

**Graduate Council**  
Minutes, Friday, Dec. 4, 2009

**Attendance:** Fiona Paton, Andrea Noel, Rosemary Millham, Emily Puthoff, Ying Lin, Jan McLaurin, Laurel Garrick Duhaney, Gweneth Lloyd, Rose Rudnitski, Narcyz Roztock, Jonathan Raskin, Bernadette Morris, Spencer Salend (guest)

Excused Absence: Elizabeth Hester

**I. Approval of Minutes**

- a. Unanimously accepted
  - i. Laurel commended Andrea for her detailed minutes

**II. Announcements**

- a. NCATE will display Rose Rudnitski's Ethics Assessment on their web page as an exemplar—document was authored by Rose R.

**III. Old Business**

- a. Frequently asked Questions
  - i. Emily and Rosemary will send Laurel new additions. (Laurel asked that they be in red.)
  - ii. Andrea wants to add/clarify about undergrads that fell below 3.0 for their Bachelor's degree yet went on to earn a Master's degree elsewhere and did well.
    - 1. Laurel clarified this: We currently take students who did well in their master's studies but underperformed in their undergraduate studies.
      - a. Laurel asked Andrea to send her the question that she wants added to the FAQ document.
  - iii. Fiona remarked that Financial Aid information is not on the FAQs
    - 1. Laurel agreed and said she will make certain it is included.
  - iv. Emily inquired as to the meaning of the statement "regionally accredited". She asked "what about international students?"
    - 1. Rosemary spoke to this issue and offered insight.
      - a. Laurel continued to speak about the topic.
  - v. Emily asked about the GPA requirement and stated that some Art schools only give a pass/fail grade.
    - 1. Laurel responded by stating that the student's transcript must be sent to an evaluation agency (for interpretation).
- b. On-line application
  - i. Andrea stated that some of application is on-line and asked if students will ever be able to complete the entire graduate application on-line.

1. Laurel spoke to the constraints concerning the ability to put the entire application on-line.
  - a. There is a need for Computer Services' intervention which includes making it possible for individuals to submit transcripts and letters of recommendation on-line, as well.
- ii. Rose M. stated that there are web services that allow for transcripts to be submitted on-line, such as is done at Oklahoma State.
  1. Andrea has a student that has had this experience of submitting transcripts electronically, too.
- iii. Bernadette and Laurel discussed the transcripts for students who graduated from here.
  1. Both would like a more systematic way to handle this as well as discovering a way for students who got their undergrad here to use the transcripts they brought in from other colleges.
    - a. As it now stands, if a student transfers into NP for his or her undergrad, she must supply official transcripts from every college ever attended.
      - i. Why does the student New Paltz student have to do this again when he or she applies to the grad school?

**Nota bene: We did not discuss the agenda items Transfer Credits or Leave of Absence.**

- c. Review and Approval of new course proposals from the Dept. of Secondary Education:
  - i. SED554, HVWP Invitational Institute-1
  - ii. SED555, HVWP Invitational Institute-2
    1. Jan noted that both need to address the library piece.
    2. Laurel stated that the originals documents had the covers and agreed the consultation piece was not addressed/
    3. Jon asked if we could approve the proposals pending completion.
    4. Jan remarked that Judy Rance-Roney is listed as a discussion facilitator (SED554) and she no longer is with the college.
    5. Laurel pointed out that she did not see any clear student learning outcomes.
    6. Rosemary will take the suggestions back to the department and explain the issues discovered.
    7. **Motioned made and seconded to pass SED554 and SED555, pending amendments.**

**a. Unanimously approved.**

- d. Review and Approval of new course proposals from the Dept. of Electrical & Computer Engineering
- i. EGE 521: CMOS Analog Circuit Design
  - ii. EGE 536: VLSI Design
  - iii. EGE 537: Digital Systems Design
  - iv. EGE 574: Electronics Properties of Materials
  - v. EGE 585: Engineering Management
  - vi. With this many courses up for the review process, Laurel wondered if this is because of a future program revision.
    1. If there is actually a plan to revise the program, Laurel must be consulted first.
  - vii. Laurel stated that if there is to be a program revision, these courses should wait for approval until then.
  - viii. Jon asked Ying Lin if, indeed, Engineering wants a program revision.
    1. Ying Lin the department wanted to offer the courses in the spring.
    2. Laurel stated that, as is, the courses cannot be approved.
      - a. Ying Lin said that the courses were special topics and offered before.
      - b. Rosemary M. remarked that the proposals have grammatical problems.
      - c. Laurel added that the course proposals are not on the right form: "You have the right cover sheets but not the other forms that go with them."
      - d. Ying Lin said, "We need advice".
    3. Laurel asked the Council if we could get the general comments so we can bring them back to the department.
      - a. Jan said we must have correct grammar for the college catalogue.
      - b. Rosemary M.: Lecture, lecture, lecture. I want to see objectives listed.
    4. Laurel asked Rosemary M. if she would accompany her when she has the discussion with the department.
    5. Laurel will grant a one semester extension, allowing the courses to be offered as special topics for one more semester. At the end of that period, they must be reviewed for permanent numbers.
    6. Emily said she needs to know how these courses fit together.
    7. Ying Lin said that engineering courses are very different than most areas.

8. Rosemary M. suggested that the appropriate graduate forms be used so it adheres to Provost's mandates concerning what a syllabus requires.
  9. Ying Lin will tell the proposers and department chair that Laurel will provide feedback on the course proposals.
- e. Minor Course Revision for EDA761 from the Dept. of Educational Administration Change in course title from "Introduction to Special Education" to "Special Education for School Leaders." This minor course change has been approved.

#### IV. **New Business**

- a. The following Minor Course Revisions were reviewed and approved.  
**From the Dept. of Communication Disorders - CMD504, Phonological Disorders**

Prerequisite change: Old prerequisite - CMD 509/New Prerequisite- none

Restrictions: Include – Communication Disorders 090I and 090S

Exclude – Non-matriculated, Undergraduate

Course Description Change: Current Course Description – The development of the phonological system in children, phonological processes in typical and atypical learners and their impact on academic performance, techniques for assessment and remediation of phonological disorders

New Course Description – Analysis of theories of speech sound acquisition and development over the lifespan, phonological processes and their impact on other language processes, and techniques for assessment and remediation of phonological disorders; phonetic transcription of linguistically different and disordered speech

**From the School of Business – BUS502, Internship Practicum**

Title Change – New Title: Internship and Career Practicum

Course Description Change: Current Course Description – Preparation for internships. Topics include identifying prospective employers, writing an effective resume, networking, interviewing skills, ethics, and corporate culture.

New Course Description – Coverage of topics that prepare students for internships and their career, including identifying prospective employers, writing an effective resume, networking, interviewing skills, ethics, and corporate culture.

**From the Department of Elementary Education**

**– EED523, Reading in the Primary Grades**

Prerequisite Change: Old prerequisite - None/New prerequisite – Evidence of fingerprinting is required

Restrictions: Include - Graduate; Department chair's override

**-EED535, Child, Family, and School 1**

Course Description Change: Current Course Description – This is a required course in the MST program. Considerations of the cognitive and social development of children preschool through third grade. Implications for curriculum planning, classroom management and organization. Exploration of the relationship between the family and the school. Open to non-matriculated and matriculated MST students. Field experience of 20 hours required.

New Course Description - This is a required course in the MST program. Considerations of the cognitive and social development of children preschool through third grade. Implications for curriculum planning, classroom management and organization. Exploration of the relationship between the family and the school. Field experience of 20 hours required.

Prerequisite Change: Old prerequisite - None/New prerequisite – Evidence of fingerprinting is required

Restrictions: Include - Graduate; Department chair's override

**-EED579, Integrating Reading, Language Arts and Social Studies in Grades 1-6**

Course Description Change: Current Course Description – Focuses on assessment techniques, curriculum development and instruction based on New York State Learning Standards in English/Language Arts and Social Studies in the elementary school. Special emphasis on reading and writing in content areas at intermediate grade levels, with specific attention to social studies.

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Prerequisite Change: Old prerequisite (EED523 or 35523) or (EED535 or 35535)/New prerequisite – EED523 or 35523 & must have taken at least 9 credits before this course.

Restrictions: Include - Graduate; Department chair's override; Enrolled in the Master of Science for Teachers program

**-EED580, Connecting Mathematics, Science, and Technology in Elementary School**

Course Description Change: Current Course Description – Focuses on assessment techniques, curriculum development and instruction based on New York State Learning Standards in mathematics, science and technology in the elementary school, grades 1-6. Special emphasis is given to inquiry-based methodologies and the connectedness of the disciplines.

Additional online time will be required along with the seated class meetings.

New Course Description - Focuses on assessment techniques, curriculum development and instruction based on New York State Learning Standards in mathematics, science and technology in the elementary school, grades 1-6. Special emphasis is given to inquiry-based methodologies and the connectedness of the disciplines. Field experience of 20 hours is required.

Prerequisite Change: Old prerequisite - None/New prerequisite – EED523 or 35523 & must have taken at least 9 credits before this course.

Restrictions: Include - Graduate; Department chair's override; Enrolled in the Master of Science for teachers program

- b. Request from External Researcher to Collect Data at New Paltz
  - i. The external researcher is asking for an APA approved program and APA only approves doctoral programs.
  - ii. Jon does not have much confidence in the external researcher proposal.
  - iii. Laurel said normally the department must be consulted first.
  - iv. Jon said that based on the proposal, he does not want to bring it up to the department because we [Psych Dept.] may not be what the external researcher is looking for.
  - v. Laurel stated that she would like the Psychology Department to look at it.
  - vi. Jan said if she has any questions she will direct them to Glenn Geher, chair of the Psychology department.
  - vii. Jan will ask the external researcher if she actually needs an APA approved program.
  
- c. Review & Approval of Alternate Admissions Procedures from Special Education
  - i. Spencer Salend, Professor, Special Education presented an 'alternative admissions' proposal from his department:
    - 1. He spoke about the background and gave details of the Review and Alternative Admissions for Special Education:
      - a. Explanation of extenuating circumstance
      - b. Limit "alternative" admissions to no more than two applicants per year.
      - c. Student must meet with advisor twice a year.
    - 2. Jon asked for specific criteria.
      - a. Spencer stated
        - i. Letters from professors
        - ii. Improved GPA in last semester(s)
        - iii. Supervisor recommending person because of work
    - 3. Laurel said people will ask, "How low will you go?"

- a. What helps me make the decision?
4. Jon commented that it is a difficult decision and it must be tabled for further discussion.
5. Laurel stated she has made exceptions in the past and students have gone on to do well.
6. Spencer noted that the policy would be for a limited number of students.
  - a. He added that the implementation of this internal (not published) policy would have no impact on other students.
    - i. That is, students who meet or exceed the admissions requirements will not lose a place in the program so that a student who seeks alternative admission can be accepted.
7. Laurel declared that she really likes the proposal because it lays everything out clearly.
8. Jon is concerned because letters of recommendation are notoriously not an indicator of how well a student does.
  - a. He wanted to know what other things could be considered. GRE?
  - b. Spencer said an improved GPA from junior to senior year
  - c. Or evidence that someone who is out in the field is doing well
9. Laurel reiterated that we need to be really clear because we already have an alternate procedure for students with marginally low GPAs.
10. Jon added that we don't have a provisional acceptance program.
11. Spencer noted that we actually do admit all students provisionally, that they must maintain a 3.0 or higher GPA.
12. Spencer went on to note that we won't be soliciting these students or advertising.
13. Jon asked Spencer how he would spot these students.
14. Laurel stated that departments are notified of all applications, even if the applicant has an "Administrative Denial" from the Graduate School.
  - a. If there is an exceptional student the department will have the opportunity to see the application.
15. Rosemary M. asked "How low will you go, Spence?"
16. Spencer responded that "We are probably talking a 2.7. We've not done it yet so we don't know."
17. Andrea remarked that she likes the idea.
18. Laurel stated: *I envision that when we approve these they would not be published, but there would be an agreement*

*between the Graduate School and the department that this would be the case.*

19. Jon said let's see some evidence like non-matriculated grads doing well.
20. Laurel is opposed to telling students to graduate courses as non-matriculated students, as a condition for admission.
  - a. I think it is better to have this in place.
21. Jon disagrees.
22. Spencer disagreed with Jon and noted that when non-matriculated grads are taking courses for admissions that puts pressure on the faculty to give good grades.
23. Rose R added that it privileges the non-matriculated student who uses non-matric "good grades" to get in.
24. Fiona stated that Spencer's option gives the student an avenue of appeal.
25. Laurel agreed and added that all departments should consider criteria for exceptions.
26. Spencer added that this gives guidance to students about "what they can do" to be admitted when they do not meet the regular admissions criteria.
27. Jon stated that "I think it makes a difference if the program has seats or not."
  - a. Do we need to vote on this?
28. Fiona noted that the discussion has not been finished.
29. Spencer said that he is happy to discuss the subject more if need be.
  - a. He added that this might help us to give these people a chance.
  - b. It is not meant to be secretive but just a policy to make judgments about this, that is, students who do not meet the minimum criteria or the marginal GPA student.

Meeting Adjourned at 3:17 pm.

Respectfully Submitted,  
Bernadette Morris