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UNIVERSITY SENATE
Monday, December 4, 1989
3:30 p.m. — Campus Center Assembly Hall

AGENDA

1. Approval of Minutes: University Senate, November 6, 1989

2. President's Report

3. SUNY-wide Senate Report

4. Chair's Report

5. Council Reports
   b. Council on Educational Policy – B. Marsh
   c. Graduate Academic Council – K. Ratcliff
   e. Council on Promotion and Continuing Appointment – J. Fetterley
   f. Council on Research – E. Reilly
   g. Student Affairs Council – S. Rhoads
   h. Undergraduate Academic Council – J. Levato
   i. University Community Council – S. Jones

6. Old Business

7. New Business
   a. Appointments to Councils
   b. Senate Bill 8990–04: MS in Health Policy and Management Pass
   c. Senate Bill 8990–05: Master of Public Health (M.P.H.) Pass
   d. Senate Bill 8990–06: Termination of University Community Council Defeated
   e. Senate Bill 8990–07: Reorganization of Senate Councils Postponed until next meeting
   f. Senate Bill 8990–08: Registration Policy Affecting Seniors Pass

8. Adjournment
UNIVERSITY SENATE
December 4, 1989


The meeting was called to order by Chair Bosco at 3:40 p.m.

1. Approval of Minutes

The minutes of the November 6, 1989, meeting were moved, seconded and carried as printed.

2. President's Report

Governor Cuomo has directed State agencies to reduce their expenditure, said President O'Leary. The SUNY system shortfall was $22 million. Part of this amount was saved by SUNY because the budget was not passed until July.

EPC will be receiving a report from the committee working on the Division I issue by the end of the semester, said President O'Leary. With the new field house under construction and the new civic center in downtown Albany, we could now accommodate Division I basketball.

President O'Leary stated that EPC has resolved the commencement issue with students for 1990. There will be College-based ceremonies, a Senior "Leave-taking" ceremony and the graduate ceremony. The colleges will determine the quality of the event.

The State of New York changed the drinking policy, said the President. The newest change is to sharpen the penalties of false ID and prohibit possession of alcohol with the intent to consume. Now no one under 21 can drink on campus. The University Council has the authority to make regulations. A policy needs to be in place by January 1, 1990, said President O'Leary. SAC has been working with this issue and will advise the University Council.
3. **SUNY-wide Senate Report**

Senator Aceto reported the SUNY-wide Senate will meet in February.

4. **Chair's Report**

The Academic Integrity Task Force, chaired by Senator Lanford, will report to the Senate in the Spring, said Chair Bosco. The task force to review the process of Senate reorganization will be presenting two bills under New Business. Chair Bosco expressed his gratitude to Senators Aceto, Gibson, Rogers, Hammond and Lanford for their work. Chair Bosco will now charge this task force to prepare a Chair's handbook of procedures.

There has been difficulty in coordinating schedules to hold various meetings. Chair Bosco asked for a straw poll on whether this time period, Mondays at 3:30 p.m., be good for establishing a campus-wide time for Executive Committee, Senate and Council meetings. The Scheduling Office can accommodate this request. Those in attendance agreed.

5. **Council Reports**

a. Council on Academic Freedom and Ethics: Senator Hamilton reported that the Council was continuing to work on the faculty ethics statement. The Council is trying to determine the relationship between the published statement and the policy as adopted in 1986 and the sexual harassment policy.

Discussion centered around a memorandum the faculty in the College of Science and Math received in September from the college Sexual Harassment Coordinator. Senator Hamilton stated certain procedures outlined in this memorandum were not protected by academic freedom. President O'Leary asked that this memorandum be shared with Senator DeSole who will look into the matter.

b. Council on Educational Policy: Senator Marsh was unable to attend. A written report was distributed.

c. Graduate Academic Council: Senator Ratcliff reported the Council heard and approved the report of the Program Review Committee on the Art Department. The Council has approved a delay of one year in the scheduled review of the program in Hispanic and Italian Studies. Economics and Math will be reviewed in 1990.

d. Council on Libraries, Computing and Information Systems: Senator Aceto reported the Council was working on a five year plan for Computing and Information Science. This report will be submitted to the President and to the Senate. The committees of the Council have been formed.

e. Council on Promotion and Continuing Appointment: Senator Fetterley was unable to attend. There was nothing to report.

f. Council on Research: Senator Reilly reported the Council was working on a policy for disposing of hazardous material.

g. Student Affairs Council: Senator Rhoads reported the Council was working on the Alcohol Policy, the availability of student parking at the Student Health Center, and the billing procedure with the Office of Residential Life.
h. Undergraduate Academic Council: Senator Levato moved that Senate Bill 8990-10, BA in Religious Studies, be added to items under New Business on the agenda. The motion was seconded and carried. Senator Levato will present three bills under New Business.

i. University Community Council: Senator Parker reported for Senator Jones. The Council has met with representatives from the Vice Presidential areas on campus to determine what they were doing concerning the diversity issue. The Council has also discussed parking fees and polystyrene.

Concerning Senate Bill 8990-06, Senator Parker reported that UCC is the only Council that contains members of the classified service. If the Council is terminated, the issue of diversity should be assigned to another Council and the termination be done quickly.

Senator Levato moved that all Council reports be accepted, seconded and carried.

6. Old Business

There was no Old Business.

7. New Business

a. Appointment to Councils: It was moved that these appointments be accepted, seconded and carried.

Chair Bosco reminded the Senate that the following Bills have been moved and seconded by the Executive Committee except for Bill 8990-10.

b. Bill 8990-04: MS in Health Policy and Management. Senator Ratcliff stated the 56 hours in this program is not unusual. The proficiency in English requirement for foreign students is 550 on the TOFEL. Kelley Brix and John Mendeloff are available to answer questions on Bill 8990-04 and Bill 8990-05.

There was a correction on page two of the Bill — Sta 658 should read Sta 558. Why can a student take the Graduate Record Examination or the Medical College Aptitude Test? Vice President Gullahorn responded that this program might be of interest to people who are medical doctors.

Bill 8990-04 was passed.

c. Bill 8990-05: Master of Public Health (M.P.H.). It was noted that the wording of this Bill seems to be of a lesser quality than the previous Bill — specifically, the five requirements. Ms. Brix stated that requirements were taken directly from Accreditation Criteria Graduate Schools of Public Health. Senator Levato suggested that a footnote be made to include that statement. Since the admission requirements are not written in parallel fashion, it might be worthwhile to correct them. The authors of the Bill agree to both of these suggestions.

Bill 8990-05 was passed, but at Chair Bosco's instructions will not be sent to the President for approval until all suggested corrections are made.

d. Bill 8990-06: Termination of University Community Council. A member of the Council stated that UCC can make their own charges. An example would be parking, an issue that involves the whole University community. Where would this issue be heard if not by UCC? Where would matters dealing with the outside community be handled? A task force, drawn from the University community, could be established to address specific issues, said Senator Aceto.
Chair Bosco stated that it is very difficult to secure appropriate membership of this Council. He would propose to establish task forces for matters that arise. In future years, this Council can be reconstituted if needed.

Senator Levato moved that the Senate keep track of the number of task forces and their charges and that in two years, May 1992, a review be made to determine if the Council should be reconstituted. The motion was seconded. This amendment would be added to the Bill as II. Vote on the amendment by show of hands: 27 in favor, 17 against, 2 abstentions. The amendment passed.

There was concern that all members of the University community be included in the formation of task forces being established to handle matters usually handled by UCC. Such task forces could focus more clearly on specific matters because members with special interest would be appointed.

Senator Lanford moved the previous question, seconded. Voting to close debate on Bill 8990-06 as amended by show of hands: 30 in favor, 10 against, 4 abstentions. Debate was closed.

Vote on Bill 8990-06 as amended by show of hands: 20 in favor, 23 against, 1 abstention. Bill 8990-06 was defeated.

The Parliamentarian noted that it was 5 p.m. Senator Hamilton moved that the Senate continue until 5:20 p.m., seconded and carried.

e. Bill 8990-07: Reorganization of Senate Councils. Senator Rhoads moved to postpone this Bill until the next meeting to be able to consider the Bill as a whole without an amendment, seconded. Postpone until the next Senate meeting by show of hands: 22 in favor, 15 against. Bill 8990-07 was postponed until the next Senate meeting.

f. Bill 8990-08: Registration Policy Affecting Seniors. Senator Luks asked if a senior can go to the Dean of Undergraduate Studies and receive permission to take a 100 level course. That is possible as well as going through drop/add. Senator Rhoads moved to close debate, seconded and carried. Bill 8990-08 was voted on and passed.

g. Bill 8990-09: Revision of the General Education Honors Program. The Bill passed without comment.

h. Bill 8990-10: Bachelor of Arts in Religious Studies. This is a faculty-initiated interdisciplinary major. The Bill passed without comment.

Chair Bosco stated that Bill 8990-07 will be placed on the February Senate agenda under Old Business and will include UCC membership.

The meeting adjourned at 5:15 p.m.

Respectfully submitted,

Gloria DeSole
Secretary
At its November 10, 1989, meeting the Council on Educational Policy unanimously accepted the finding of the Long Range Planning Committee that the Letters of Intent for the Doctor of Public Health Degree and the Ph.D. in English were consonant with the mission of the University. The Council recommended that these programs continue through the administrative and governance processes.

The Council also discussed with President O'Leary the charge and direction of the Assessment Panel, established by the President to implement the call from SUNY Central for campus-wide assessment. The panel comprises the members of the Evaluation Policies Committee of the Council supplemented by representation from elsewhere on campus.
The Graduate Academic Council has met 4 times this semester. Most of the work of its committees deals with dozens of routine appeals, requests, and revisions.

The GAC has heard and approved the report of the Program Review Committee on the Art Department.

The GAC has approved a delay of one year in the scheduled review of the program in Hispanic and Italian Studies - the effective absence of so high a percentage of faculty due to either sabbaticals or to their holding of current administrative positions made the review impractical at this time.

The GAC has approved the substitution of the Economics Department into that vacated review position - 1990 should then see the review of both Economics and Math.

The GAC has heard and approved proposals of two Master’s programs in the School of Public Health which will be taken up under new business.
FACULTY SENATOR CHANGES

Delete                      Replace With
GSPA
  Helen Desfosses (1988–91)
  No Council assignment
  (Helen Desfosses will return for 1990–91)
  Alvin Magid (1989–90)
  No Council assignment

FACULTY MEMBERS

Bonnie Steinbock
  Assigned to CAFE
  Paul Leonard
  Proposed for CAFE

Lillian Williams
  Assigned to LISC
  George Richardson
  Proposed for LISC

Jon Zubieta
  Assigned to CPCA
  Stephen Brown
  Proposed for CPCA

Barbara McCaskill
  Assigned to UAC
  Sandra Fischer
  Proposed for UAC

STUDENT SENATORS

Remove from CAFE: Jason Epstein and Genice Lee

ADDITIONS TO COUNCILS

Arsalan Saljoughy
  Graduate Student
  Proposed for CPCA
IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. That the M.S. in Health Policy and Management be approved.

II. That the Bill be referred to the President for approval.
MASTER OF SCIENCE (M.S.) PROGRAM IN HEALTH POLICY AND MANAGEMENT

General Program Overview:

The M.S. program in Health Policy and Management will help prepare students to analyze, develop and carry out health policy. It offers three concentrations, reflecting three major areas of policy. Besides taking a rigorous core curriculum, students will choose one area of concentration from among:

1. Health systems, including policy toward the organization, financing and assessment of medical care.
2. Family and community health, including policy for nutrition, maternal and child health, and aging, as well as skills in health education.
3. Environmental and occupational health, including risk management and communication and skills in risk assessment.

All students must complete a set of core courses. The objectives of the core courses are to provide a set of skills needed by health policy analysts and managers, and to convey sufficient understanding of health issues to give students an appreciation for the key tradeoffs that confront policy makers. Disagreements about policy generally arise because people differ either about what the effects of a policy will be or about how to value those effects. This program will improve students' skills in policy forecasting, teaching both the uses and limits of analytical methods. It will also sensitize them to the range of criteria -- ethical, economic, political and administrative -- that are relevant to policy choices.

The Department of Health's co-sponsorship of the School of Public Health and the cooperation it offers provide rich and unique opportunities for students interested in policy issues. Many ingredients of the program demonstrate the close ties between the University at Albany and the Department of Health. First, students will undertake field placements in the Health Department (or, in some cases, other agencies), which in many cases will serve as the basis for their major second year paper. Second, they will participate in a second year workshop course focused on major policy problems facing departments and other agencies of public health. Third, they will participate in a colloquium reviewing major policy research conducted within the Department, discussing current policy initiatives with Health Department leaders, other leaders outside the Department, and major scholars from around the country.

Admission Requirements:

Applicants to the M.S. program in Health Policy and Management must meet the following requirements for admission:

1) They must hold a bachelor's degree from a college or university of recognized standing.

2) There is no requirement concerning undergraduate major; however, students in the Environmental and Occupational Health track will need sufficient background knowledge in biology and/or chemistry to take courses in
the track. Students in the Family and Community Health track who lack sufficient preparation in the biological sciences will be required to take HPM 505 Biological Basis of Public Health in their first semester.

3) They must have a satisfactory record of academic achievement and scholarship.

4) They must provide three letters of recommendation from academic advisors or other faculty members familiar with the applicant.*

5) Foreign students must submit evidence of proficiency in English.

6) They must submit official scores of the Graduate Record Examination or Medical College Aptitude Test.

7) A personal interview will be conducted when feasible.

* For candidates whose academic record predates the application by five years or more, letters of recommendation may be submitted by supervisors.

Program Requirements:

C. Degree requirements:

A minimum of 56 graduate credits are required for the M.S. degree in Health Policy and Management.

The core curriculum (minimum of 22 credits) consists of the following:

1) Sta 558 Biometry I (3)
2) Epi 501 Principles and Methods of Epidemiology I (3)
3) Hpm 501 Health Policy Analysis and Management (3)
4) Hpm 601 Workshop in Public Health (3)
5) Hpm 690 Field placement and second year paper (8)
6) Hpm 602 a,b Colloquium I, II (1-1)

Areas of concentration (34 credits minimum), chosen from Health Systems, Family and Community Health, and Environmental and Occupational Health.

Research tool requirement: proficiency in a foreign language, statistics, or computer programming/data management.

Academic Advisement and Supervision:

Each student will be assigned an advisor who will assist the student in course selection, field placement assignment, and topic selection for the second-year paper. The student will meet with his advisor at least once each semester to discuss progress in the program and to establish goals for the next term.

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UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

INTRODUCED BY: Graduate Academic Council

DATE: November 20, 1989

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. That the Master of Public Health (M.P.H.) be approved.

II. That the Bill be referred to the President for approval.
The program leading to the Master of Public Health is an interdepartmental program of professional education in public health. A graduate with an M.P.H. degree can be expected to have a broad and general knowledge of the basic areas of public health:

1. Biological, physical and chemical factors that affect the health of communities.
2. Distribution of diseases or conditions in populations, and factors that affect this distribution.
4. Collection, storage, retrieval, analysis and interpretation of health data.
5. Planning, policy analysis and administration of health programs.

In addition, students will be expected to acquire proficiency in one of these areas, and to acquire experience in applying their knowledge to the solution of actual health problems of the community.

General Program Overview:

All students are required to take a core curriculum of 30-36 credits and to choose an area of concentration within one of the five departments of the School: Biomedical Sciences, Environmental Health and Toxicology, Epidemiology, Biometry and Statistics, or Health Policy and Management. The core curriculum provides the breadth of knowledge necessary for an understanding of public health; most students will have selected their area of concentration on admission, but all will be expected to have chosen one by the end of the first semester.

The highlight of this program is the practical experience provided by internship rotations through areas of public health as practiced in state government or other health service agencies. The experience is modeled after medical education, in which coursework is followed by rotations through various specialties, giving students the opportunity to observe and participate in the application of theoretical and classroom knowledge in the real world. All students will do at least one internship, but some will do two or three if they have not had previous experience relevant to public health.

Admission Requirements:

Applicants to the M.P.H. program must meet the following requirements for admission:

1. Hold a bachelor's degree from a college or university of recognized standing. Applications from individuals with graduate education and/or work experience in a field relevant to public health are especially encouraged.
2. No specific undergraduate major is required, but students will be expected to have educational background sufficient to take School of Public Health courses in the five areas identified above as basic to public health. It is recommended that the applicant have at least one course in mathematics, biology, and a social science. Students planning to concentrate in a specific area of public health will be expected to have adequate preparation in that area, as determined by the admissions committee. Under special circumstances, students lacking adequate preparation may be admitted to the program and will be required to remedy any deficiencies.

3. Have a B undergraduate average or other evidence of strong academic achievement and scholarship.

4. Provide three letters of recommendation from academic advisors or other faculty members familiar with the applicant. For candidates whose academic record predates the application by five years or more, letters of recommendation may be submitted by supervisors.

5. Submit official scores of the Graduate Record Examination or Medical College Aptitude Test. Applicants whose native language is not English are required to submit a score on the Test of English as a Foreign Language, in accordance with University requirements.

Program Requirements;

The M.P.H. degree requires a minimum of 45 credits.

A. The core curriculum (30-36 credits) consists of the following courses:

1) Epi 501 Principles and Methods of Epidemiology I (3)
2) Stat 552 Principles of Statistical Inference I (3)
3) HPM 501 Health Policy Analysis and Management (3)
4) Epi 503 Principles of Public Health (3)
5) BMS 505 Biological Basis of Public Health (3)
6) EHT 590 Introduction to Environmental Health (3)
7) HPM 525 Social & Behavioral Aspects of Public Health (3)
8) One course that requires application of computers and/or statistics to analysis of data in area of concentration. Examples: Epi 502 (Principles and Methods of Epidemiology II), Sta 553 (Principles of Statistical Inference II), Hpm 643 (Management Information Systems) (3)
9) SPH 690 Internships in Public Health (6 - 12)

B. Area of concentration (9 credits, minimum) selected from Environmental Health and Toxicology, Biomedical Sciences, Biometry and Statistics, Epidemiology, and Health Policy and Management.
C. Satisfactory completion of a concluding competency examination covering public health issues and student's area of concentration.

D. In addition to these requirements, students will be required to attend a colloquium series. The series will have several components, including reports by students on their internships, and presentations by state officials and by visiting scholars describing current public health issues.

E. Part-time study will be permitted. Students must carry at least three credits per semester, however, and be continuously registered. In accordance with University policy, all degree requirements must be completed within six years.

Administration of Program:

The Master of Public Health program is administered by a Program Director who works with an interdepartmental Steering Committee. The Program Director organizes and oversees assignment of faculty advisors to the students, maintains files of information of organizations and mentors to sponsor and work with interns, and ensures continuity and institutional memory for the program. The Steering Committee has the responsibility to ensure the quality of the program and monitor its consistency with the changing needs of the field of Public Health. The Steering Committee oversees all aspects of the program, including curriculum, admissions, student advisement, assignment and evaluation of internships, and evaluations of exit competency exam of students. The Steering Committee may establish other committees, including an admissions committee and an exit competency exams committee, to assume responsibility for some of these tasks. Each of these subcommittees will include at least one representative from each Department in the School of Public Health.
INTRODUCED BY: Executive Committee of University Senate

DATE: November 20, 1989

The Executive Committee of the University Senate proposes:

I. The termination of the University Community Council beginning with the 1990-91 University Senate.

II. This bill be forwarded to the President for his approval.

BACKGROUND: The activities of the UCC have been limited during recent years, usually the result of a special issue referred to the Council. A review of its functions as currently specified in the organization of the Senate have not been realistic in terms of the current operation of the University. The Council is charged with the "overview of University-wide matters, non-academic in nature and pertaining to any and all constituencies". The Council's ability to establish or revise policy is more limited than any other Council because many such matters are under the control of other bodies or agencies, including Union contracts, University Auxiliary Services Board, and Alumni Board.

There are indeed governance issues which arise from time to time which would be appropriate for such a body. Faculty By-Laws provide, in Section 1.3, "The Senate shall create such councils and committees as it considers necessary or useful in fulfilling its functions...". It is clearly within the Senate's authority to establish a committee when the need arises. Indeed this process would provide more flexibility in selecting membership more appropriate to the issue at hand rather than being limited by the predetermined Council membership. One of the functions of UCC is the appointment of a member to the Transportation Advisory Committee. The Chair of UCC is a member of the UAS Board. Such appointments can be made by the Executive Committee with confirmation by the Senate.

The Faculty By-Laws do not explicitly require the existence of UCC. Section 6.1 - Senate Council and Committees, states:

In order to enable the Senate to carry out its functions, the Senate shall establish Councils dealing with the following areas: academic policy (including the budget), curriculum and instruction, research, library, student affairs, personnel policies, and grievances.
INTRODUCED BY: Executive Committee of University Senate

DATE: November 20, 1989

The Executive Committee of the University Senate proposes:

I. The attached reorganization of Councils be adopted beginning with the 1990-91 University Senate.

II. This bill be forwarded to the President for his approval.

PURPOSE: To reorganize the University Senate in accordance with the amendments to the Faculty By-Laws passed by the Faculty in Spring 1989.

BACKGROUND: The By-Laws amendments reduced the number of elected and ex officio senators by approximately one-third. Using this as a general guide, appropriate proportional reductions were made on most of the Councils.
COUNCIL ON ACADEMIC FREEDOM AND ETHICS
Composition: Four Teaching Faculty (two must be senators); One Professional Employee; One undergraduate student; One graduate student.

COUNCIL ON EDUCATIONAL POLICY
Composition: The President of the University, ex officio; The three Vice Presidents who are members of the University Senate; A member of the Conference of Academic Deans; Eight Teaching Faculty (four must be senators); Three Professional Employees (one must be a senator); Four students: three undergraduates, one graduate (two must be senators).

GRADUATE ACADEMIC COUNCIL
Composition: The Dean of Graduate Studies or his/her designee, ex officio; Six Teaching Faculty (two must be senators and one must be a library staff member); One Professional Employee; One undergraduate student; Three graduate students (one must be a senator).

COUNCIL ON LIBRARIES, COMPUTING AND INFORMATION SYSTEMS
Composition: Associate Vice President for Information Systems, ex officio; Director of Libraries, ex officio; Director of Computing Services Center, ex officio; Nine Teaching Faculty, two each from the College of Humanities and Fine Arts, the College of Social and Behavioral Sciences, the College of Science and Mathematics, and one from the Professional Schools taken together (three must be senators); One Professional Employee; One undergraduate student; One graduate student.

COUNCIL ON PROMOTIONS AND CONTINUING APPOINTMENTS
Composition: The Executive Vice President for Academic Affairs, ex officio; Eight Teaching Faculty (four must be senators); One Professional Employee; Two undergraduate students (one must be a senator); Two graduate students.

COUNCIL ON RESEARCH
Composition: The Vice President for Research or his/her designee, ex officio; Seven Teaching Faculty (two must be senators); One Professional Employee; One undergraduate student; Two graduate students.

STUDENT AFFAIRS COUNCIL
Composition: The Vice President for Student Affairs or his/her designee, ex officio; Three Teaching Faculty (one must be a senator); Three Professional Employees (one must be a senator); Three undergraduate students (one must be a senator); One graduate student.
UNDERGRADUATE ACADEMIC COUNCIL
Composition: The Dean of Undergraduate Studies or his/her designee, ex officio;
Six Teaching Faculty (three must be senators);
Two Professional Employees (one must be a senator);
Three undergraduate students (one must be a senator);
One graduate student.
IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. That the procedure approved by the University Senate in 1988–89 on a one-year experimental basis restricting seniors from access to 100-level courses during advanced registration and on registration day become standing University policy effective academic year 1990–91.

II. That academic departments and programs may designate certain courses or certain sections or multi-section courses as open only to freshmen or freshmen and sophomores or freshmen and sophomores and juniors or juniors and seniors, and so forth.

III. That this bill be forwarded to the President for approval and implementation.
BACKGROUND AND RATIONALE

Since the policy restricting seniors from access to 100-level courses was approved by the University Senate on an experimental basis in 1988-89, approximately 208 requests were received in the Office of the Dean of Undergraduate Studies from seniors seeking exceptions to the policy for Fall 1989 courses. Of that number, 134 (64.4%) were judged appropriate and approved. These contacts were not onerous, and in the process we found that several students had various misconceptions about the policy. If the policy is ratified on a permanent basis, it is reasonable to expect the number of requests for exceptions will decrease.

Although some seniors were displeased that they would have to redirect their choice of electives, no senior was barred from specific major, minor or other requirements necessary for graduation.

It was hoped that one benefit of this legislation would be a decrease in the closed course problems faced by new freshmen. Suffice it to say that the majority of lower division courses were open for most new freshmen and transfers through Registration Day, in most instances leaving some spaces remaining for program adjustment (when seniors, and other continuing students, could obtain them).

RATIONALE FOR CONTINUING THE POLICY

Our study of the policy impact indicates that legitimate needs of seniors can be fully met and that the Office of the Dean of Undergraduate Studies can address exceptions. As for the benefit to freshmen, the policy had a positive impact the first year. Over time, as more and more students are able to obtain the 100-level courses they desire within their first two years, the demand for these courses from upper division students will continue to decline.

Two points made when the legislation was first proposed a year ago are worth reiterating: First, this policy alone cannot and was not intended to be the sole solution to closed course problems faced by new students; the following "Implementation" section of this proposal recommends additional steps that may alleviate these shortages. Second, even if no courses ever closed, there would still exist good pedagogical reasons to discourage seniors from taking 100-level courses.

Concerning the second point, given the definition of our 100-level courses, i.e., "primarily" for lower division students, a proliferation of seniors in those courses raises questions about the seriousness of purpose of the students and institution charged with helping those students achieve increasingly higher levels of sophistication as they progress through our curricula ladder. If we allow our seniors to succumb to "senioritis" we are doing them a disservice, even if they do not immediately appreciate this concern.
The primary benefit of the legislation will be to reaffirm that most students will take the majority of their coursework at levels appropriate to their class year. No one would seriously consider the University has fulfilled its mission if a student acquires basic background information and learns how to deal with introductory courses during the freshmen year and then is allowed largely to repeat that experience for another six semesters. Such a student has not been incrementally challenged to develop her/his skills. Such a student is not likely to be disposed or able to undertake undergraduate research on the upper division level. As a senior, such a student will be significantly disadvantaged in seeking admission to graduate or professional schools or in attempting to impress a prospective employer with the abilities that have been acquired and honed over four years.

Although this legislation by itself cannot dramatically redirect undergraduate education, it and some of the possible collateral actions mentioned in the "Implementation" will help improve a campus climate where upper division students will feel embarrassed about taking too many lower division courses.

Along these same lines, if, as we certainly hope, our seniors have acquired greater sophistication, then it is very unfair for us to allow a significant portion of those students to compete with freshmen and new transfers in introductory courses. The individual exceptions that would be approved, such as the student allowed to enter an introductory language or computer course to acquire a skill for graduate or career pursuits, are tolerable—indeed, in some cases the senior may be at some disadvantage due to "rustiness" of math or language skills. In contrast, a sizeable population of seniors in a large survey course, one graded on a curve, can have deleterious impact on freshmen and other potentially "at risk" populations in that course.

IMPLEMENTATION

A year ago, there was some concern about the proposed policy on the part of individuals who agreed with the primary objectives of the proposal but feared it would be perceived as a "solution" to closed courses problems, perhaps discouraging efforts for more effective remedies.

To allay these concerns, it is further proposed that if the policy is approved, the Dean of Undergraduate Studies will inform the teaching faculty of the intent as well as the letter of the legislation and at the same time, will remind them of other options available to individual academic units wishing to do more to promote the objectives of the legislation and/or "preserve" spaces in specifically targeted courses for incoming students. Such options include:

1. Reserving part of the spaces in a section until freshmen advance register or until Summer Planning Conferences. Spaces reserved can be released all at once or slowly throughout the summer. The process involved is not burdensome for the academic unit or the Registrar.
2. Certain courses, or certain sections of multi-section courses, can be designated as open only to: FR; FR + SO; FR + SO + JR; JR + SR; etc. These restrictions can appear on the printed "Schedule of Classes" and will be enforced automatically by the SIRS registration system. For example, a department may judge certain of its 100-level offerings should never be taken by seniors (or juniors?) even if space remains available during the program adjustment period. [Departments retain the ability to override the restriction to make an exception for an individual student; for example, a transfer lacking a prerequisite.]

The two options listed are not meant to be inclusive. They are not only currently available to the faculty, but are used by some programs already and have long standing precedent.

The notification to the faculty would also encourage them to consult with Undergraduate Studies or the members of the CUE staff who are liaisons to the academic units for further details, to discuss additional ideas, or to talk "strategy."
UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

INTRODUCED BY: Undergraduate Academic Council
DATE: November 20, 1989

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. WHEREAS the General Education Honors Program, drawing upon lower division courses which generally lack a prerequisite, was designed to be completed predominantly, if not entirely, with a student's first two years at the University, and

WHEREAS students who begin the program later sometimes have difficulty finishing the program because of major course sequences, study abroad, undergraduate research projects, and other educational demands in the junior year,

BE IT RESOLVED THAT regularly admitted entering freshmen be allowed to enter the program their first semester, on a self-selected basis and based on tutorial space remaining, beginning with the Fall 1990 semester.

II. That this bill be forwarded to the President for approval and implementation.
BACKGROUND AND RATIONALE

As originally conceived, the program would have been available exclusively to freshmen entering the University as Presidential Scholars and Frederick Douglass Scholars. In the interest of attracting as many students as possible who believe they can benefit from this opportunity, the proposal was modified to include students with a Dean's List average or higher at Albany. This modified version was presented to governance and approved.

Of the 113 students who initially entered the program, 71 remain active participants. Approximately 70 continuing students can be expected to join each semester. The majority of participants are not Presidential or Douglass Scholars, however, and thus begin the program a semester or year late.

Given the range of choice necessary for the program's tutorials each semester, there are always some spaces unused in some tutorials, although most tutorials are filled or nearly so. This is particularly the case with those courses which are very popular among first semester freshmen, since a student joining the program later often has already completed that course. This poses an added problem for highly sequential disciplines (sciences, mathematics, foreign languages) wishing to offer courses in the program.

Therefore, this proposal provides the same access to regularly admitted freshmen as is provided to Douglass and Presidential Scholars. In the spirit of the original legislation, self-selection (expressing a sincere and informed interest in the goals of the program and a confidence of maintaining the Dean's List average required of all students who wish to remain in the program) is preferable to other criteria available on entering freshmen.

The phrase "regularly admitted" includes those freshmen admitted to the University via the Talented Student Admission Program and the Minority Recruitment Program. Since GEHP depends more on current motivation and ability to thrive in an educational setting often very different from that found in most high schools, previous "deficiencies" in high school average or SAT scores should not exclude the TSAP or MRP populations. First semester EOP freshmen would be excluded, since they often do not carry a full load of University coursework and their load, funding, and retention standards anticipate it may take them five years to graduate. (An EOP student with a Dean's List average may begin the program in the second or third semester and thus be able to complete the four tutorials before junior year requirements.)

IMPLEMENTATION

Continuing students in the program will have first priority for fall courses, selecting them during Advance Registration. The relatively tiny number of first semester Presidential Scholars and Frederick Douglass Scholars will continue to be guaranteed a place in the program their first semester if they wish to join. They, and second semester freshmen who become eligible in May by virtue of their Albany GPA's, may designate their choices ahead of time and obtain permission slips for the tutorials.

As part of the orientation mailings in the previous spring, material on the program and the process of self-selection will be sent to all entering regularly admitted freshmen. (Such material is now sent only to the Douglass and Presidential Scholar freshmen.) This prior information is necessary for students to make an informed, considered choice.
Since the Director of GEHP also conducts the seven day training session for freshman advisers each June, CUE staff can be expected to answer questions students might have on the program or contact the director as necessary. As for any other coursework, part of the adviser's role is to discuss with the student choices of courses which appear to conflict with the student's previous or expressed weaknesses.

As part of his regular function of keeping CUE staff informed of space availability and closed courses, it shall be the responsibility of the director to inform CUE advisers of the tutorial supplies available each conference. When a student decides to enter the program and selects a tutorial from the choices still available, the adviser will secure the permission slip from the director and submit this with the other registration materials to LC 23 to be processed.

The Executive Vice President for Academic Affairs, the Dean of Undergraduate Studies, and the Director of GEHP have agreed that resources for the additional mailing will be made available and that the steps described above are fully feasible.
UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

INTRODUCED BY: UNDERGRADUATE
ACADEMIC COUNCIL

DATE: December 4, 1989

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

I. THAT THE BACHELOR OF ARTS FACULTY-INITIATED INTERDISCIPLINARY MAJOR IN RELIGIOUS STUDIES BE APPROVED.

II. THAT THE BILL BE REFERRED TO THE PRESIDENT FOR APPROVAL.
Degree Requirements for the Interdisciplinary Major with a Concentration in Religious Studies

General Program B.A.: Religious Studies requires a minimum of 36 credits, at least 18 of which must be on the 300- and 400- level, distributed as follows:

1. 15 credits from the Breadth Courses, of which the following are required: Rel 100P, Phi 214P, Ant 363.
2. 18 credits from one of the Concentrations
3. 3 credits from the senior seminar Rel 499.
4. Courses which conform to the intent and content of the program, but are not listed below may be counted towards fulfilling the requirements upon approval of the program director.
5. A rearrangement of courses into new concentrations may be possible upon the approval of the program director.

Breadth Courses

Aas 341P African/Afro-American Religion
Ant 175Y Anthropology and Folklore
Ant 363 Ethnology of Religion
Clc 105 Myths of the Greek World
Gog 102 G/M Introduction to Human Geography
Gog 442 Z Cultural Geography
His 235K/P Early and Medieval Christianity
Hum 222P The Undiscovered Self
Jst 150W Survey of Jewish Civilization
Jst 253 Medieval Jews among Muslins and Christians
Phi 116P World Views
Phi 214P World Religions
Phi 311 History of Medieval Philosophy
Phi 322 Philosophy of Religion
Phi 342 Indian Philosophies
Phi 344 Chinese Philosophies
Phi 346 Japanese Religion and Philosophies
Rel 100P Intro. to Study of Religion
Rel 299 Topics in Religious Studies
Rel 397 Independent Study in Religious Studies
Soc 352P Sociology of Religion

Concentrations

I. Religious Creative Expressions (Art, Architecture, Music, Literature)

Arh 150L Survey of Art in the Western World
Arh 261L Medieval Art I
Arh 262L Medieval Art II
Arh 271L Renaissance Art I
Arh 272L Renaissance Art II
Arh 354 Art of Eastern and East-Central Europe
Arh 462 Gothic Painting
Arh 472 Early Painting of the Netherlands
Ant 268L Ethnology of Pre-Columbia Art
Ant 269L Ethnology of North American Indian Art
Chi 199W Intro to the I-Ching
Cla 207L Egyptian Archaeology
Cla 208L Greek Archaeology
Cla 307L The Pyramid Age
Cla 402 Greek Sculpture
Cla 460 Greek Architecture
Clic 223E&L Masterpieces of Greek Tragedy and Comedy
Eng 221P Old Testament Literature
Eng 289P Milton, Bacon, and the Making of the Modern Mind
Eng 348 Milton
Eng 421 Literature of the Middle Ages
Eng 432 American Literature to 1815
Ger 242L Franz Kafka
Ger 291P Literature and Mysticism
Heb 203Y Biblical Hebrew
Heb 390L Readings in Biblical Literature
Ita 421 Dante
Jst 230P American Jewish Philosophy
Jst 280P Intro. to the Pentateuch
Jst 281K Intro. to the Prophets
Jst 330P American Jewish Philosophy (Advanced)
Jst 337P Existential Jewish Philosophy
Mus 205 History of Music
Mus 432Z Music of the Baroque Period
Thr 221L Development of Theatre and Drama

II. Religion and Society

Ant 145W Continuity and Change in Latin America
Ant 243W People and Cultures of the Mideast
Ant 341W Ethnology of Meso-America
Ant 433 Mesoamerican Archaeology
Clic 402P Greek and Roman Religion
Clic 403P Roman Civilization and Christianity
Cla 407L The Egyptian Empire
Ger 290W The Reformation in Literature and Society
His 324P Religion in American Life and Thought
His 338W The Italian Renaissance
His 339W Renaissance and Reformation in 16th Century Europe
His 348 Ireland Since 1800
His 381W History of the Middle East I
His 383P The Arab-Israeli Conflict in Historical Perspective
His 425A American Intellectual History to 1860
His 463W The Byzantine Empire, 300-1453
Hum 160K/P Bronowski's "Ascent of Man"
III. Critical Issues of Religion

Hum 180K Ancient Concepts of Responsibility and the Good Life
Est 120P Toleration
Jst 291P Messiah: Early Jewish & Christian Salvation Traditions
Jst 325P Talmudic Thought
Jst 335P Holocaust in Christian and Jewish Theology
Jst 430 Maimonides and Spinoza
Jst [new course] Women in Jewish Religion
Phy 201K/P Physics and Buddhism
Pos 358W Politics of India and Pakistan
Pos 359W Israeli Politics
Ssw 220P Value Issues in Social Welfare

Senior Seminar

Rel 499 Topics in Religious Studies

(b) Objectives of major and requirements for admission

Religion, one of the most basic of human concerns, has occupied a leading place in the thought and activities of all peoples from the earliest civilizations (as shown by archaeology), through early literate societies (as seen in their religious texts), to the present, where religious beliefs and their consequences continue to shape the daily news.

Since some aspect of religion pervades most areas of human life, many university courses have a large religious content, even in those institutions which do not have a Religious Studies Program. Such is the case at Albany, where the nature of many of our courses require that considerable attention be given to religion. Colleges and universities usually organize their
Religious Studies Programs according to the strengths and interests of their faculty.

By sending a questionnaire to the university faculty the committee learned that courses with considerable emphasis on religion were being taught in most of the major units of the university: College of Humanities and Fine Arts, College of Social and Behavioral Sciences, College of Science and Mathematics, Rockefeller College, and the School of Education.

A survey of the courses with religious content at Albany reveals that our faculty currently have strength in the areas listed above: (Breadth Courses) topics in which religion itself, in its various manifestations around the world, is the central theme of the course; in the Concentrations (I. Religious Creative Expressions), where religious belief has inspired the creation of buildings, paintings, music, and literature; (II. Religion and Society), where religion has occupied a major part in periods of human history; (III. Critical Issues of Religion), where a particular religious situation or idea has resulted in critical study.

Students must obtain approval of the program director before they can officially declare this faculty-initiated interdisciplinary program as their major.

(c) Courses and the frequency with which they are offered
All of the courses are listed above under (a). For the frequency of offering, please see the attached.

(d) Independent study and project work
Rel 397 Independent Study of Religious Studies can be taken as part of the Breadth Courses. Every student will be required to take the capstone course: Rel 499 Topics in Religious Studies.

(e) New courses
Four new course proposals are attached.

(f) Available resources
Since this major uses courses currently being taught, the library holdings are generally sufficient. The library already owns a number of books on Religious Studies (eg. Eliade's 16 volume Encyclopedia of Religion), and though other titles need to be
acquired, the library's current holdings are certainly sufficient to support the major.

(g) **Curricula vitae**

The administration of the program will be in the College of Humanities and Fine Arts.

Vitae are attached of persons most closely associated with the program:

- Armand Baker, Hispanic and Italian
- Judith Baskin, Judaic Studies
- Kendall Birr, History
- Jerome Eckstein, Judaic Studies
- Gary Gossen, Anthropology
- Daniel Grossberg, Judaic Studies
- Stanley Isser, Judaic Studies
- Thomas Martland, Philosophy
- Rudolph Nelson, English
- Hans Pohlsander, Classics
- Roger Stump, Geography
- Paul Wallace, Classics