To: Graduate Academic Council

From: Sridar Chittur, Chair
GAC Committee on Curriculum & Instruction (CC&I)

Date: November 4, 2011

Subject: Report and Recommendations

CC&I Members: T. Groves (GAC Chair), S. Chittur, B. Dieffenbach, F. Bolton (staff), A. Krause, and A. Redlich were present.
D. Dewar and Eric Eisenbraun were absent.

Invited Guest: Deborah May, School of Education

The CC&I Committee met on November 4, 2011. After formal introductions were made, Tim Groves, the Chair of the Graduate Academic Council, addressed the Committee members and asked for nominations for a Committee Chair to be proposed. Sridar Chittur offered to Chair and report on the Committee’s business at the GAC meetings. All present approved of his appointment.

The Committee then went on to consider the three items of business on its agenda.

1. School of Education’s Department of Educational and Counseling Psychology – Request to add a new track, Adolescence: Special Education Generalist, to its existing MS program in Special Education and Literacy II

The existing Special Education and Literacy II MS program led to Grade 5-9 certification which the NYS Board of Regents recently eliminated and replaced with a Students with Disabilities 7-12 Generalist certificate. Additionally, grant money for students enrolling in a Graduate Level Clinically Rich Teacher Preparation Pilot Program (GLCRTPPP) became available from the NYS Education Department. In response the School of Education has proposed changes to its existing program to include additional coursework at the adolescent level as well as experience in a clinically rich residency. Coursework titles and content descriptions have been changed via Course Action Forms to reflect the new emphasis on the adolescent level rather than the childhood and middle childhood levels. Students accepted into the GLCRTPPP track will be required to enroll in two reading courses specifically directed to the Grade 5-12 student level. Students admitted to the regular MS track of the program will take two educational psychology courses included in the original program.

Professor May shared more detailed information with the Committee about GLCRTPPP. This program contains federal monies directed to the State of New York. The funds are provided to address a need for teachers to work with disabled adolescents and are committed for three years. Students in the program will be eligible to receive a $30,000 stipend and up to $10,000 towards tuition and fees while completing their clinical teaching experience in a high needs school district. Upon receiving their degree, it is expected that these new teachers will apply for and continue to work in these designated high needs school districts. Funds are immediately available upon registration and delivery of this new track. Currently there are 6 students waiting to enroll in this program in Spring 2012.

Due to the need to revise the present program and to the guaranteed support of students, the Committee voted unanimously (4-0-0) to endorse and move the proposal forward to GAC for further action.
2. School of Public Health – Proposal to reduce the number of credits required for completion of the Biomedical Sciences PhD degree program

The School of Public Health seeks to reduce its Biomedical Sciences PhD program of study from a required 66 credits to 60 credits. The core and elective course requirements are to decrease by eight credits from 38 to 30 credits and the minimum number of doctoral research credits is to increase by two credits from 28 to 30 credits. The proposal outlines specific details and rationale for all the courses involved in the changes that evolved from a thorough examination of the Biomedical Sciences program and its needs. The major revisions are intended to improve the quality of the program’s training and reduce the time to degree to approximately 5 years. By taking into account the requirements of other successful biomedical science training programs, the changes planned are thought to enable the program to remain competitive.

The proposal was clearly written and well researched. It has the support of the School of Public Health Academic Committee, Department of Biomedical Science Chair and faculty. It also received the full support of the Committee on Curriculum and Instruction members with a 4-0-0 affirmative endorsement.

3. School of Public Health – Request to revise course requirements for its Master of Public Health (MPH) degree program’s Environmental Health Sciences Concentration

The 51 credit MPH program is presently comprised of a 21 credit core and 30 credits required in an area of concentration. The Environmental Health Sciences track’s structure now includes: one required concentration course (3 credits), an additional required course (choose one of four courses for 3 credits); quantitative courses (choose two of three courses for 6 credits); electives (9 credits) and internships (9 credits). The revised EHS Concentration redistributes courses listed for the track with the new structure becoming: three required concentration courses (9 credits); one quantitative course (choose one of four courses for 3 credits); electives (9 credits); and internships (9 credits). Adding two courses to the core concentration from the track’s electives assures that students obtain expected competencies. Increasing quantitative course choices ensures course availability and grants students more choice in meeting their differing objectives. As no change was made to the overall credits needed for the concentration and because the changes enhance student choices while keeping the program resource neutral, the Committee voted 4-0-0 to recommend the proposal to GAC for approval.