beneficial. Further, the courses were causing some impediments including the extra tuition costs, and the Incompletes resulted in unnecessary retroactive paperwork which occasionally interfered with students’ ability to obtain financial aid. A motion to discontinue APSY 600A and APSY 600B was brought to the Psychology faculty resulting in a positive vote in favor. Instead, the project (now called the Initial Research Project), will become a milestone on the transcript and will not be linked to any credit-bearing course.
- *Research Tool Requirement*: Students in all five PhD programs are required to complete the university’s Research Tool requirement. However, there has been inconsistency in the interpretation and implementation of what defines a “research tool” across PhD programs. The Psychology Graduate Committee codified a description of the research tool that is now consistent across all five programs and remains consistent with university requirements and guidelines. The description includes the following options: Pass a foreign language test, Take a course (computer programming, mathematics, electronics, biochemistry, histological techniques, foreign language, pharmacology, or advanced statistics), or Master a technique (statistical or otherwise) in the process of conducting the Initial Research Project or another research project.

Based on the above justification, the committee voted to approve the changes (7 approve, 0 disapprove, 0 abstain).

#### Psychology Master of Arts Program Proposal

Due to the changes proposed above regarding the removal of APSY600A and APSY600B registration requirement and the reduction of the Out of Area courses, the Psychology Master of Arts program must also change. This master's program is only earned by Psychology doctoral students (it is not a stand-alone program that admits students directly into it). Psychology doctoral students can earn this degree along the way to their PhD programs, which means the requirements reflect the doctoral requirements. Based on this the department proposes the following changes:

- Reduce the core requirement from 24 to 12 credits (including the elimination of APSY600A & B, as well as the reduction of Out of Area courses from 4 to 2).
- Increase the Supporting courses from 6 to 18 credits. This maintains the 30 credit overall requirement.

Based on the above justification, the committee voted to approve the changes (7 approve, 0 disapprove, 0 abstain).

#### Industrial/Organizational Psychology PhD Program Proposal

In addition to the changes being proposed above, the Psychology Department is proposing additional changes to the Industrial and Organizational (I/O) Psychology PhD program. The Committee on Curriculum and Instruction approved changes last month to the Industrial and Organizational Psychology Master of Arts program. These changes included the replacement of APSY758 with a more appropriate updated course APSY750. In addition, the department created an I/O specific research methods course. Based on the I/O Master of Arts changes, the I/O PhD program would like to do the following:

- Replace APSY736 with APSY738. APSY738 is the new I/O specific research methods course.
- Replace APSY758 Ethics and Professional Issues in Industrial and Organizational Psychology with a broader course APSY 750 Foundations in Industrial and Organizational Psychology. The materials of APSY758 will be part of the new course APSY750 (roughly 1/3 of the course material). The I/O Psychology faculty decided that APSY758 does not meet the needs of the program and a broader course addressing ethics and professional issues, along with a number of other foundational topics, was needed. The department found that many of the I/O students do not have sufficient background in I/O Psychology, APA style, or the tools needed to succeed in graduate school and in the profession. Therefore the department decided to create a course that covers these issues plus ethics, and is comparable in rigor and substance to the other courses needed in other I/O programs.
- Create an Electives requirement to maintain the overall 62 credits required for the PhD. The program requires at minimum 62 graduate credits. With the elimination of the APSY600A/B registration requirement and the reduction of the Out of Area courses there is a deficit of 9 credits. The department is proposing an Electives requirement to eliminate the deficit.

Based on the above justification, the committee voted to approve the changes (7 approve, 0 disapprove, 0 abstain).

<b>36 Credit Information Science MS Program</b>	<b>Proposed 36 Credit Information Science MS Program</b>
IST 601: The Information Environment (3)	IST 601: The Information Environment (3)
IST 602: Information and Knowledge Organization (3)	IST 602: Information and Knowledge Organization (3)
IST 608: Research Methods (3)	IST 608: Research Methods (3)
IST 614: Administration of Information Agencies (3)	IST 614: Administration of Information Agencies (3)
IST 668: Internship (3)	IST 668: Internship (3)
<b>Archives/Records Administration Track</b>	<b>Archives/Records Administration Track</b>
Core/Required Track Courses: -IST 546: Fundamentals of Records Management (3) -IST 547: Electronic Records Management (3) -IST 654: Preservation Management in Archives and Libraries (3) [or IST 660: Archival Representation (3)] - IST 656: Archives and Manuscripts (3)	Core/Required Track Courses: -IST 546: Fundamentals of Records Management (3) -IST 547: Electronic Records Management (3) -IST 654: Preservation Management in Archives and Libraries (3) [or IST 660: Archival Representation (3)] - IST 656: Archives and Manuscripts (3)
Track Electives: 9 credits	Track Electives: 9 credits
<b>Library and Information Services Track</b>	<b>Library and Information Services Track</b>
Core/Required Track Courses: -IST 603: Information Processing (3) -IST 605: Information Sources and Services (3)	Core/Required Track Courses: -IST 603: Information Processing (3) -IST 605: Information Sources and Services (3)
Track Electives: 15 credits	Track Electives: 15 credits
<b>Information Management &amp; Technology Track</b>	<b>Information Management &amp; Technology Track</b>
Core/Required Track Courses: -IST 533: Information Storage and Retrieval (3) -IST 611: Information Systems (3) -IST 565: Human Information Behavior (3) -IST 560: Information and Public Policy (3)	Core/Required Track Courses: -IST 533: Information Storage and Retrieval (3) -IST 611: Information Systems (3) -IST 565: Human Information Behavior (3) -IST 560: Information and Public Policy (3)
Track Electives: 9 credits	Track Electives: 9 credits
	<b>Intelligence Analysis Track</b>
	<b>Core/Required Track Courses:</b> <b>-EHC 557 Intelligence Analysis (4)</b> <b>-IST 667 Intelligence Analysis Research Seminar (3)</b>
	<b>Tool Options: 3-4 credits, new course:</b> <b>-IST 529 Text Analysis (3)</b>
	<b>Track Electives: 12 credits, new courses:</b> <b>-EHC 628 Leaders and Individual Assessment (3)</b> <b>-EHC 629 Transnational Organized Crime (3)</b>
	<b>Data Analytics Track</b>
	<b>Core/Required Track Courses:</b> -IST 506 Database Systems and Data Analysis (3) (renumbered from IST 658) <b>INF 624 Predictive Modeling (3)</b>
	<b>Tool Options: 3-4 credits, new course:</b> <b>-IST 529 Text Analysis (3)</b>
	<b>Track Electives: 12 credits, new courses:</b> <b>-INF 625 Data Mining (3)</b> <b>-INF 626 Big Data and Stream Analytics (3)</b> <b>-INF 627 Data Analytics Practicum (3)</b>

## **Proposal to Establish Two Approaches to Combined Undergraduate/Graduate Study by Students at other SUNY Campuses**

### **Background**

UAlbany has long supported combined undergraduate/graduate programs. Established as cooperative agreements within or between departments, these programs permit high-quality UAlbany students to begin graduate study on an accelerated basis by allowing them to count graduate courses toward both undergraduate and graduate requirements. For instance, students in the Political Science undergraduate major who are admitted to the “BA/MIA” program are allowed to count three masters-level courses (12 credits) in the Master of International Affairs (MIA) program toward both their MIA and undergraduate degree requirements. Similarly, the College long supported BA/MPA options with the Political Science, Public Administration and Policy, Sociology, and History Departments. Students using this mechanism save both time and money, as students that retain undergraduate standing may pay undergraduate tuition for graduate coursework. The significant attraction is that highly qualified undergraduate students are able to advance continuously into graduate study while concluding the undergraduate program, maintaining academic focus and achievement while realizing economic benefit. UAlbany benefits in that these students complete at least 36 graduate credit hours here rather than seeking a degree at another institution.

Before 2013, similar programs did not exist between UAlbany and other institutions within the SUNY System. However, there were strong reasons to establish such programs that lead to a policy variance that was approved by GAC for the BA/MPA offerings in Fall 2013. These include:

1. The need to capture a greater share of potential graduate students that reside in New York as the number of students reaching college age declines.
2. The campus-wide need to grow graduate enrollments to meet goals in the UAlbany Strategic Plan.
3. Achieving greater SUNY System-wide integration, or “systemness.”

Fundamentally, the campus should seek to make UAlbany “the path of least resistance” for high-quality students in the System that may wish to pursue graduate education – and maybe particularly professional graduate education.

For these reasons, we wish to establish two additional pathways for undergraduate students at “cooperating SUNY campuses” to participate in combined undergraduate/graduate programs where the graduate component is located at UAlbany. The requested policy variances are described below, but they are exactly the same as those approved in 2013 for the BA/MPA programs with other SUNY campuses.

## **General features of both pathways proposed for the MIA program**

Both pathways proposed below have several common features:

1. The GRE would be waived for admission to the combined program provided students:
  - a. Have a GPA of at least 3.30 or higher
  - b. Have completed at least two “quantitative courses” (lists of applicable courses to fulfill this requirement would be compiled with each cooperating SUNY campus)
  - c. Are recommended by faculty of the cooperating SUNY campus
2. Students would be able to “double count” up to three graduate level courses (12 credits) toward both their undergraduate degree and their MIA degree. The cooperating SUNY campuses each may choose how the MIA courses are counted toward the student’s remaining undergraduate requirements. UAlbany would count up to three masters-level courses taken by undergraduates toward the MIA degree requirements. No more than three courses may be used toward fulfillment of both undergraduate and graduate degree requirements.
3. All other requirements of the MIA degree would still apply, including participation in a mandatory orientation program, completion of 400 hours of internship, and completion of a capstone.
4. The Dean of Rockefeller College and the Director of the Master of International Affairs Program would negotiate with selected SUNY campuses based on the quality of students accepted to their undergraduate program, level of interest, ability to provide relevant undergraduate preparation for MIA study, and (for Pathway #2 below only) ability to provide graduate educational experiences commensurate with the MIA program’s standards.
5. The MIA Program Director would identify faculty at each cooperating SUNY campus to serve as the program contact and coordinator for students. Such faculty would be given a term-limited courtesy appointment to Rockefeller College’s International Affairs Faculty.

### **Pathway #1: Combined 3 + 2 / 3.5 + 2 Programs**

#### *Description*

For Pathway #1, undergraduate students would complete either 3 or 3.5 years of undergraduate education (6 or 7 semesters) before matriculating into the MIA program. Students would be allowed to use up to three MIA courses toward requirements in their undergraduate major while still using those courses toward the requirements for the MIA. Students would be admitted to the MIA program provisionally: students must complete their undergraduate requirements and have been awarded a degree before the beginning of classes in the next regular term (e.g., if they begin the MIA program in the spring term they must hold their undergraduate degree before the first day of classes for the fall term; if they begin the MIA in the fall term, they must hold their undergraduate degree by the first day of classes during the spring term). Students may not use more than three courses toward both their undergraduate and MIA requirements. Students would be resident in Albany as visiting undergraduate students while taking the three MIA graduate courses.

If a student fails to secure their undergraduate degree during their first term in the MIA program, the student will be placed on academic probation for one term. If a student fails to



secure their undergraduate credential after their second term in the MIA program, the student will be dismissed from the program.

#### *Policy variation/exceptions required*

1. Approval for graduate study before the undergraduate degree has been completed.
2. Approval to accept three graduate courses for fulfillment of both undergraduate degree and MIA degree requirements.

#### *Justification*

Graduate Studies already admits students to graduate programs without their undergraduate credential in hand. For instance, seniors who are admitted to graduate study during the spring term are admitted with the understanding that they must have their credential in hand before beginning fall classes. However, in practice, audits of such students do not identify those who have failed to complete their undergraduate requirements before classes begin. Effectively, *all* students admitted directly from their undergraduate program into graduate study are given a one term “grace period” in which to complete their undergraduate degree. Our proposal also provides a term in which to complete undergraduate requirements.

The existing UAlbany combined undergraduate/graduate programs are built around the concept of “double counting” masters courses toward both the undergraduate and graduate requirements. Our proposal limits double counting to three courses, as is true of UAlbany combined programs.

Finally, this pathway has been approved for the BA/MPA programs already under way with four SUNY campuses and being negotiated with 3 others.

### **Pathway #2: Synchronous Distance Learning**

#### *Description*

Under Pathway #2, undergraduate students would remain in residence at their undergraduate institution through graduation from their program but enroll at UAlbany as visiting undergraduates. These students would take up to three graduate courses in the MIA program via synchronous distance learning. All MIA program core courses and many electives are offered via the Zoom web conference platform. Currently, students in the MIA program join courses from locations outside of Albany while they are interning or working. Undergraduates from other SUNY campuses enrolled in the BA/MIA program would join our courses in the same way. Given that the International Affairs masters-level courses are offered in the evening, they are less likely to conflict with other required courses that a senior may need to graduate.

Students would be admitted to the MIA program provisionally: students must complete their undergraduate requirements and have been awarded a degree before the beginning of classes in the next regular term (e.g., if they begin the MIA program in the spring term they must hold their undergraduate degree before the first day of classes for the fall term; if they begin the MIA in the fall term, they must hold their undergraduate degree by the first day of classes

during the spring term). Students may not use more than three courses toward both their undergraduate and MIA requirements.

If a student fails to secure their undergraduate degree during their first term in the MIA program, the student will be placed on academic probation for one term. If a student fails to secure their undergraduate credential after their second term in the MIA program, the student will be dismissed from the program.

*Policy variation/exceptions required*

1. Approval for graduate study before the undergraduate degree has been completed.
2. Approval to accept three graduate courses for fulfillment of both undergraduate degree and MIA degree requirements.

*Justification*

The basic justification is the same as for Pathway #1. The MIA program is already authorized to offer the degree through synchronous distance learning.