

**Graduate Academic Council
2006 – 2007**

Minutes of the Council meeting of March 5, 2007
Approved by the Council on March 19, 2007

In attendance: S. Saleh, F. Bolton (staff), G. Burke, J. Hayes, J. Bartow (staff), J. Newman, L. Kranich,
L.-A. McNutt, M. Pryse & S. Friedman (Chair)

Guest: Virginia Goatley, School of Education

Unable to attend: A. Pomerantz, J. Gangolly & L. Scoville

Note: Some matters of business detailed in these minutes were subject to interrupted discussion but are presented herein without break so as to allow sensible continuous reading and understanding.

1. Minutes of the GAC meeting of 10/19/06 were considered as presented in draft form. There was one item contained in the Dean's report pertaining to the potential consideration of policy establishment regarding English language test scores for all international graduate applicants that caused some confusion. Particularly, it was the tail end of the sentence (in italics here) "She posed a question to the Council as to whether English language test score minimums should apply to all international applicants, *not just admittees funded as...*" In order to resolve the confusion and simply provide the emphasis as intended by the Dean, the sentence was amended/shortened to end with the word "applicants." The minutes, as amended, were approved by the Council, 6-0-0.
2. Minutes of the GAC meeting of 11/30/06 were considered as presented in draft form and approved without amendment, 7-0-0.
3. Proposal to Establish a Graduate Certificate Program in Teacher Leadership

Education Associate Dean Virginia Goatley provided a brief introduction to the Proposal that had previously been provided to Council members. She highlighted the "intent of this interdepartmental CGS... to provide a 15-credit program of study that directly assists teacher leaders in areas of reflective practice, professional development, mentoring, curriculum development and/or coaching." Prof. Kranich inquired about any specific State certificate regulations and was apprised that the only major regulation is that graduate courses contained in a certificate program must be additionally applicable to a registered degree program offering. Prof. Saleh commented about the unspecified number of certificate courses/credits that might be completed in advance of formal certificate program admission. There was additional discussion regarding the certificate courses/credits applying to other program offerings. In response to an inquiry, Dean Goatley noted that the anticipated enrollment numbers are modest and will be served within existing course offerings.

The Council voted (7-0-0) to approve the Proposal and sponsor its introduction to the Senate for consideration (with anticipated co-sponsorship from the University Planning & Policy Council).

4. Committee on Curriculum & Instruction Report – S. Saleh

Committee Chair Shadi Saleh reviewed and summarized the committee report (appended to the end of these minutes). One typographical error was noted and corrected (item 3 – Biomedical Sciences, not Biological Sciences). Following brief discussion, the Council voted (7-0-0) to accept the report and approve the two action items contained therein.

5. Procedural discussion on program and curricular matters coming before the Council.

Assistant Dean Bartow asked for some guidance about what curricular and/or program matters should be advanced to the GAC Curriculum & Instruction Committee for initial review and what curricular and/or program matters should stand for initial review by the full Council acting as a “committee of the whole.” There was an informative discussion about the pros and cons of different types of curricular proposals standing for review by either of the bodies. One motion to charge the GAC Chair with the authority to determine the initial level of review for each proposal failed by a vote of 2-4-1. Existing practice of consultation between Graduate Office staff and the Council Chair on unusual matters will likely continue.

6. Proposal to Establish a Combined BA History / MA Public Affairs & Policy Program

There was a brief discussion of this proposal that calls for a new combined BA/MA offering. The Council largely found the written proposal complete and satisfactory. All graduate program requirements must be completed by enrollees, who may use up to 12 of the graduate credits additionally toward the fulfillment of BA requirements. One council member expressed concern about a perceived emphasis on Euro-based history versus world history in the undergraduate component. With an eye toward the graduate curriculum, the Council voted (7-0-0) to approve the proposal and authorize a co-sponsored bill (with UAC) to the Senate to create the program, contingent upon similar approval action by the UAC.

7. Proposal to Establish a Dual-Degree Program – MA Communication / MS TESOL

Concern was expressed about the brevity of the presented proposal, noting the proposal’s lack of extensive background detailing the need and/or demand for this combined program offering. Too, there was concern about a possible mis-interpretation about the admissions phrase “This graduate program will be *open to everyone with an undergraduate degree, or graduate degree...*” A desire was expressed for a 3-column tabular display of the combined curriculum, with one column detailing requirements exclusively applicable to the MA, one column detailing requirements exclusively applicable to the MS, and a third column detailing requirements applicable to both degree programs. The Council voted (5-1-0) to request that these matters be brought to the attention of the proposing departments and to request that departmental representatives join the Council at its next meeting to provide a verbal introduction to the proposal and answer any remaining questions.

8. Dean’s Report – M. Pryse

- Graduate Deans from across the SUNY System, in conjunction with System Administration staff, are investigating the viability of establishing Professional Science Masters (PSM) programs that would be aimed at preparing graduates to enter or re-join the workforce with both scientific and managerial skills. The Dean has engaged relevant faculty and deans from UAlbany to consider the initiative. Funding from the Sloan Foundation may be available to support exploration and developmental PSM efforts.
- Dean Pryse highlighted again her perception that there is now need for updated Ombuds committee oversight and guidance, especially in light of the recently approved establishment of a similar ombuds function/office at the undergraduate level. Chair Friedman commented that she is engaged with colleagues from the Senate Executive Committee in addressing these emerging needs.

9. Chair’s Report – S. Friedman

- Given the length of the meeting, Prof. Friedman passed on the opportunity to provide a report.

10. There being no other business, the meeting of the GAC was adjourned.

END OF GAC MINUTES OF 3/5/07

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To: Graduate Academic Council

From: Shadi Saleh, Chair
GAC Committee on Curriculum & Instruction (CC&I)

Date: March 1, 2007

Subject: Report and Recommendations (with correction 3/5/07 at GAC meeting)

CC&I members: J. Gangolly; R. Irving; J. Newman; J. Rivera-Wilson; S. Saleh; J. Bartow (staff) and F. Bolton (staff). A. Pomeranz and B. Thiel were unable to attend.

Invited Guest: Professor Jane Agee

Three items of business were considered.

1. School of Education – Department of Educational Theory and Practice proposed program revisions to its Advanced Classroom Teaching program

The Committee considered a proposal to amend existing M.S. programs in Teacher Education known historically on campus under the umbrella designation of M.S. in Advanced Classroom Teaching (ACT). There are actually nine existing registered programs in various subject areas comprising the UAlbany ACT programs on the New York State official program registry.

The existing ACT programs were originally designed as a graduate study mechanism for provisionally certified teachers to fulfill academic requirements necessary to obtain New York State permanent teaching certification. The academic requirements for obtaining permanent teaching certification, renamed to now be known as professional teaching certification have been revised by amended NY State regulations. The proposed curricular changes (with title change to ETP) attend to these recent changes in teacher certification requirements. Substantively, the primary proposed modification in the new program(s) is an increase in the required subject content area requirements from 6 to 12 credits, consistent with these new State regulations. There is a corresponding decrease of 3 – 6 credits in the programs in the area of supporting courses and/or electives. A simplified summary of the changes appears below:

Summary table for proposed curricular changes (credits)
Masters in Advanced Classroom Teaching (ACT) to become Masters in Ed Theory & Practice (ETP)

	ACT Math/Science	ACT Engl/Lang/Social Studies	ETP All fields
Core Ed & Ed Foundation Courses	12	12	12
Supporting Ed Courses / Electives	12	9	6
Academic & Pedagogy Content Courses	6	6	12-14
Culminating Seminar or Thesis	3	3	3
	33	30	33-35

It should be noted that this proposed curricular and title amendment(s) to the existing ACT programs do not address UAlbany masters programs leading to initial (formerly provisional) teaching certification.

UAlbany programs leading to initial teaching certification were revised and re-registered with the State in 2001.

As stated in the proposal, “The changes made in these programs will bring them into alignment with the new requirements of the New York State Education Department regulations for professional certification.” The Committee voted unanimously (5-0-0) to endorse the revisions suggested and to move the proposal forward to the GAC for further action and approval.

2. College of Arts and Sciences – Department of Languages, Literatures and Cultures request for program revisions to the MA in French Studies degree requirements

The French Studies program requested that one of the courses included in its core requirements for the degree be dropped and so reduce the 12 credit core to 9 credits. The Committee moved 5-0-0 in favor of asking the Department for more sufficient rationale for the change to core requirements.

3. School of Public Health – Department of Biomedical Sciences request for program revision to its Ph.D. and the MPH program

The Department of Biomedical Sciences presently requires that students electing the BMS track of the MPH program to complete two semesters of BMS 601A and 601B for a total of 6 credits. It is proposed that BMS 601A, now restructured with a more prominent public health component, be retained as BMS 601 and that BMS 601B no longer be offered. Students will need to choose an additional focused course from a list of courses containing equivalent or superior public health components than that formerly covered in BMS 601B. Combining BMS 601A and B into BMS 601 also impacts required courses for the Ph.D. in Biomedical Sciences program. Required courses are reduced from 14 to 11 credits and additional courses as approved by an advisor or required by track increase from 24 to 27 credits. The rationale for this reduction of core credit requirements frees up an additional three credits to be used by students to increase their knowledge base in their specialty areas.

The Committee voted (5-0-0) to approve the program revision and to move it forward to the GAC.