

**Graduate Academic Council  
2005 – 2006**

Minutes of the Council meeting of November 8, 2005  
Approved by the Council on December 2, 2005

In attendance: D. Byrd, F. Bolton (staff), G. Burke, J. Bartow (staff), L. Kranich, L.-A. McNutt, M. Pryse, M. Rodriguez (Chair), O. Ongiti, S. Chinnam, S. Friedman, S. Levine & S. Maloney

Guests: Ricky Fortune, School of Social Welfare  
Kevin Williams, Dept. of Psychology, College of Arts & Sciences

Unable to attend: E. Redkey & S. Dutta

1. Minutes of the GAC meeting of 9/29/05 were considered and approved unanimously (10-0-0) without amendment.
2. Committee Memberships: The addition of GAC Member Orpha Ongiti to the GAC Committee on Educational Policy & Procedures was approved.
3. Dean's Report – M. Pryse
  - The Ombuds Committee met with the three new Ombudspersons for a half-day training program on November 3rd. She extended her thanks to Prof. Sally Friedman for her organizational effort vis-à-vis the training program. The implementation and announcement of the new Ombuds "office"/function is imminent. The three Ombudspeople are: Prof. Edelgart Wulfert, Psychology; Prof. Richard Hall, Sociology; & Prof. David McCaffrey, Public Administration & Policy.
  - The Graduate Studies Draft Compact Plan has been shared with Council members and Dean Pryse would welcome comments on it from any or all members. Prof. McNutt noted its thoroughness and affirmative stance.
  - Dean Pryse reported on her efforts of consulting with the deans of the academic schools and colleges regarding graduate student support awards allocations and utilization. Prof. Kranich inquired about anticipated allocation changes and Dean Pryse indicated that consideration of a new allocation model is not yet complete.
4. Chair's Report – M. Rodriguez
  - Prof. Rodriguez explained to the Council that the Senate Executive Committee intends to act as a governance liaison group for compact planning issues. Council chairs will be asked to share compact planning developments as relevant to individual councils, with potential for further considerations.
  - Prof. Rodriguez noted that the need to resolve issues pertaining to the academic calendar, particularly holidays, currently before the Senate, will likely be deferred while additional student input is solicited. It was noted that the Graduate Student Organization (GSO) would be meeting with the University Life Council on this topic in the near future.
5. Proposal to Establish Standards for Social Work Education

Associate Dean Ricky Fortune from the School of Social Welfare introduced the Proposal from the School to establish behavioral standards for students enrolled in their professional degree programs. Drawn from expected standards within the social work profession, the proposed student standards require satisfactory on-going demonstration of (1) basic skills to acquire professional competence, (2) coping skills, (3) professional performance skills, and (4) scholastic performance. Students will be expected to sign an acknowledgement of program expectations toward these ends upon entry in School programs.

Prof. McNutt express some dismay with the language inserted by the Undergraduate Academic Council (UAC) limiting potential appeals to UAC or GAC to be on procedural grounds only. Associate Dean Fortune clarified that academic grade grievance procedures will remain in place both at the School and GAC levels. Further, she explained that “academics” in professional social work programs must include behavioral evaluations.

Prof. Friedman inquired as to what motivated the development of this proposal. Dean Fortune indicated that gaps in current regulations, particular the absence of behavioral expectations “off-campus,” are partially behind the proposal. Too, the social work standards are different from expected general student behaviors and need to be specified due to the link to the social work profession.

Prof. Kranich expressed concern about the behavioral standards leading to such potentially severe sanctions. Dean Pryse noted that social work assessments are especially “evidenced based” and documented.

It was suggested and accepted by Dean Fortune that the language pertaining to dismissals be amended to clarify that a dismissal action would be a recommendation from the Dean of the School of Social Welfare to the Dean of Graduate Studies.

Prof. McNutt expressed dismay about the “at all times” language pertaining to positive interaction expectations of students. She likened it to a “loitering clause,” established to allow for selective enforcement efforts. Dean Fortune indicated that without the “at all times” language there would be no anchor for action – that something like “most times” would be too porous. She noted that University Counsel had reviewed and endorsed the proposed Standards.

Prof. Byrd noted that the Standards assume the community presents a coherent condition, a situation in other areas of the University that is not always true.

Dean Pryse suggested that the defined “coping skills” should be examined from a professional orientation, different than that which a lay person might read them to be. That is, they must be understood from a [social work] “field” perspective.

< Professors Burke, Kranich and Byrd had to depart the meeting for class. >

A motion to approve the Standards was offered by Susan Maloney and seconded by Sanford Levine. The council voted to approve the proposal and bring it forward to the full Senate by a vote of 5-2-0. It was noted that student GAC members voted in favor of the proposal.

#### 6. Proposal to Establish a Master of Arts (M.A.) Program in Industrial/Organizational Psychology

Professor Kevin Williams from the Psychology Department introduced the Proposal that had been previously distributed to Council members by email and offered a brief overview. The 36 credit MA program has both a thesis and non-thesis track and in all cases requires the passing of a comprehensive exam, deemed important for quality standards related to graduates’ potential practice. He drew attention to the positive remarks appended to the initial proposal from an external review team.

Dean Pryse inquired about the relationship noted in the Proposal to the PhD program in Organizational Studies. Prof. Williams, also a member of the Org Studies faculty, noted that the PhD Org Studies

program specifies a masters degree as an application requirement. The impact on the Org Studies program will be minimal, except that some MA I/O Psych degree recipients might apply for continued study in the PhD Org Studies program. In fact, the primary link in existence right now is the draw to Psychology courses by PhD Org Studies students, since it is an interdisciplinary program. He indicated there would be no overlap of "critical mass."

The Council voted 7-0-0 to approve the Proposal and bring it forward to the full Senate for consideration.

< Susan Maloney left the meeting. >

7. Committee on Curriculum and Instruction – S. Friedman

Professor Friedman offered to answer any questions pertaining to the Committee's written report and recommendations to the Council that has been previously distributed by email (appended to the end of these minutes). Hearing none, the Council voted 6-0-0 to accept the report and in doing so approve the curriculum changes recommended therein.

8. Future Meetings

In consideration of a complicated composite of members' schedules and the need to rotate among meeting days accordingly, the Council agreed to schedule the next two Fall 2005 meetings as follows:

Friday, December 2, 2005 at 1:30pm in UAB 437  
Monday, December 12, 2005 (Reading Day) at 10:00am, if needed.

END OF GAC MINUTES OF 11/8/05

To: Graduate Academic Council  
From: Sally Friedman, Chair  
GAC Committee on Curriculum & Instruction (CC&I)  
Date: October 31, 2005  
Subject: Report and Recommendations

The CC&I met on October 31, 2005. In attendance were: S. Friedman, D. Parker, A. Pomerantz, J. Raynolds, B. Thiel, J. Bartow (staff) and F. Bolton (staff). S. Dutta and G. Pogarsky were unable to attend.

Jon Bartow took a few minutes to address this first Committee on Curriculum & Instruction meeting of the 2005-2006 academic year and to apprise the members of Senate Bill 0405-24 that received approval in May 2005. This new bill contains changes to the Senate Charter concerning the GAC's role in approving new courses and changing existing courses. A Course Action Form complete with all the appropriate department and college dean approvals will still be required. These College and School approved Course Action Forms will be posted to a central website as notification to other departments and colleges. The course change is determined to be approved and implemented unless the CC&I and/or GAC asks that it be reconsidered. Curriculum program changes will continue to be reviewed by the CC&I and new degree programs will continue to be brought before the GAC.

Professor Thiel made a motion to nominate Professor Sally Friedman to act as Chair on behalf of the Committee on Curriculum & Instruction. Professor Pomerantz seconded the motion. All members

attending (5-0-0) unanimously approved Professor Friedman

Six items of business were considered and are recommended for GAC approval.

1. School of Education – Request for a program revision to M.S. in Teaching of English to Speakers of Other Languages (TESOL)

The Department of Educational Theory and Practice proposed that ETap 699, Master's Thesis in Educational Theory and Practice, be added as an option to fulfill the research requirement of the M.S. TESOL non-certification program. Presently a choice of either ETap 680, Critical Introduction to Educational Research Paradigms or ETap 681, Research in Practice is required. Adding ETap 699 as another option would enable this master's culminating experience to be a part of the program and would bring the program into even greater conformance with State regulations.

The Committee agreed 5-0-0 with the program revision.

2. School of Social Welfare - Request for a curriculum program revision to the Ph.D. Social Welfare program

Currently Social Welfare students take up to 18 credits of electives in fulfillment of their Ph.D. Under this new proposal, two elective courses (6-8 of these 18 credits) would be restricted to one approved advanced research course and one approved course in data analysis. These additional research and analysis courses are necessary to provide students with greater depth in specific research methods relevant to their area of scholarly research and will cover topics not covered in the required statistics course or cover those topics in greater depth.

Requiring additional advanced research and data analysis courses give greater depth to the Ph.D. program and gained a 4-0-0 vote of approval from the Committee.

3. College of Arts and Science – Request to change two required courses to electives in the M.A. Program in Communication

One of the components of the M.A. in Communication program is a 12 credit area of concentration in political communication, organizational communication or interpersonal interaction/cultural practices. The existent program calls for 2 core courses and 2 elective courses to be taken in the chosen area of concentration. This program revision calls for 1 core course and 3 elective courses to be taken in the concentration areas. Changing the status of two courses from their classification as concentration area core courses to electives will enable the department to allow for the rotation of other courses and to present a greater variety of electives in organizational communication and political communication.

The Committee approved this program modification 5-0-0.

4. School of Education – Request to revise the M.S. in Counseling to become M.S. in Mental Health Counseling

The Department of Educational and Counseling Psychology proposed changes to the M.S. in Counseling program to bring it into compliance with the January 2005 changes in regulations relating to professional education and licensure in Mental Health Counseling and to ready it for re-registration. The revised program includes three new course requirements, one modified course requirement and the elimination of an elective. The net result of these changes is the addition of 6 credits to the 54 credits formerly needed to complete the program.

As these changes will enable the program to gain licensure in mental health counseling, the Committee approved the changes 5-0-0.

5. School of Education – Request to revise the M.S. in Rehabilitation Program

The Department of Educational and Counseling Psychology proposed changes to the M.S. in Rehabilitation program to bring it into compliance with the January 2005 changes in regulations relating to professional education and licensure in Mental Health Counseling and to ready it for re-registration. The revised program has added three required courses, eliminated one elective and added one additional credit to one course. The net result of these changes is the addition of 4 credits to the 56 credits formerly needed to complete the program.

As these changes will enable the program to gain New York State licensure, the Committee approved the changes 5-0-0.

6. School of Education – Request for a curriculum change to the Ph.D. in Curriculum & Instruction

There are currently three required core courses for the Ph.D. in Curriculum & Instruction program. As these requirements have been in place for a number of years, the Department of Educational Theory and Practice has requested that one outdated course, ETap 740, Principles of Program Evaluation, be replaced with ETap 733, Foundations in Research in Curriculum and Instruction. ETap 733 provides a broad overview of curriculum and instruction research methods crucial to the field and reflects current ETAP faculty methodological approaches and research agendas.

The Committee unanimously concurred with the proposed update to program's curriculum 5-0-0.