

Graduate Academic Council

2021-2022

Minutes of the Graduate Academic Council meeting on 2/2/22, 10 AM via Zoom

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

Approved by the Council on 3/1/2022.

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

Guests: Tim Sergay, University Senate Chair; Melissa Powers (Registrar's Office); Kathie Winchester (Undergraduate Education Office); Ryan Torn (Atmospheric and Environmental Science Department)

1. Approved this GAC Agenda
2. Approval of the minutes of the GAC meeting of 12/2/2021
3. Dean's Report – Kevin Williams welcomed the GAC members to the new semester. Currently there is not much to report. There was a small delay to the start of the Spring semester. We will discuss shared resource courses later in the meeting. We will be establishing a graduate board to serve as a vehicle for communication between the Graduate School and the departments. Graduate program directors will be invited to join shortly. This will not be a policy setting body; this is an advisory and communication board.
4. Chair's Report – George Berg also welcomed the group to the new semester. He reminded everyone that this is his last term serving as the GAC Chair. He asks that members consider serving in this capacity next year, or recommend serving to their colleagues. Ideally, we would like to vote someone in at the end of this academic year so we can start quickly next year.
5. Applied Atmospheric Science MS Program Proposal: The proposal was presented by Ryan Torn from the Atmospheric and Environmental Sciences Department. He explained that the current Atmospheric Science MS program is designed for students going into research-based careers. The department does have students who go into private sector and applied based careers, so this program was born out of this need. These students go into fields other than pure atmospheric science-based research careers. The current MS program will remain as is, so the idea was to create a new applied Atmospheric Science program. The department sought out peer departments at UAlbany to collaborate on this program. The new program has 3 tracks: Business, Data Analytics, and Policy and Emergency Preparedness. This new program will utilize courses that are already being taught but let students design a program that fits with their interests. The department plans on proposing a combined undergraduate/graduate program with this new MS, but they also believe this new program will attract Non-UAlbany students who want to go into an applied field. There is also potential to create combined programs with outside institutions, similar to other MOUs UAlbany currently has (MPA). This program is an academic course-based degree program with a summer internship component. There are a few

different companies interested in this program and providing internship opportunities for these students. The external reviews were positive.

GAC members had various questions regarding the program documents and hyperlinks. Professor Torn will work with the Graduate School to finalize the proposal before it is sent off campus to SUNY and SED (missing EHC approval, incorrect course descriptions). There were questions related to the program length and if a student could pursue the program on a part-time basis. While the program can be completed within a year, there is flexibility for students to complete the program beyond this time period. When the Letter of Intent was approved in Fall 2019, UPPC reviewed the resource implications at that time. Additional review by UPPC is not necessary. A motion to approve the proposal was given and no further discussion occurred. GAC voted in favor (11-0-0).

6. CC&I Report – Kim Colvin provided the report; report at end of minutes. Motion to accept the report; no discussion took place. GAC voted to accept the report: 11-0-0
7. Program re-registration Project with SUNY and NYSED; the Graduate School will be contacting department shortly regarding program re-registration. They are reviewing the oldest registered programs to determine the previously registered curriculum and comparing it with the current curriculum to determine if re-registration is necessary. This project will extend beyond this academic year and will involve the departments providing the necessary materials (updated syllabi, justification language, etc.). Departments are advised to review their current courses and inactivate those courses that have not been taught in years. The Graduate School has expanded its online resources in preparation for this project. There are new websites dedicated to [creating or amending a program](#) and [course changes](#).
8. Shared Resource Courses; Kevin presented this topic. The Graduate School has encountered several questions recently related to shared resource courses and recent program registration documents. The policy related to shared resource courses is available in the [Graduate Bulletin](#). The graduate level of the shared course must have increased requirements compared to the undergraduate level and this must be specified in the syllabus. The department is also only authorized to offer 5 shared resource courses per term. An email was recently sent out by the Graduate School to the departments regarding these courses and the policy. The quality of graduate education needs to be considered, but fiscal limitations are an issue.

GAC member inquired about the 5 course limit outlined in the policy. Unfortunately we do not know the origin of the 5 course limit, but Kevin believes it has something to do with the total credits required for master's programs (half of 30 credits possibly). There is a suggestion that we change it to average 5 per semester per year (instead of the strict 5 each term). The intent of the policy is to ensure there is good quality instruction at the graduate level. We also have to be cognizant of smaller programs and their enrollment and financial limitations. Shared resource courses are a positive, but you have to maintain the gap in differential requirements. It truly has to be 4th year undergrads with 1st year grads (keep them in a narrow band of knowledge). Having shared resource courses can work, but we want to make sure it is operating the way it is intended to operate. The goal of this conversation is to solicit comments, bring it back to the

Graduate School to suggest adjustments to the policy, and then bring back to GAC for review. George will set up an ad hoc committee to review this information and solicit comments from departments. We need to make sure we consider the diversity in the departments when creating this committee. We don't want to create a policy that is detrimental to other departments. Please send comments to George. We will make sure Undergraduate Education is involved in this committee as this is a joint policy between the Graduate and Undergraduate bulletins. Emily Pacer has volunteered to serve on this committee as a graduate student who has taken these types of courses.

9. No other business discussed

10. Adjourn 11:17am

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

Staff: Colleen Davis

Program Proposals Reviewed: Emergency Preparedness, Homeland Security and Cybersecurity CGS program, Literacy MS program

Emergency Preparedness, Homeland Security and Cybersecurity CGS Program Proposal:

The College of Emergency Preparedness, Homeland Security and Cybersecurity is proposing edits to their CGS program as follows:

- In the Emergency Preparedness Track:
 - Add EHC600 Fundamentals of Emergency Management as an option in the required course (currently it is EHC557/PAD557 and EHC555/PAD555 for 6 credits; would now be EHC557/PAD557 and one of the following courses EHC555/PAD555 or EHC600)
 - Add the following courses in the elective requirement (9 credits total):
 - Ehc 500 - Preparedness and Response (3)
 - Ehc 501 - Mitigation and Recovery (3)
 - Ehc 502 - Planning, Risk, and Continuity (3)
 - Ehc 503 - Governance and Stakeholders in Emergency Management and Homeland Security (3)
 - Ehc 505 - Crises & Vulnerable Populations (3)
 - Ehc 542 - Advanced Threat and Hazard Assessment (3)
 - Ehc 599 - Selected Topics in Emergency Management (3)
 - Ehc 609 - Risk Theory and Management (3)
 - Int 503 - Quantitative Approaches to International Affairs (3)
 - Int 507 - Statistics for International Affairs Managers and Policy Analysts (3)
- In the Homeland Security Track:
 - Add EHC610 Fundamentals of Homeland Security as an option in the required course (currently it is EHC557/PAD557 and EHC554/PAD554/POS554/INT543 for 6 credits; would now be EHC557/PAD557 and one of the following courses EHC554/PAD554/POS554/INT543 or EHC610)
 - Add the following courses in the elective requirement (9 credits total):
 - Ehc 502 - Planning, Risk, and Continuity (3)
 - Ehc 503 - Governance and Stakeholders in Emergency Management and Homeland Security (3)
 - Ehc 505 - Crises & Vulnerable Populations (3)
 - Ehc 542 - Advanced Threat and Hazard Assessment (3)
 - Ehc 560 - Terrorism and Counterterrorism (3)
 - Ehc 561 - Homeland Security Risk (3)
 - Ehc 609 - Risk Theory and Management (3)

- Int 503 - Quantitative Approaches to International Affairs (3)
- Int 507 - Statistics for International Affairs Managers and Policy Analysts (3)
- In the Cybersecurity Track:
 - Add the following courses in the elective requirement (9 credits total):
 - Int 503 - Quantitative Approaches to International Affairs (3)
 - Int 507 - Statistics for International Affairs Managers and Policy Analysts (3)

The college is requesting this to allow CGS students to easily apply course credits from the Emergency Management and Homeland Security MS and the Master of International Affairs programs. Based on the department's justification, the committee voted to approve the changes above (6 approved, 0 disapprove, 0 abstain).

Literacy MS Program Proposal:

The Department of Literacy Teaching and Learning is proposing the following changes to the Literacy MS program:

- Remove the high school practicum hours (25 hours) from the course ELTL505 Practicum: Academic Literacy Across Instructional Contexts, 5-12 (6 credits) and reduce the credits from 6 to 3 credits. The course title will change to Academic Literacy Across Instructional Contexts, 5-12.
- Create a new course to move the practicum hours into: ELTL602 High School Practicum: Dialogic Teaching and Learning (3 credits).
- Adjust the program requirements to include the new course and reduce ELTL505 credits in the 5-12 and B-12 tracks.
- There are no changes to the B-6 track.

The department found that the current LTL 505 course is a disciplinary literacy course, which means the content is disciplinary literacy. Based on the work the students were doing with the high school students, it was difficult to recruit high school students to participate. They discuss more desirable youth interests that would attract high school students and found the following: the college application essay and multimodal Public Service Announcements on topics of interest to youth. They are also making a more flexible practicum schedule that would accommodate high school youths' schedules. Based on the department's justification, the committee voted to approve the changes above (6 approved, 0 disapprove, 0 abstain).

Davis, Colleen

From: The Graduate School Fac/Staff <GRADSCHOOLFS@LISTSERV.ALBANY.EDU> on behalf of Davis, Colleen <cdavis@ALBANY.EDU>

Sent: Thursday, January 20, 2022 2:39 PM

To: GRADSCHOOLFS@LISTSERV.ALBANY.EDU

Subject: Shared Resource Courses

This email is being distributed to deans, graduate directors, and program directors. Please circulate this newsletter to faculty and staff in your department.

The Graduate School would like to bring to your attention the policies related to Shared Resource Courses. Departments are increasing the number of shared resource courses being offered and we want to ensure that our current policy is observed. Unfortunately, we have seen an increasing number of syllabi for shared resource courses that do not include additional course components that would significantly distinguish between graduate and undergraduate requirements. We cannot give graduate credit for basically the same work an undergraduate student does. As we begin to re-register graduate programs with SUNY and the New York State Education Department, it is important that our syllabi reflect the differential course requirements for the graduate level course. The [policy](#) is as follows:

Each department offering a graduate program may design and offer "shared-resources courses" within its total curriculum. "Shared-resources courses" are paired courses dealing with the same topic (one a 400-level and one introductory graduate 500-level) that meet with the same instructor, at the same time, in the same classroom. The course description of the 400-level course should accurately describe its upper-division scope and responsibility. The course description of the 500-level course should accurately describe its graduate scope and responsibility and must include extra requirements such as the submission of a graduate research paper and/or of an additional weekly hour meeting or laboratory session to allow a deeper and more comprehensive examination of the subject than required at the undergraduate level. [emphasis added] Departments can schedule up to 5 shared resource courses each term. Please note however, that graduate students are not permitted to enroll in the graduate section of a shared resource course if they have already completed the undergraduate section of the same course.

Please ask all faculty of shared resource courses to follow this policy. The Graduate School will be reviewing current shared resource courses and adding language to the course descriptions of the graduate level course indicating that students cannot receive credit if the undergraduate level course has been taken. Additionally, departments are encouraged to review the course syllabi to confirm that the graduate level course has additional requirements, such as additional assignments, readings, meetings, etc. The course syllabus guide for the Graduate School can be found [here](#).