In attendance: Karen Bell, Vika Shock, Matthew Friday, Rosmary Millham, Jane Sielo, Thais B. P. da Cunha, Larry Fialkow, Laura Schultz (for Bernadette Morris), Gweneth M. Lloyd, Andrea Abramovich, Helise Winters

Laurel M. Garrick Duhaney: On bereavement leave

Call to order at 1:06

1. Approval of Minutes from Friday, November 8, 2013—approved unanimously
2. Announcements:
   A. Rosemary Millham updated us on the Mid-Hudson Master Teacher Program and appealed to the faculty to serve as interviewers. 40 are needed.
   B. Congratulations to the Fall 2013 Research and Creative Project Award Winners:
      - Sarah Branham, Elizabeth Dzurilla, and Lauren Handy, Psychology, “The Psychological Experience of Being Single”
      - Kaitlyn Gesel, Printmaking, “Japanese Bookbinding Workshop”
      - Lindsey Guile, Painting & Drawing, “Body/Image”
      - Steven Holman, Metal, “An Exploration of Sound in Jewelry”
      - Maia Leppo, Metal, “Strike Gold”
      - Christian Little, Painting & Drawing, “Dionysus Poolside (OK to Lust)”
      - Jessica Longobardo, Ceramics, “Pulley Neighborhood”
      - Zahra Nazari, Painting & Drawing, “Thesis Show”
      - Mengnan Qu, Metal, “Durian Tea Set”
      - Maria Rigden, Painting & Drawing, “Potential Objects”

      Spring deadline of March 1; Karen Bell suggested that we should get the word out to students in all our programs about the availability of the awards.
   C. Tom Festa announced that English MA student Melissa Walsh, who presented at the New York College English Association in New York City on 11/8-11/9, won the award for Best Graduate Student Paper delivered at the conference.
   D. Matthew Friday’s graduate class was involved in the Children’s Media Project in Poughkeepsie, students from Poughkeepsie High School, and Clearwater, the environmental organization, for an interdisciplinary project on watersheds. The resulting display is in City Center, Poughkeepsie.
   E. Karen Bell mentioned that the literacy program will be working at the Armory in Newburgh. There will be a literacy clinic—in collaboration a number of agencies and institutions.

3. Unfinished Business
A. Continued discussion of Independent Studies: should we strictly enforce the policy to restrict the number of Independent Studies that a graduate student can take?
   --Larry Fialkow: in Computer Science, some who go on to Master’s degree do not have enough courses to take and therefore must take Independent Studies, as the courses are double listed, or “stacked.” They would need waivers to be issued on a case-by-case basis. Rosemary Millham: Secondary Ed. also sought the possibility of individual waivers. If the need for waivers becomes a regular occurrence, a note from the Program Coordinator to the Dean of the Graduate School would be advisable. Could we title the Independent Studies on the transcript? Laura Schultz: Not at the moment (it’s the same as fieldwork).

B. Discussion of Non-Matriculated Graduate Student Application & Fee Proposal. Exploration of the ramifications of requiring a non-matriculated student application. *(Tabled).*

C. Minor Course Revision—ARS 775—approved.
   i. Change in title from Sculpture to Sculpture Projects
   ii. Include – Sculpture (306), Painting/ Drawing (303), Printmaking (305), Ceramics (301), & Metal (302)
   iii. Previous Course Description – Projects and individual study in advanced sculpture conceptions and techniques. May be repeated for credit.
   iv. New Course description – Projects and individual studio research in advanced sculpture conceptions and techniques. May be repeated for credit. Students may enroll in Sculpture I and II simultaneously.

4. New Business
   A. Review of Advanced Graduate Certificate in Trauma and Disaster Management.

   --Vika Shock explained that the certificate does not lead to licensure.
   --Gweneth Lloyd explained the importance of the advanced certificate as it builds off of the university’s leadership in the field established by Jim Halpern.
   --Karen Bell asked about the six credits they would use for certification and their Master’s degree. Can credits used for certification “double dip”—i.e., count toward this certificate as well? It would be worth double-checking the acceptability of this.
   --Karen Bell offered a correction: COU 562 is part of this proposal, not separately submitted, as the proposal says.
   --The council discussed the Tentative Course Sequence: what about offering an elective in the Winter Session? It looks like the electives are not available as frequently as might be desirable for a streamlined certificate, and that this could slow progress for the students. The council advised that the proposers take another look at the sequencing, review the schedule again, and try to be more accommodating of potential student needs.
   --There was some concern that the courses look quite continuous in their format but that the weight for the participation differs dramatically from course to course.
--A further concern was discussed: that there seemed to be inadequate rubrics to explain the way that participation in postings to Blackboard would be evaluated. 
--Perhaps the proposers should supply a rubric for the most highly weighted component of the course? 
--A suggestion was made that there could be greater consistency across the courses in terms of the numerical evaluation and weighting of assignments. 
--Helise Winters asked whether it would be appropriate for there to be more practical exercises and fewer traditional “research papers” in the courses for this program. Gweneth Lloyd commented that the use of Role Playing and other interactive techniques could have a more prominent place in the curriculum, which Karen Bell seconded, mentioning that Blackboard has a video conferencing function that could be employed for distance learning purposes. 
--For COU 566: Jane Sileo asked that the names of specific faculty members be removed from the “Key Online Factors” section, as the proposal will be going through SUNY System in Albany for approval. 
--Several council members felt that the greater use of live conferencing technologies should be included in these online course offerings (Skype, Illuminate, Google Hangout, etc.), especially given the nature of the course content. This could help to differentiate our program positively from competing programs. 
--A more detailed series of suggested edits and critiques will follow in a separate document.

The meeting was adjourned at 2:41.

Respectfully submitted by Tom Festa.