Graduate Council Minutes
October 23, 2009

Present: Laurel Garrick Duhaney (Chair), Elizabeth Hester, Gweneth M. Lloyd, Rosemary Millham, Andrea Noel, Emily Puthoff, Jonathan Raskin (Presiding Officer), Narcyz Roztocki, Fiona Paton, Ying Lin, Sara Moore (for Bernadette Morris), Vika Shock (guest)

Excused: Rose Rudnitski and Jan McLaurin

Meeting was called to order at 1:05 PM

1. Motion to approve the minutes from September 25, 2009

Motion to accept the minutes: Ying Lin
Seconded by: Emily Puthoff

2. Announcements
   - Vika: New course and revised course forms now online.
   - Checklist for reviewing/evaluating course proposals is also on the Graduate School’s website and on the Graduate Council’s Blackboard site
   - Any forms, documents, etc., can now be uploaded to the site
   - Laurel Garrick Duhaney, Beth Vargas, Connie Perdreau, and Vika Shock met to develop an English Language Proficiency rubric for reviewing graduate applications, which was shared with the Council. The rubric allows graduate applicants to demonstrate their English Language Proficiency by submitting satisfactory test scores on the TOEFL exam, IELTS exam, the Michigan English Language Test, a certificate of language proficiency from the Haggerty English Language Program, or by receiving a college degree from a US institution. The rubric also defines a range of marginally acceptable TOEFL and IELTS scores that would qualify the applicant for an academic review. If the application is found acceptable for admission, then the student would be required to take a placement exam upon arrival at the college and enroll in additional English courses during the first semester if recommended by the Director of the Haggerty English Language Program. NOTE: The TESOL program does not accept applicants with marginal test scores, so any applicant with an iBT TOEFL score below 90 will be recommended to take additional English coursework before re-applying to the program.

Gweneth:
   - Videoconference on diverse populations at universities was wonderful and the presenter, Richard Cherwitz, has some solid ideas for increasing under-represented/underserved populations in graduate studies through mentorship programs. They have had success.
- Gwen suggested that we try to have Richard Cherwitz provide an additional audio-conference for the Graduate Council and graduate faculty.

3. Old Business

A. Reviewing graduate applications online

Jonathan and Laurel:
- Graduate applications online: We need volunteers to review graduate applications online to see if it will work. The pilot will begin for the spring 2010 semester following a training workshop.
- Three online review paradigms include single reviewer, duo-reviewers, and group reviewers. The Graduate School needs to know what review structure is currently in place in each department to determine the flow of department application review so each member of the review process is notified, etc.
- The process includes the department(s) review, automated student email notification, followed by a formal letter from the Graduate School.
- Future mail merge anticipated.
- Volunteers include: Andrea Noel for Literacy, Jonathan Raskin for Psychology, Elizabeth Hester for Communication Disorders, and possibly the Department of Secondary Education--upon discussion of Rosemary Millham with that group.
- Emily Puthoff: MFA applicants will be able to upload their portfolios and artist statement online beginning Spring 2010. She invited Vika Shock to present the graduate application workflow model to her faculty to see how they could participate.

B. Procedures for approving new graduate school policies

Laurel: The process for approval of new and/or revisions to Graduate School policies is as follows. Recommendations for new and/or revisions to policies can be generated from graduate faculty, administrators, or graduate students. The Graduate Council reviews the proposed policy, votes on it, and, if approved, the Graduate Dean submits the proposed change to the provost for action. If the provost approves the new policy or the changes to an existing policy, it is published in the graduate catalog.

C. Graduate course numbering system

- Discussions concerning the 500, 600, and 700 level graduate course numbers continued from our last meeting. Vika and Laurel presented the current graduate school descriptions for all three levels. Concern over changing numbers for existing courses was expressed, and it was suggested that change could be accomplished through new course submissions as they are designed, and when a department is looking to revise programs they already have in place.
- Additional notation: A change in descriptions for all three levels would need to be addressed as level 500 and level 600 courses are almost identical. Also, a note
would need to be added to transcripts since we would be redefining 600 level courses.

D. Electronic Theses

Jonathan and Laurel:

- Chui-chun Lee, Director of the Sojourner Truth Library, informed Laurel and Jonathan that the signature page has been removed from each of the electronic theses that are stored in the SUNY Digital Repository (http://dspace.sunyconnect.suny.edu/). The block on the link has been lifted and access to these theses is now available online.

The revised Electronic Thesis Approval Form is posted on the library web site (http://lib.newpaltz.edu/policies/EThesisForm09.pdf). Council members from departments that require theses were asked to direct their students to that document before they submit the digital versions of their theses to the library. If departments have questions this they should contact Geraldine Barley or Chui-chun Lee.

- The psychology department uses the electronic theses option and states that it is easy for researchers/students to look up previous works as they are more assessable.

E. Frequently asked questions

As a group, we discussed the top frequently asked questions to clarify their meanings and answers. Some issues arose.

Laurel:

- Students are allowed to transfer 6-9 credits to their program of study. As of January 2010, the transfer courses must be B or better.
- We do not charge non-New Paltz graduate students to transfer credits to their New Paltz graduate programs but we charge our own students to transfer credits. It is our hope to eliminate that charge and treat our graduate students as if they did not receive graduate credits here as an undergraduate, and are merely transferring the graduate credits into the system.
- We reviewed the Frequently Asked Questions document. Rewording of the answer to transfer credits suggested that the statement be more specific and state ‘you are eligible to transfer 6-9 credits into the program with approval’
- Additionally, double-dipping credits for the undergrad and graduate degrees is still not acceptable.
- Gwen: Also noted that the transferred courses have to have been completed within 7 years.
Jon:

- Discussed the importance of consistency and equitable treatment. For example: If you require a GRE for acceptance into the program, it must be so for all applicants.

4. **New Business**

Laurel:

- Leave of absence for students who need to step out of the program due to illness or other issues. We currently do not have a re-entry policy that allows evaluation of the returning student in terms of readiness to continue the programs.

Motion to adjourn the meeting: Emily Puthoff
Seconded by Elizabeth Hester

Minutes respectfully submitted by Rosemary Millham, secondary education

**Tabled items:**

A. Review of the following forms:
   - New Graduate Program Proposal Form
   - Revised Graduate Program Proposal Form

B. Research & Creative Project Awards: Later
C. Approval of 1-credit Online Courses: Later