To: Graduate Academic Council

From: Timothy Groves, Chair
GAC Committee on Curriculum & Instruction (CC&I)

Date: October 29, 2009

Subject: Report and Recommendations

CC&I Members: S. Chittur, S. Friedman, T. Groves, J. Kimball and K. Reinhold
and F. Bolton (staff) were present.

Three items of business were considered.

1. Review of Advanced Graduate Certificate in Professional Science Management Proposal

In response to a request by the GAC, the CC&I undertook another review of the proposal to establish an Advanced Graduate Certificate in Professional Science Management. The Certificate is to be made available to students who have been awarded master’s degrees or who are pursuing master’s degrees in the following three University science programs: MS in Forensic Molecular Biology, MS in Biodiversity, Conservation and Policy, and MS in Computer Science. The total minimum credit requirement for the Certificate is 18 and is to be comprised of:

   a. Science requirement: graduate-level courses in science and/or technology as appropriate (6 credits)
   b. “PLUS” courses in various areas of business, communications, law, public administration, public policy and planning as appropriate to the program (at least 9 credits)
   c. Internship/Portfolio (at least 3 credits)

The Committee felt the revised proposal read coherently. The Certificate’s purpose and goals were clearly stated. The program’s general curriculum as well as track specific admission and curricular requirements were better organized and more thoroughly explained. All previously raised concerns and questions seem to have been addressed. The letters of approval obtained from the deans and chairs of the schools/colleges involved with the proposal certainly indicate great support for establishing this new certificate.

During the Committee’s discussion two questions were raised:

- A few of the “PLUS” public administration courses offered as part of the Certificate have prerequisites listed (Pad 506, Pad 618, Pad 622 and Pad 626). How will the need for this background information be assessed and addressed?

- Each discipline or “track” presently affiliated with the Certificate has a different set of course choices. For example, Forensic Biology students can pick RPAd 618 Public Personnel Administration as their “PLUS” course while Biodiversity, Conservation and Policy students will need to choose BMgt 514 Human Resources Management – both deal with personnel. In addition to Business and Policy/Management “PLUS” courses Forensic Biology and Computer Science track students have other courses from which to choose but those from Biodiversity, Conservation and Policy students do not. Is there a reason why such differences are needed?

There was overall approval for the Advanced Graduate Certificate in Professional Science Management program.
2. School of Public Health – Public Health Surveillance & Preparedness Certificate

The School of Public Health proposes to add a course to its Public Health Surveillance & Preparedness Certificate and in so doing give students a choice of taking HEpi 605 Infectious Disease Epidemiology, an in-class course, or HEpi 625 Zoonosis, an online class. As both courses examine infectious disease principles and prevention and control issues, either one would meet the educational needs of the Certificate. The 15 graduate course credits required for the Certificate remain unchanged.

The addition of an online course to the Certificate's offerings was thought to make it even more attractive to those wishing to gain more knowledge and become more credentialed in their health field.

The Committee voted (4-0-1) to endorse the Certificate change and to move the proposal forward to GAC for further action.

3. School of Education – Proposal to revise the MS in ETAP degree program

The present MS in ETAP degree requires completion of 33-35 credits. The School of Education's proposal seeks to drop the three credit course, ETap 530 Writing and Reading across the Curriculum, from the program and so change the master's degree requirements to 30-32 credits. This change is proposed to reduce unintended redundancy in the program and increase the program's marketability.

Students applying to the ETAP MS program earned their teacher certification as part of their undergraduate bachelor's degree and are now returning to school to obtain a master's degree within the five years mandated by the state in order to maintain their certification. Six hours of literacy-related courses were required by the New York State Department of Education as part of that teacher certification process. Therefore, requiring students to take ETap 530 in actuality asks them to take a course that they have already been required to complete.

As reducing the program's credit requirement does not cause it to fall below the 30 credit minimum needed to meet certification standards, the Committee voted unanimously (5-0-0) in favor of the program changes presented in the proposal.
Florence Bolton

From: Jonathan Bartow
Sent: Wednesday, October 21, 2009 11:37 AM
To: Florence Bolton
Cc: Mary S Applegate; Barry R Sherman
Subject: FW: Course substitution for Certificate in Public Health Surveillance & Preparedness
Attachments: EPI 605 Syllabus.doc; EPI 625 syllabus.pdf; Epl 605 - 625 substitution.doc

Florie,

For the GAC Curriculum Committee....

Jon

Mary S Applegate

From: Mary S Applegate
Sent: Tuesday, October 20, 2009 5:30 PM
To: Jonathan Bartow
Cc: Barry R Sherman; Edward Fitzgerald; Millicent Eldson
Subject: Course substitution for Certificate in Public Health Surveillance & Preparedness

Dear Jon,

The Certificate in Public Health Surveillance & Preparedness currently requires five courses, including Epidemiology 605, Infectious Disease Epidemiology. Another course offered by the Epidemiology Department, EPI 625 Zoonotic Diseases, covers very similar material, particularly with respect to the infectious diseases that are important concerns for bioterrorism preparedness.

Both of these courses examine principles of infectious disease and methods of prevention and control, the only difference being that Zoonosis focuses on diseases that can be transmitted between animals and humans. Zoonotic diseases are particularly relevant in public health currently, especially considering new emerging diseases like West Nile Virus and H1N1 Influenza, as well as possible bioterrorist agents such as anthrax or plague.

Either course meets the education needs for this certificate, and we are proposing adding EPI 625 as an alternative to EPI 605 for the certificate.
I have attached the summary curriculum illustrating the modification in red, as well as syllabi for the two courses involved.

If you need further information, please contact me of Professor Barry Sherman (402-4116).

Best wishes,
Mary

Mary Applegate, MD MPH
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10/22/2009
Certificate Program in Public Health Surveillance and Preparedness

Plan of study:

The program requires the completion of 15 graduate course credits. The courses in this program are offered online and in-class, and include: *(All of the CPH-SP courses will be offered in-class (UAlbany-East Campus) and online through the Blackboard Learning System)*

- EPI 501 Principles and Methods of Epidemiology I* (online and in-class)
- SPH 589 Emergency Preparedness: The Public Health Perspective (online)
- EPI 605: Infectious Disease Epidemiology (in-class) OR EPI 625: Zoonosis (online)
- SPH 539 Topics in Public Health Preparedness (in-class)
- EHT 590 Introduction to Environmental Health* (online and in-class)

*Master of Public Health (MPH) core courses (6 credits) that may be applied towards an MPH

To obtain the certificate, each student must fulfill the following requirements:

- Maintain a cumulative grade point average of 3.0 or higher.
- File an application for Certificate completion within four years of admission.

Note: Students can take a maximum of two courses before applying and being admitted into the program. Course waivers can be obtained only through prior approval. There is a transfer credit limit of one course (3 credits). Students who are enrolled in a School degree program and would like to pursue the certificate degree can do so if they fulfill the above-mentioned requirements.
1. **Course Description**

Use of epidemiologic methods in the prevention and control of infectious diseases.

2. **Course Goals**

The goals of this course are to familiarize students with:

**One,** general infectious disease principles; **Two,** the practical application of epidemiologic methods; and **Three,** the use of this knowledge in the prevention and control of infectious diseases. Through lectures, workshops, readings, and presentations, students will see how basic epidemiologic methods are applied to real world problems. Students will be asked to review the epidemiology of one infectious disease and present their findings to the class for further discussion.

3. **Topics Covered**

a) General infectious disease principles. Material covered will include historical perspectives, the interaction of host, agent and environment, basic biologic factors, immunology, molecular laboratory techniques, and disease processes.

b) Epidemiologic methods. Rather than present didactic material covered in other epidemiologic methods courses, this course will review specific examples of how epidemiologic methods are directly applied to the field of infectious diseases.

c) Infectious disease prevention and control. Students will discuss how knowledge gained from epidemiologic studies on specific diseases (e.g., tuberculosis, legionellosis, hepatitis A and B, syphilis, Lyme disease, salmonellosis, West Nile Virus [WNV], Severe Acute Respiratory Syndrome [SARS], etc.) is used to develop prevention and control strategies as well as evaluation of their effectiveness.
4. **Faculty**

Dr. Dale Morse (Course Director), Bryon Backenson, Dr. Louise-Anne McNutt, and Staff

5. **Credits**

Three (3)

6. **Grading**

A-F

7. **Evaluation**

Preliminary exercise (10 percent), class/workshop participation (20 percent), debates (20 percent), student presentation (20 percent), and term paper (30 percent). Exercises and in-class discussions will be used to evaluate the student's ability to understand the concepts covered. The term paper on a specific infectious disease and accompanying in-class presentation, will measure the student's ability to apply the concepts learned to a specific example.

8. **Text**

Heymann's Control of Communicable Diseases Manual, Nelson’s Infectious Disease Epidemiology, and photocopied readings.

9. **Academic Conduct**

Students are reminded that academic dishonesty is not tolerated at the School of Public Health. Work that is assigned individually should be performed without the assistance of others. Please refer to the booklet “Community Rights and Responsibilities” for specific details.
SYLLABUS, EPI 625 ZOONOSES (3), Summer, 2009, Online
U Albany Class Number 3810, Catalog Number HEPI625, May 26 - Aug. 14

Course Description: An overview of zoonotic infectious diseases (those diseases in common between animals and humans); including rabies, potential bioterrorist agents (anthrax, plague, Q fever, tularemia), newly emerging diseases (avian influenza, swine influenza, West Nile virus, leishmaniasis, vCJD), vector-borne diseases (lyme disease), and diseases with zoonotic potential (foot and mouth disease, chronic wasting disease); addressing the epidemiologic, field, and laboratory methods of investigation; and assessment of surveillance, prevention, control and treatment including relative cost/benefit of various approaches.

Course Objectives:
1. Understand the methods used to study zoonoses, including observation, hypothesis development, measurement and data collection, experimentation, and evaluation of evidence.
2. Understand the major principles, concepts, models, and epidemiologic facts about zoonoses.
3. Locate, evaluate, synthesize, and use information from a variety of sources in preparing a review of a zoonotic disease.
4. Understand the ethical issues involved in accessing and using zoonotic disease information.
5. Communicate zoonotic disease information in a standard scientific oral presentation, actively engage with audience and respond to audience comments and questions.
6. Research a zoonotic disease topic, organize supporting details, and produce a scientific review article in accordance with standard scientific journal article requirements.

Prerequisites: None

Principal Instructor:
Millicent Eidson, MA, DVM, DACVPM (Epidemiology), State Public Health Veterinarian and Director,
Zoonoses Program, New York State Department of Health; Associate Professor,
Department of Epidemiology, University at Albany School of Public Health; 518-474-3186, Mxe04@health.state.ny.us
Office hours: as needed online

Course Justification: Zoonotic disease agents account for most of potential bioterrorism agents and emerging diseases. A course on the epidemiology of zoonoses is a core component of infectious disease epidemiology training. Zoonotic disease surveillance, laboratory, field investigation, prevention, and control approaches provide good training for infectious disease epidemiologic investigations overall. Preparation of an oral presentation and written review article will be good training and preparation for students in public health careers. A zoonotic disease epidemiology course will also be a core component for any vector-borne disease tracks.
Learning Activities: The learning activities will be activities that help students learn about zoonotic diseases and their investigation/control, as well as serve as opportunities for students to demonstrate their learning through grading. The learning activities will include:

- Read slide presentations and scientific journal articles about zoonotic diseases that are posted on the Blackboard site
- Discuss the slide presentations and articles with classmates and instructors online
- Ask questions about the course material
- Find relevant epidemiologic journal articles and valuable websites to share with class
- Research a zoonotic disease not covered in class
- Develop good powerpoint slide presentation on selected disease
- Develop written scientific review article on selected disease
- Critique scientific slide presentations and written scientific review articles
- Use course materials and other resources to find answers to mid-term and final open book exam questions, to help learn the important points about the diseases and solidify knowledge gained

Grading: Each component is worth one-fourth of the final grade: Discussion points based on online postings; Exam 1 (mid-course) and Exam 2 (not comprehensive, on second half of semester material, at end of course); Oral Presentation (powerpoint slides posted on line); and Written Paper (posted online). A possible 100 points will be awarded on each part, and then the five scores will be averaged to generate an overall point score. Letter grades will be assigned as follows: 95-100 A; 90-94 A-; 87-89 B+; 84-86 B; 80-83 B-; 77-79 C+; 74-76 C; 70-73 C-; 60-69 D; below 60 is F. There will be an optional extra-credit assignment.

Oral Presentation and Written Paper Guidelines: Each student must do a different topic. Topic must be on a zoonotic disease issue not listed in course schedule. Topic must be cleared with Dr. Eidson. Written papers on the approved topic must be typed, single-spaced, with a maximum of 5 pages (excluding references and appendices). Written papers should follow a journal review article style. Library research (both on the Internet and in person at a medical/public health library) will be required to obtain the relevant reference articles. Submission of late materials without prior approval of Dr. Eidson, or written papers/oral presentations/exams/other course work that are not solely the work of the student, shall result in course failure.

Text/Readings: No text required for purchase. Articles, slides, and other materials required for reading and exams will be provided on the Blackboard site.
Software and Online Access

Students are required to have access to the following software programs. If not available at home or place of work, students should verify that they have access to the programs through their local library. Course work cannot be completed without these. Dr. Eidson cannot provide computer or electronic support for questions or problems with this software or access.

1) ITS help desk for obtaining a NetID (students not currently enrolled at UAlbany): http://www.albany.edu/its/oss_service_center_unit_student_helpdesk.htm. New students must obtain a NetID and password in order to access the UAlbany systems, including Blackboard and grade reports.

2) Blackboard system access:
   • http://bbs.its.albany.edu/ is the URL for the UAlbany Blackboard system. Students should verify ahead of time that they can access that system, and should familiarize themselves with the system.
   • http://www.albany.edu/its/bis.faq_student.htm. This will provide more information about the Blackboard technical requirements and other issues helpful for students.
   • http://www.albany.edu/its/bis.mso12007.htm provides clarification about the different extensions for Microsoft office 2007 including how to save as DOC and PPT format when using Office 2007.

3) UAlbany library support: http://library.albany.edu/ill/ is the URL for the UAlbany Libraries and their interlibrary loan program. Students will be required to provide on the course site pdf files for all their references used in writing their disease review paper. Some journal references are available free on line from the journals, but many are not. If students are unable to obtain these journal articles electronically through their own place of work, they will need to use the UAlbany library system.
   • Students will need to register for ILLiad to have access to the system. They will also need to contact Suzanne Turner (listed at the bottom on the library website page above) to get set up with library privileges.
   • ILLiad registered students can request articles through the UA Delivery system if the journal is available at UAlbany. Library staff will scan and deliver the articles as soon as possible. There is a limit of 3 article requests per day.
   • ILLiad registered students can request articles from journals not available at UAlbany through interlibrary loan. UAlbany staff will obtain the article and send it to the student electronically. However, it make 1-2 weeks for the student to obtain the article.

4) Microsoft Word: Microsoft Word will be used by students for writing a disease review paper, and for Dr. Eidson, course instructor, to provide feedback with the Word tracking system. Make sure that you are using a version of Word that generates documents with a .doc suffix. If you have a newer version of Word that generates documents with another suffix, you will need to have the capacity to transform the document into a .doc file so Dr. Eidson can edit it with tracking.
5) **Adobe Acrobat:** You will need some kind of Adobe software to handle pdf files. You will need to test out ahead of time whether Adobe Reader (free download from internet) is sufficient for you to open pdf documents that are sent to you. U Albany’s library service will send you requested scientific journal articles in pdf format, and course materials will be posted in pdf format. If you need to download Adobe Reader, the URL is http://get.adobe.com/reader/promoid=BUIGO.

6) **Microsoft Powerpoint:** Students will need access to (and preferably some familiarity with) Microsoft Powerpoint, for creating a slide presentation on a disease. Make sure that the version generates files with the .ppt suffix. If using an older or newer version that does not generate files with the .ppt suffix, students will be obliged to find a way to make the transition.

7) **A printer,** for printing course documents.
To: Chair, School of Education Academic Council

From: Chair: ___Arthur Applebee________

Department: ___Educational Theory and Practice_____

Date: __Sept 2, 2009____

Re: Request to (Check all that apply):

☐ add new course (attach course outline and bibliography)
☐ delete course (enter course # & title)
☐ change existing course
  ☐ change number from: 
  to: 
  ☐ change title (enter old title) 
  to: 
  ☐ change credits from: 
  to: 
  ☐ change description (attach old description; new course outline & bibliography) 
  to: 
  ☐ change prerequisites from: 
  to: 
  ☐ change grading from: 
  to: 
  ☐ change cross-listing from: 
  to: 
☐ new program
☐ revise existing program
☐ other: (describe)

Justification for Proposal:
Please see attached

Do other Departments or Schools offer similar or related courses? ☐ yes ☐ no
(if yes, attach memo from affected Depts or Schools certifying that this proposal does not overlap with their offerings)

DESCRIPTION OF AMENDED / NEW COURSE:

Department:
Course Number & Title:
Cross-Listing:
Credits:
Grading:
Prerequisites:

Course Description to appear in catalog (50 words or less, please):
REQUEST FOR PROGRAM AMENDMENT

1. Program
   registered title: Educational Theory and Practice
   award: Master of Science
   code: 32268

   This degree leads to Professional Teacher Certification
   Level: Adolescence Education (grades 7-12)
   Areas: Biology, Chemistry, Chinese, Earth Science, English, French, Italian,
   Mathematics, Physics, Russian, Social Studies, and Spanish.

2. Description of Proposed Change

   Revisions: Drop the requirement of Etap 530 Reading and Writing Across the
   Curriculum; and change the program degree from 33-35 to 30-32
   credits.

   Rationale: The revision will reduce unintended redundancy and increase the
   marketability of the program. Completion of Initial Certification is
   required for entrance into the MS-ETP. All Initial Certification
   programs require 6 credits in Literacy, specifically literacy involving
   reading and writing across the curriculum. After examination of
   required courses in initial teacher preparation programs (Oneonta, St.
   Rose, Siena), it is clear that there is some significant overlap between
   the previous courses taken and the required Etap 530.

   Concomitantly, changing the program from 33-35 to 30-32 credits enables
   students to complete the master’s degree in a more timely fashion and
   at a considerable savings. A 30-credit program also makes the
   program more competitive with similar programs.

   This change does not affect how the program meets the standards for
   certification in Section 52.21 of the Commissioner’s Regulations,
   because the regulations require master’s programs to be at least 30
   credits and include 12 credits related to the content area of the
   certification. The revision meets the 30-credit minimum and does not
   affect the 12-credit content area requirement.

   The change is consistent with the University’s New Vision in Teacher
   Education because it acknowledges the experiences students have had
   in their undergraduate programs and supports a more integrated
   transition from initial teacher certification as an undergraduate student
   to professional certification as a graduate student.
3. Comparison of current and revised program

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<td>Literacy</td>
<td>ETAP 530 Writing and Reading across the Curriculum</td>
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<td>Media Literacy</td>
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<td>ETAP 680 Research Seminar: Critical Introduction to Educational Research Paradigms or 681 Research Seminar: Research in Practice or 699 Masters Thesis</td>
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### SCHOOL OF EDUCATION
Program/Course Action Request

**Approvals and Notifications**

Proposal No. 3009-146
Course No. MS in ETAP

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