

Curriculum & Inst.

cc Judy
Warner

CONFIDENTIAL AND IMPORTANT

September 13, 1982

Dear Clif:

As part of the State Education Department's review of doctoral program quality, we have completed the evaluation of doctoral programs in curriculum and instruction.

After careful study of all the materials I have received on the Ed.D. program in Curriculum and Instruction at SUNY Albany, including the Doctoral Council's recommendation and correspondence from President O'Leary, I am pleased to find that this program meets quality standards. I appreciate the steps that the SUNY Albany administration and faculty have taken in response to the Site Visit and Rating Committee Reports, and encourage them to continue their efforts to improve and strengthen the program.

I look forward to your continued cooperation on the statewide review of doctoral programs and in other ways to strengthen graduate education in New York State.

Sincerely,


Gordon M. Ambach

Dr. Clifton R. Wharton, Jr.
Chancellor
State University of New York
State University Plaza
Albany, NY 12246

cc: President Vincent O'Leary ✓

C&I

Warner
Stems

June 25, 1982

Dr. Clifton R. Wharton, Jr.
Chancellor
State University of New York
State University Plaza
Albany, NY 12246

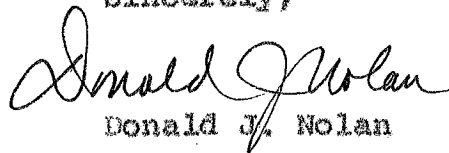
Dear Clif:

The Commissioner has received recommendations from the Doctoral Council on the statewide review of doctoral programs in Curriculum and Instruction.

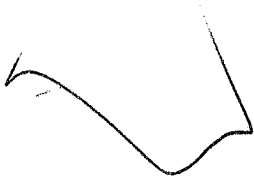
The Council voted unanimously to accept the report of the Curriculum and Instruction Rating Committee on the Ed.D. program in Curriculum and Instruction at the State University of New York at Albany and recommend it to the Commissioner.

If you wish to respond to this recommendation, the Commissioner would be pleased to review your remarks along with other materials on the programs.

Sincerely,


Donald J. Nolan

cc: Commissioner Ambach
President O'Leary ✓



June 18, 1982

Mrs. Barbara Meinert
Office of the Doctoral Project
State Education Department
Cultural Education Center, 5D61
Albany, New York 12230

Dear Barbara:

Attached please find President O'Leary's response to the
final report of the Curriculum and Instruction Rating Committee.

Best wishes.

Sincerely,

George Frangos
Assistant Vice Chancellor
for Graduate Studies

att.

cc: ✓ Chancellor Wharton
✓ President O'Leary
Dr. O'Dowd



State University of New York
State University Plaza
Albany, New York 12246

Office of the Vice Chancellor for
Research and Graduate Studies

June 15, 1982

Mrs. Barbara Meinert
Office of the Doctoral Project
State Education Department
Cultural Education Center, 5D61
Albany, NY 12230

Dear Barbara:

Attached please find ~~President O'Leary's~~ response
to the report of the Curriculum and Instruction Rating Committee
on the doctoral program in Curriculum and Instruction at SUNY/Albany.

Best wishes.

Sincerely,

A handwritten signature in cursive script, appearing to read "G. Frangos".

George Frangos
Assistant Vice Chancellor
for Graduate Studies

att.

cc: Chancellor Wharton
✓ Dr. O'Dowd
✓ President O'Leary

9 June 1982

Dr. Clifton R. Wharton, Jr.
Chancellor, State University of New York
State University Plaza
Albany, New York 12246

Dear Clif:

I am writing to respond to the final report of the Curriculum and Instruction Rating Committee on the doctoral program in Curriculum and Instruction at SUNY/Albany. We have examined the final report carefully and believe that it is accurate in its assessment of our program.

I am happy to report that the three specific recommendations of the Rating Committee either have been achieved or are being addressed in a forthright manner. First, we have changed the method of assigning internships. For a number of years, the internship was coordinated by a series of junior faculty members. While these faculty worked hard, they were not totally familiar with all the potentiality of the internships. Beginning in September 1982, the internship will be coordinated by a senior faculty member who has performed that function before and who has an academic commitment to the proper performance of the internship. We feel that this appointment will meet the need stated by the visitation team.

The second recommendation dealt with the issue of staff development for older faculty. The university has undertaken efforts to provide opportunities for faculty to increase skills in a variety of areas including computer literacy. For example, two faculty members were approved last year to take sabbaticals for the purpose of improving skills in the area of computer literacy. One has traveled around the country to visit various programs that are offering microprocessor programming courses and other applied computing experiences. Another has been looking at this area from the perspective of adult and continuing education. Each will return to the faculty at the end of the summer term with new skills and knowledge to enhance the program.

The third recommendation suggested that the faculty calibrate the ratings of student comprehensive examination so that a more common standard of quality can be used. On May 14 of this year, the Department met to consider the report of an ad hoc committee on the comprehensive examinations. As a result of that meeting,

Dr. Clifton R. Wharton, Jr.

-2-

9 June 1982

section 5.10 of doctoral program's new regulations states that "Criteria and standards will be devised by the examination committee."

Finally, we are pleased that the Rating Committee has concluded that our Ed.D. program in Curriculum and Instruction "meets quality standards." I look forward to hearing of the results of the Doctoral Council deliberations.

Sincerely,

Vincent O'Leary

cc: Dr. Frangos
Ms. Barbara Meinert
Vice President Ilchman
Vice President DeLong

bcc: Dean Koff
Prof. Ether
Mr. McFarland

STATE UNIVERSITY OF NEW YORK
AT ALBANY

OFFICE OF THE PRESIDENT

ALBANY, N.Y. 12222

June 26, 1981

Ms. Barbara D. Meinert, Coordinator
Office of the Doctoral Project
The State Education Department
The Education Building
Albany, New York 12230

Dear Ms. Meinert:

In response to the final report of the evaluation team of Professors Goldhammer and Medley, I am writing to provide additional information about our Ed.D. program in Curriculum and Instruction and to clarify some points raised in the report.

The reviewers felt that the statement of the Department's goals or educational missions was too broad and "not entirely clear." Since this review was commenced in 1979, the Department, formerly entitled Curriculum and Instruction, has changed its title to reflect more accurately its principal concerns; it is now the Department of Program Development and Evaluation. I have asked Dean Koff of the School of Education, with the assistance and approval of the Department, to draft a more specific statement of what the goals of the doctoral program are. He has done so and Attachment A gives, I believe, a sharper picture of the educational mission of this effective program. This statement is less theoretical and global, and thus more practical and concrete than the mission statement in the Department's Self-Study Document.

Secondly, we were unsuccessful in conveying the true dimensions of the doctoral qualifying examination to the reviewers. Their impression is that the qualifying examination is "developed for each individual and does not indicate a common core of knowledge." In order to be advanced to doctoral candidacy, every doctoral student must pass a common comprehensive examination that consists of a three-hour examination in the area of curriculum, a three-hour examination in leadership, a three-hour examination in instruction, and a three-hour examination designed to test the synthesis of these three fields. These examinations are offered twice a year. Each student must pass all four parts. Each part is read and graded by at least two faculty who are not aware of which student wrote the response.

In an attempt to present a clearer picture of recent affirmative action efforts in the School of Education and the Department of Program Development and Evaluation, Dean Koff has supplied the following data:

- Nine full-time faculty appointments were made for terms beginning in Fall 1979. Of this number, six were males and three were females.
- For terms beginning in Fall 1980, we appointed seven faculty and five professional staff. Eight were males, including two minority members, and four were female. One of the females was appointed to a three-year term as Director of the Center for Educational Research & Policy Studies.
- Appointments to terms beginning in Fall 1981 include nine faculty and one professional staff member. Two female and eight male appointees constitute the group. One of the males is a minority member.

In summary, the School of Education as a whole has made 31 faculty/staff appointments during the three year period beginning with Fall 1979. Of these, 9 appointees (29%) were females and 22 (71%) were male. Three of the male appointees (10% of the total) are minority group members. Of the six faculty offered initial appointment with tenure, one (17%) is a minority member.

Within the Department of Program Development and Evaluation, as reported earlier, of the faculty hired in the last ten years, three have been women, one a Black tenured Associate Professor. The Department has appointed a Mexican-American as an Adjunct Associate Professor and an Asian as an Assistant Professor for Fall 1981. This is a department sincerely committed to our Affirmative Action plan and it is striving to raise the number of minorities and women to a more desirable level.

Two minor inaccuracies referring to the residence study policy and the faculty contract agreement are in the final report. Recently, our Graduate Academic Council modified the full-time study in residence policy for doctoral programs from one of two consecutive semesters to one of two semesters, but not necessarily consecutive. This liberalized modification is of particular benefit to doctoral students not supported by graduate assistantships and fellowships. Secondly, on April 7, 1981, Vice President Ilchman sent a copy of the faculty contract agreement to you for the reviewers as part of our response to their draft site visit report.

We are pleased to see that the site visitors shared our concern for providing computer experience to our doctoral students and adding research in computer applications to instruction to our set of concerns. The penetration of computers, particularly mini- and micro-computers, into our economic, social, and academic life indicates an obligation for us to help determine maximum, efficient, and productive utilization. Dr. Ok-Choon Park, presently employed by the Control Data Corporation, will join our faculty in September, 1981, to help us in that task. The Department now includes a new course on computer applications in schools. Eighteen students are enrolled in the current Summer Session in such a course.

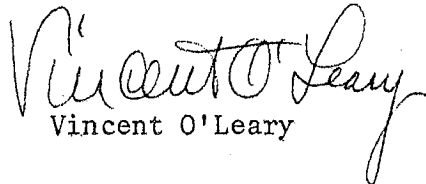
On balance, we find the comprehensive report of Professors Goldhammer and Medley to be accurate and perceptive. We are delighted that they perceived

Ms. Barbara D. Meinert
June 26, 1981
Page 3

our doctoral program and its faculty and students in a most positive light. Especially gratifying is their appreciation and understanding of the exceedingly congenial and productive relationship between the faculty and students, a relationship that fosters an unusual involvement of the doctoral students in the research and funded activities of the faculty. We are also pleased to know that our recently hired faculty and our newest specialization in program evaluation have the enthusiastic endorsement of the distinguished reviewers. They cited several times the responsiveness, the flexibility, and the "currency of knowledge" of the faculty; the high morale of both the students and faculty attest to the pervasiveness of those qualities.

The Curriculum and Instruction doctoral program is one that plays a central role in the University's mission to address specialized professional needs within public service that we have adopted as a major responsibility. It obviously is fulfilling that role splendidly. The reviewers commented upon the strong commitment of the administration to the financial and facilities support of this program, especially in the areas of university support for doctoral students and for research provisions for faculty. They have concluded correctly that "the University is committed to providing a very fair share of its resources to the maintenance of this program." We are proud of the accomplishments of this program and its competent and sensitive management; it is indeed gratifying to have our assessment validated by Professors Goldhammer and Medley.

Sincerely,


Vincent O'Leary

Attachment

cc: Chancellor Wharton
Vice President Ilchman
Vice President Martin
bcc: Dean Koff
Professor Ether
Mr. McFarland

SUNY/ALBANY

ATTACHMENT A

ED.D. PROGRAM IN CURRICULUM AND INSTRUCTION
STATEMENT ON DEPARTMENTAL MISSION

The mission of the department is to increase opportunities for development and learning. Opportunities have content, they are offered in some kind of environment, and they are mediated by teaching. Department research and development is concerned with educational planning and evaluation. Planning and evaluation take the form of designing opportunities.

The problems to be addressed in educational planning are directed to designing curricula which are appropriate for each and every person being educated. In the design of curricula, decisions must be made concerning how to ensure a balanced curriculum for each individual being educated, member of minority group or not, while at the same time looking after society's best interests. Planning also involves taking into consideration (a) the environment in which education takes place (e.g. psychological climate in schools with diverse populations); (b) conditions that are related to increasing teacher effectiveness (e.g. ability to explain effectively, formulate higher order questions, etc.); (c) make use of appropriate instructional technology (e.g. computer assisted instruction, instructional television, teaching machines, etc.).

Evaluation is primarily concerned with determining the extent to which planning has been effective, more precisely, determining whether curricula in combination with instructional strategies have been successful in accomplishing stated goals. Thus, the process of evaluation is directed to the development of information that is concerned with determining the extent to which there are well-run schools, effective teachers, and well designed curricula continuing, in spite of obstacles, to make a positive difference in the lives of students.

W

7 April 1981

Ms. Barbara D. Meinert, Coordinator
Office of Doctoral Project
The State Education Department
Cultural Education Center
Albany, NY 12230

Dear Ms. Meinert:

I am writing to present what we believe are factual corrections and updated information to the draft site-visitors' report about our Ed.D. program in Curriculum and Instruction. Professors Goldhammer and Medley have written a thorough and professional report and we are grateful to them.

In paragraph three on page five, the sentence beginning "The examinations appear . . ." seems to indicate a confusion with the doctoral examination and the major field examination for the Master's Degree in Curriculum Planning and Development. Two of the three parts of that M.S. exam are developed for the unique program of each master's student. The doctoral qualifying examination, however, is an examination prepared by the departmental faculty and taken by each student. The examination is offered twice a year, and draws upon a common core of knowledge.

The report notes on page seven, paragraph three that "All summer courses are taught by resident faculty." While this statement does reflect summer sessions 1979 and 1980, the department has had visiting scholars from a variety of states and countries on the summer faculty in past years, i.e., Dr. Antoinette Marchand from Temple University and Professor Alan Rudd from Manchester University, U.K.

Reference is made in paragraph four on page nine that "Affirmative action recruitment appears to be weak." We believe that our efforts at affirmative action recruitment have been strong, but the results have been somewhat less than we would wish. The Department Chair has access to two networks of black educators and a network of hispanic educators. The black faculty member has access to a number of black networks, etc. These are always used when recruiting faculty. Of the people hired during the

7 April 1981

last ten years, three have been women. The black faculty member is one of two in the School. The Department has just added a Mexican-American as an Adjunct and an Asian as an Assistant Professor on a tenure track line.

The statement in paragraph one of page eleven that indicates that there is no systematic effort toward student recruitment does not adequately reflect Department or School efforts. The Department, with the support of the School of Education and the Associate Dean of Graduate Studies, has been engaging in extensive recruitment efforts. These include preparation of School and Departmental View Books (copies are attached), and the use of the Assistant Dean for Graduate Admissions and staff for college visitations. In addition, the Graduate Admissions office supplies the department with timely analyses of the origins of students and names of resource personnel in order that the Department can plan its recruitment efforts more specifically.

In a study done in October 1980, the Associate Dean of Graduate Studies described how students become aware of their current programs, factors influencing enrollment decisions, and degree of current satisfaction. Data from that study indicate that this Department, as one of the departments sampled, is extensively involved in the three recommended activities.

Finally, it was noted that "a copy of the contract agreement with the faculty bargaining agent was not made available to us." We apologize for the oversight; a copy of the contract agreement is enclosed.

Thank you for the opportunity to bring this additional information to the attention of Professors Goldhammer and Medley. We find their site-visit report to be especially comprehensive and perceptive. We would like to express our appreciation to them for organizing and presenting such a large amount of data in such a straight-forward and useful manner.

Sincerely,



Warren F. Ilchman
Vice President for Research
and Graduate Studies

WFI/mp

cc: Chancellor Wharton
President O'Leary ✓
Vice President Martin

ROUTING SLIP
State University of New York
at Albany
Office of Graduate Studies

TO: *President O'heary*

FROM: Robert McFarland

DATE:

RM
W

ACTION:

- For your information
- Keep for your files
- Please note and return
- Appropriate action
- Initial and pass on
- Please respond
- Please discuss

COMMENTS:

REPORT of the
EXTERNAL REVIEW COMMITTEE for the
DEPARTMENT OF SLAVIC LANGUAGES AND LITERATURES
STATE UNIVERSITY OF NEW YORK AT ALBANY

February 9 and 10, 1981

Professor Maurice Levin
University of Massachusetts
Professor Richard Sheldon
Dartmouth College

FACULTY

Russian began to be taught at Albany in 1963; the first B.A. was awarded in 1964; and the M.A. in Russian was established in 1966; but as the decade of the sixties ended, the Slavic Department consisted of eight people, only one of whom held a doctorate. As the Department's self-study indicates, "no papers or lectures were presented, no panels at professional meetings were chaired, no research proposals were submitted or funded, nothing was published." The Department was virtually invisible within the university community and within the national network of Slavic departments.

A decision was evidently made to upgrade the Slavic Department and the search was begun for a new chairman who would come to Albany and begin the long process of building an effective new program. That search culminated in the arrival of Alex Shane, who immediately threw himself into the staggering job of building a department that would function with maximum effectiveness on both the graduate and undergraduate levels. The Slavic Department that now exists, completely reorganized and transformed after only ten years, is a tribute to the wisdom of those who hired Professor Shane and to Professor Shane himself, who has gathered a truly impressive group of faculty members.

In the first place, the skills and research interests of the faculty members complement each other beautifully. Everyone in the Department can teach the various levels of Russian language that the Department offers, and all the literature people can teach the courses in nineteenth- and twentieth-century literature. This is the ideal situation and allows the flexibility to accommodate leaves of absence and work being done in other programs. At the same time, each faculty member has skills uniquely his own: Professor Baran, poetics, theory of literature and semiotics; Professor Clyman, Chekhov, Gogol and Babel; Professor Lubensky, stylistics, theory and practice of translation, methodology, contemporary Soviet literature; Professor Patterson, Russian modernist poetry, Symbolism, audio-visual teaching methods; Professor Robinson, music, film, Russian culture; Professor Scatton, linguistics, Bulgarian, Russian phonology, general phonology, computer technology; Professor Shane, eighteenth-century Russian literature, Russian modernist prose. Everyone in the Department publishes in the area of his specialty.

In the second place, the members of the Department work well as a team. Slavic departments are notorious for the amount of factionalism that prevails. Tensions of this kind impede the faculty's productivity and invariably harm students. We were impressed by the atmosphere in the Department and by the frequency with which faculty members work together not only in their courses, but also in their research. There

is no dead wood in the Department. Everyone is working at full capacity. In fact, we were astonished at the amount of productive activity being generated by seven people. They run an undergraduate program for 25 majors a year and a Master's Program that now numbers 34 students, with the attendant examinations and theses to process. They supervise teaching assistants. They work with the Soviet undergraduates and graduates brought to the campus by the exchange and they monitor the graduates and undergraduates whom they send to the Thorez Institute in Moscow. They supervise teaching at the Rensselaer Institute in Troy and at various high schools in the area. They participate actively in the Russian and East European Program, the Humanities Program, the Linguistics Program.

We have to agree with the opinion of the external reviewers in 1975, who commented:

The current program alone needs additional faculty positions if the staff is genuinely expected to teach the announced courses and at the same time pursue scholarly research and engage in normally expected professional activities. The present course load is far too heavy, especially when the extra demands of supervising independent study and research are taken into consideration. . . .

Unfortunately, in the spring of 1976, the situation was aggravated still further when, at the recommendation of the President's Task Force on Priorities and Resources, a faculty line was withdrawn from the Department. The Task Force did say, however, that "if the department maintains its excellent quality and increases its enrollments, additional resources should be committed for the further development of the program."

We feel that these conditions have been met. Enrollments in the M.A. Program have increased dramatically--from 7 in 1974 to 34 today--an increase of 385%. It is true that enrollments in First-Year Russian had been declining, until they reached a low of 21 in the fall of 1979, but last fall they more than doubled to reach 55 students. This trend follows the pattern shown by most Slavic departments over the last few years. Enrollments nationally had been declining in First-Year Russian, but increased significantly last fall--probably because of heightened interest in the Soviet Union generated by the invasion of Afghanistan and the Olympic boycott. Since then, considerable attention in the news media has been paid to the crisis in Poland. It looks as if this year is the beginning of a new cycle in which enrollments in Russian will be on the rise. Meanwhile, enrollment in the translation courses has increased from a total of 39 in the fall of 1975 to a total of 714 last fall.

All these developments can be summarized by saying that between 1974 and 1980, total FTE enrollments in courses taught by the Slavic Department increased by more than 75%, with undergraduate FTE's rising by 60%, graduate FTE's rising by more than 260%.

It seems almost as if enrollments began doubling and re-doubling from the moment the faculty line was withdrawn. Part of this increase is undoubtedly due to irrational factors and the world situation, but it is clear that most of these gains have been achieved by the Department's careful planning and hard work. One successful innovation was the increasing use of one-credit and two-credit courses. This has meant that if in the past, a faculty member typically taught three courses of three credits each, it is now not uncommon for a faculty member to teach as many as five different courses in a single semester--clearly, more work for the faculty member. The gains achieved in flexibility, though, are enormous. A single Russian novel like Anna Karenina or Dr. Zhivago lends itself beautifully to this kind of mini-course. And instead of teaching Morphology and Phonology as a single four-credit course, one can teach them as separate courses of two credits apiece, which is much more satisfactory pedagogically. Moreover, this kind of flexibility makes the Slavic courses much more accessible to students who are not majors--especially those in the sciences who would like to sample some Russian literature and who could not afford to devote three credits to the Slavic Department.

UNDERGRADUATE PROGRAMS

Students wishing to major in Russian must complete a minimum of 36 credits above the level of Second-Year Russian (Rus 201). Included in those 36 credits is a core curriculum consisting of 26 credits: 15 credits in advanced language and 11 credits in literature and culture. Choice of the remaining 10 credits is determined by which of three tracks the student wishes to follow: 1) language, 2) literature, 3) teacher education.

This year the Department has initiated procedures by which majors may do honors work in Russian. Those wishing to take advantage of this option must have a certain grade-point average and three recommendations. To complete the program successfully, they must take an additional five or six credits, engage in independent research leading to a thesis, and pass a comprehensive examination. It is, of course, too early to evaluate the success of this undertaking, but we strongly approve of it and of its rigor. The problems encountered in this area at other schools usually result from a lack of rigor, which opens the door to students who will be unable to produce a worthwhile thesis. The Department should probably review this program after three

years or so and make whatever adjustments it feels to be necessary. (Written recommendations, for example, may not be essential.)

The Department also offers a choice of three second fields, or minors: 1) Russian language, 2) Russian literature in translation, 3) Polish. A minor consists of an additional 18 credits. The quality and stability of the first two minors are beyond dispute, but the future of the Polish minor has been rendered somewhat uncertain by the need for Maria Zych to return to the library on a full-time basis. Polish is of critical importance to the Department, since it gives students their most intensive experiences with another Slavic language at Albany and represents an important part of what makes the Department Slavic rather than Russian. We feel that, as presently constituted, the Slavic offerings are not too meager and are, in fact, fairly typical. If anything, there has been during the last decade a tendency among Slavic Departments to place less emphasis on Slavic languages other than Russian. But it is clear that the Slavic work now offered at Albany should not be reduced and that the success and stability of the Polish minor should be preserved. Mrs. Zych won a SUNYA Award for Outstanding Teaching in 1975 and has been highly praised by students and faculty alike. If possible, it would be good if her services could somehow be retained. As things now stand, the Department hopes to continue Polish by inviting a lecturer from Poland every year, with support from the Fulbright-Hays Program. If Mrs. Zych really cannot be retained, this might be a solution for a year or two, but we feel that it would be unsatisfactory for the long term. A good instructor gradually acquires a reputation among students as the years go by and builds interest in his subject. This phenomenon would be short-circuited by such an arrangement. In addition, some years the person would be good, some years not, and it might be difficult to know in advance. The Department has shown excellent judgment in its recruiting over the years. If Mrs. Zych cannot be retained, we strongly recommend that a search be launched for a permanent person to take over the course in Polish.

Apart from the three majors and three minors already described, there is a major in Russian and East European Studies in which the Slavic Department participates. Completion of this major requires that the student take 54 semester credits of interdisciplinary work: language, literature, culture, history, political science, geography, sociology and art. This is a relatively new program, begun in 1975, and we had a hard time evaluating its nature and success. Our general impression is that this program remains somewhat inchoate and is not yet functioning with the energy and success that we witnessed in the Slavic Department.

Of particular interest to us was Program I, which was started by Professor Patterson a number of years ago. This is an option for people who do not wish to take First-Year Russian via the conventional classroom model. Students sign a contract setting forth the conditions that govern Program I and then proceed to study the language at their own pace. Initially, these conditions were not stringent enough, and a few students spent years completing the work. Now students have a maximum of two semesters to finish one semester's work, and they are allowed five attempts per test. On the average, though, students require no more than two attempts per test. Roughly twenty students per year take advantage of this option.

Russian is a difficult language and sometimes even the most interested students find the pace simply too fast. This option gives those students an opportunity to learn Russian at their own speed. It also has been used by other faculty members and administrators who wish to learn Russian and whose jobs would otherwise have prevented them from doing so, and it has been used by students who find the normal pace of the course too slow. One student completed the whole first year in one semester. Option I should in no way be viewed as a sort of roundabout way for students to get out of work. The work is no less. This option, as defined by the Department, is a solution to the well-recognized fact that students learn at different speeds. We strongly endorse it and commend the Department for its ingenuity in establishing and effectively maintaining this opportunity.

THE GRADUATE PROGRAM IN RUSSIAN

Albany is the only public institution in New York State with a graduate program in Russian language and literature. When the M.A. program was established in 1966, it was viewed as the foundation of what would in time become a Ph.D program. This assumption was still intact at the time of the Department's Self-Study in 1974. The climate in higher education since that time has not favored old established programs. Various Ph.D programs in Slavic at Princeton, Columbia and N.Y.U. have been abandoned, and it is clear that the coming decade will witness still further contraction in the number of Ph.D programs in Slavic. In view of these unfavorable conditions, the Department wisely decided not to proceed with the Ph.D. The real wisdom shown at that time, however, manifested itself in the decision to create a type of M.A. that would be not a truncated Ph.D program, but a complete program in itself, a program designed for, and responsive to, the unfavorable conditions prevalent in higher education. A real effort was made to provide students with skills that would enable them to proceed to Ph.D programs at other universities, if that was their wish, or to find jobs. Information is not yet complete on the careers of those who have completed the M.A. in Slavic at Albany, but the statistics based on graduates of the last few years are

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Albany is the only public institution in New York State with a graduate program in Russian language and literature. When the M.A. program was established in 1966, it was viewed as the foundation of what would in time become a Ph.D program. This assumption was still intact at the time of the Department's Self-Study in 1974. The climate in higher education since that time has not favored old established programs. Various Ph.D programs in Slavic at Princeton, Columbia and N.Y.U. have been abandoned, and it is clear that the coming decade will witness still further contraction in the number of Ph.D programs in Slavic. In view of these unfavorable conditions, the Department wisely decided not to proceed with the Ph.D. The real wisdom shown at that time, however, manifested itself in the decision to create a type of M.A. that would be not a truncated Ph.D program, but a complete program in itself, a program designed for, and responsive to, the unfavorable conditions prevalent in higher education. A real effort was made to provide students with skills that would enable them to proceed to Ph.D programs at other universities, if that was their wish, or to find jobs. Information is not yet complete on the careers of those who have completed the M.A. in Slavic at Albany, but the statistics based on graduates of the last few years are

encouraging. They indicate that holders of this degree have been admitted to some of the best Ph.D programs in Slavic and that they have found jobs in government and elsewhere. All in all, seventeen of the twenty-four most recent graduates have found employment for which the M.A. in Slavic was relevant.

Who are these students? They come not just from New York State, but from all over the United States. During the late sixties and early seventies, 80% of them came from the state of New York; since 1975, only 50% of them come from New York. At a time when graduate programs in Slavic are finding it difficult to attract good students, the M.A. Program at Albany is flourishing. During the last four years, approximately fourteen students have matriculated each year, with that number increasing to eighteen this year so that there are now 34 graduate students in the Department. We noticed that very few students are rejected, but this is a typical phenomenon in Slavic studies. Those students who choose to study a reputedly difficult language like Russian are a special group from the outset, and the ones who lack a taste for hard work and/or the necessary talent are winnowed out along the way. A principle of self-selection operates, so those who have survived the number of courses required to apply for graduate work in Slavic tend to be, with few exceptions, a well-qualified group.

From our conversations with professors outside the Department and with students, it appears that the M.A. program has been managed well and has functioned so smoothly that it serves as a model for other graduate programs at the University. It is an eloquent testimony to the quality of the graduate program that 45% of all students taking their B.A. with a Russian major continue in the Master's Program.

We know that at most schools with good graduate programs in Slavic, undergraduate students invariably complain that they get short shrift and that graduate students get all the attention. It seems to us that quite the opposite is true at Albany. Undergraduates benefit from the richness of course offerings that the graduate program permits, and many courses are so structured that they can be taken by both undergraduates and graduates, with graduate students doing significantly more work. All the students whom we saw spoke enthusiastically about the accessibility of the faculty and its receptiveness to student needs. Finally, we were struck by the fact that the M.A. program in no way looks or feels like the first half of a Ph.D program that never came into being. It is, in fact, a complete entity in itself, with clear-cut goals that stress mastery of the language and the acquisition of knowledge and skills that will enable the graduate to find a good job in today's difficult market.

Some consideration is being given to the possibility

of offering students a combined B.A.-M.A. degree in Slavic after 4 1/2 years of work. Twelve undergraduate credits would count toward the M.A. We see no problem with this plan. In fact, conditions at Albany would lend themselves very nicely to this arrangement, since 45% of the students who major in Slavic do go on to get their M.A. at Albany.

The M.A. Program, as it now stands, offers students a choice of three tracks: General, Secondary Teaching and Russian Linguistics. Thirty semester credits are required for graduation. Students in all three tracks emerge with a basic knowledge of Russian literature, Russian linguistics, and the Russian language. To graduate, students must successfully pass a Russian proficiency examination and a final comprehensive examination. The reading list has been prepared with care and contains no obvious omissions of which we are aware. We were surprised, not to say startled, by the length and breadth of the field examination (seven hours) and grateful that we were not required to demonstrate our own proficiency during our site visit. We strongly approve of the Department's decision to reduce the written examination to four hours.

We also strongly approve of the Department's insistence on a methodology requirement and some teaching experience in a real classroom. At least until recently, some prestigious Ph.D. programs in Slavic were still sending forth students who had never had any work in methodology or ever stood before a group of students in a classroom.

The Department seems to have been extremely resourceful in its use of the TA's that it is allotted. The needs of the students applying for these positions have been carefully evaluated and, whenever possible, part-time support has been given in order to help a maximum number of students. With 2.79 FTE for graduate assistants in 1980-81, for example, the Department has helped 20 students. These students get an unusually wide variety of valuable experience: they teach in local high schools, they teach at RPI, they teach English to the visiting Soviet students, they teach beginning Russian to undergraduates--always closely supervised by faculty members and never in excess, so that, say, one whole section of some subject would be left entirely in the hands of TA's. In First-Year Russian, for example, the faculty member teaches the section three times a week, the TA two. In all respects, the funds allotted by the University for TA's in the Slavic Department have been used with maximum effectiveness and creativity.

Although the Slavic Department is quite clear, and rightly so, about not moving toward a Ph.D program, it has submitted a proposal for a University Certificate Program in Russian translation, which would require an additional year

of study beyond the M.A. The Department indicates that this program would require adding six additional courses to the curriculum. Two of these it could handle by making adjustments in teaching assignments and staggering courses with low enrollments, but the additional four courses would require an additional faculty member. The plan, therefore, would be to hire a new person who would teach 2/3 time in the translation program, 1/3 in interdisciplinary Humanities programs.

The Department as currently constituted certainly has the talent and experience to make a translation program extremely successful. Such a program would be a logical extension of its current interests and activities. Professor Patterson recently explored with the Soviets the possibility of internships for people interested in translation at various Soviet publishing houses. Clearly, that possibility would take further advantage of the special Soviet ties already established by the Department. Such a development would give the program a distinctive feature that would undoubtedly attract students from all over the country. The program would also be consistent with the general pragmatic approach to graduate education that the Department has developed.

Certainly, the quality of translations from Russian has never been high. Such a program might well change that situation for the better, and it would certainly increase the qualifications of people looking for jobs with firms that do business with the Russians. To our knowledge, the only graduate program in Slavic that emphasizes translation is the one at Stanford, and we think that it would be useful to consult with the members of that department about their program: its organization, aims, successes, etc. It is absolutely clear, though, that the Slavic Department at Albany should not embark on this additional program without an increase in FTE. The resources of the Department are already strained to the utmost.

PROGRAMS IN THE SOVIET UNION

Students who have completed at least two years of language study are eligible to apply for a semester of study at the Thorez Institute in Moscow. Each year ten SUNY undergraduates spend a semester in Moscow and an equal number of undergraduates from the Thorez Institute spend a semester at Albany. Of the ten SUNY undergraduates, 2/3 regularly come from the Albany campus.

In the fall of 1976, former Chancellor Ernest L. Boyer signed an agreement which authorized the first university-to-university exchange between an American university and a Soviet university. This agreement permits an exchange of five graduate students for a full academic year or ten for a single semester. SUNY faculty members may also apply for

the exchange in any discipline offered by MGU. So far, 56 students have taken advantage of the opportunity to spend a semester studying in Moscow. Of these 56, 46 were students from the Albany campus.

These programs have been coordinated by the Office of International Programs, which, however, is in the process of shifting some of that burden to the Slavic Department. This shift will increase the load of the already overburdened members of the Department, but should present no serious problems. It did seem to us that perhaps the presence of the Soviet students on campus has not been exploited as fully as it might be. Some students complained about the ubiquitous problem of getting enough conversational practice and it seemed to us that perhaps the Department's Language Coordination Committee could think of some ways by which students in the Department and the Soviet students might interact more frequently.

These agreements with the Thorez Institute and with MGU are unique. No other American university has such direct and specific ties with a Soviet institution of higher learning. The people who conducted what must have been long and carefully planned negotiations have served the University well. These agreements confer a great deal of prestige on the State University of New York and they give to the programs at the Albany campus a special configuration that is surely one of the reasons for the great success of the Slavic Department.

OUTREACH

The Slavic Department at Albany is productively involved with other segments of the University to an astonishing degree. In addition to its close ties with the Program in Russian and East European Studies, the Department works closely with the Linguistics Program, serving on its advisory committee, staffing linguistics courses and drawing upon courses in the Linguistics Program for the M.A. track in Slavic Linguistics. Members of the Department also teach in the Humanities Program, in particular, the team-taught courses; and the Department actively supports the Liberal Education Advancement Program (LEAP). The Soviet exchanges foster interaction among specialists in Slavic throughout the system. The SUNY-Soviet Exchanges Advisory Committee meets regularly on the Albany campus, as do the selection committees for the various programs. Since 1978, the Slavic Department has taught elementary and intermediate Russian at Rensselaer Polytechnic Institute, which otherwise would have completely discontinued its offerings in Russian. Members of the Department also work actively in the local high schools that teach Russian, particularly at Waterliet and Shaker High School, where nearly two hundred students are now studying Russian. This activity enables the

graduate students to get some practice in the classroom under the supervision of a member of the Department and enables the graduate students and the members of the Department to work together in the solution of pedagogical problems. Finally, Professor Scatton's work with the TERMAK computers has attracted wide interest on campus and shown other departments creative ways in which the computer can be used as a learning tool.

Slavic departments have a tendency to be somewhat insular, so it is especially heartening to see a Department operating so energetically and creatively that it serves as an inspiration and a model for other departments of the University.

THE LIBRARY

We were impressed by the quality of the library. Open stacks permit the students to view all the collateral material associated with the specific book that they are seeking. There are subscriptions to all the most important periodicals. It is difficult for us to evaluate the holdings that support the work in Area Studies, but we have the impression that they are at least adequate. The holdings in literature and linguistics are extensive, and there is a sophisticated assortment of reference materials, including even the back volumes of the various Soviet letopisi that catalogue reviews, newspaper articles and journal articles. For publications not held by the library, faculty members have access to the Capital District Library Council (CDLC) and the New York State Inter-Library Loan Network (NYSILL). Albany also belongs to the Center for Research Libraries (CRL) and has access via interlibrary loan to the Lenin Library in Moscow. Members of the Department praised the work of Kay L. Shaffer in tracking down volumes that are difficult to find. We felt that the Department is extremely fortunate to have access to a Slavic bibliographer and, in particular, someone as qualified and competent as Kay Shaffer.

CONCLUSIONS

We have been unable to disguise our enthusiasm for what we have seen in the Slavic Department at Albany. This is an amazingly effective, productive and creative group of people. It is clear already that the Department has found in Professor Scatton the same high caliber of chairman that it found in Professor Shane. No one in the Department is complacent. Everyone is constantly involved in an ongoing process of evaluating the work being done in order to improve and refine it. Everyone manages to devote enormous energies to students and to the University while continuing to do research and publish.

We are concerned, however, about the comment made by the external reviewers in 1975: that the course load is far too heavy considering the demands being made on the Department. This comment was followed in 1976 by the withdrawal of a faculty line. Yet it was precisely in that same year that the State University of New York signed with Moscow University the agreement that set in motion the exchange for graduate students and faculty, adding an enormous amount of extra work to an already overburdened staff. Still more of this burden is now going to be shifted from the Office of International Affairs to the Department. Meanwhile, the use of mini-courses has resulted in great benefits for the students but has also measurably increased the work load of the faculty. At the same time, enrollments since 1976 have skyrocketed.

So far, the Department has been able to handle all these tasks, but this kind of work load is, without a doubt, going to begin taking a serious toll in the amount of research that the faculty member can produce. There is a real danger of "burning out" these people. Since the Task Force on Priorities and Resources did indicate in 1976 that additional resources should be committed to the Department if enrollments improved, we feel that the time has come to provide some relief.

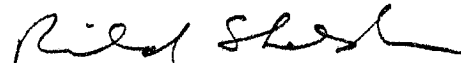
Probably the ideal solution would be to hire a full-time person who can assume the courses in Polish. We have pointed out our concern about the loss of Mrs. Zych and the possibility of replacing her on a year-to-year basis with a visiting lecturer from Poland. We think that it would be much better to hire a permanent full-time person who could devote 1/3 time to the Polish courses and 2/3 to relieving the strain on the Department that now exists. It might make sense to find someone able to teach Polish and linguistics. We suspect that Professor Scatton's assumption of the chairmanship, with a 50% reduction in his course load, may make the offerings in linguistics dangerously thin. The combination of Polish and linguistics would be of great benefit.

It also seems to us that the Department's plan to offer a Certificate in Translation has considerable merit. The people now teaching in the Department have the skills and training to do an excellent job, and the ties with MGU and the Thorez Institute may provide an opportunity to establish internships with Soviet publishing houses that would make the program unique. In other words, this is an extremely natural development for the Department. It is very clear, however, that nothing should be done in this direction unless the University is prepared to allow an additional faculty line as requested by the Department: someone to teach 2/3 in the translation program, 1/3 in the Humanities Program. With this additional support, there is every reason to think that the Slavic Department will make this new program just as successful as its undergraduate and graduate programs.

Respectfully submitted,



Maurice Levin
Professor of Slavic Languages
and Literatures
University of Massachusetts



Richard Sheldon
Professor of Russian Language
and Literature
Dartmouth College

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
CULTURAL EDUCATION CENTER
ALBANY, NEW YORK 12230

*Curriculum &
Instruction*

OFFICE OF DOCTORAL PROJECT
(518) 474-1551

March 19, 1981

Dr. Warren F. Ilchman
Vice President for Research
and Dean of Graduate Studies
SUNY Albany
1400 Washington Avenue
Albany, NY 12222

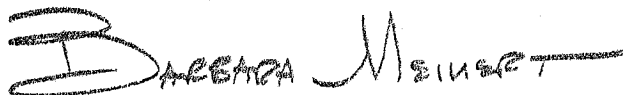
Dear Dr. Ilchman:

Enclosed is a copy of the draft report submitted by the Chairman of the team which visited your campus as part of the New York State Education Department Doctoral Evaluation Project. Our procedure at this point is to ask you to review the report for factual errors. We ask that you keep the report confidential to the extent possible in reviewing it for this purpose. If you are satisfied that the information upon which the consultants based their report is factually correct, then we ask you to notify us, and we will forward the report to the office of the President for formal substantive response.

If, on the other hand, you feel that the consultants received erroneous data, please notify us of factual corrections within 10 days of receipt of this report. We will transmit your comments to the site visitors who will investigate the question, alter the report if this is appropriate, and then present us with the final report, which we will send to the President's office for the official institutional response.

Thank you for your assistance in preparing for the evaluation visit. We are grateful for the courtesy with which our consultants have been treated and for the cooperation given to us.

Sincerely,

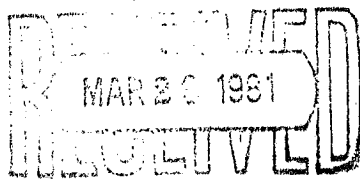


Barbara D. Meinert
Coordinator

jlh

Enclosure - SUNY Albany - Curriculum and Instruction Draft Site Visit Report
cc: Chancellor Wharton

OFFICE OF THE
VICE PRESIDENT



FOR RESEARCH

CONFIDENTIAL

DRAFT SITE VISIT REPORT

THE STATE UNIVERSITY OF NEW YORK AT ALBANY

Ed.D. in Curriculum and Instruction

November 12 and 13, 1980

Submitted by

Dr. Keith Goldhammer
Michigan State University
(Site Visit Chair)

and

Dr. Donald Medley
University of Virginia

Office of the Doctoral Project
New York State Education Department
Cultural Education Center
Albany, New York 12230

The site review team for the doctoral program in curriculum and instruction at the State University of New York at Albany, consisting of Professors Donald Medley, the University of Virginia, and Keith Goldhammer, Michigan State University, were in Albany on November 12 and 13, 1980. As time permitted, we reviewed the various facets of the program with students, alumni, faculty, and administrators. We deeply appreciate the assistance and cooperation provided by all from whom we sought information. Dean Robert Koff and Chairperson John Ether were particularly helpful in seeing that we had access to everything we wanted, while giving us freedom to pursue purposes as objectively as possible.

We were particularly impressed with the knowledge and information provided to us by the chief administrative officers of the University. It was apparent that they were knowledgeable of the program and its accomplishments and have carefully assessed its future in the University.

PROGRAM

The Department of Program Development and Evaluation of the School of Education at The State University of New York at Albany offers a program of studies leading to the Doctor of Education degree through four areas of specialization: a) curriculum development; b) instructional design and technology; c) supervision and staff development; and d) program evaluation. No Ph.D. is offered. We did not find any significant variation between the program as we had an opportunity to review it on site and the description of it contained in the self-study report.

Basically, the program is designed to prepare individuals to be well informed in matters pertaining to curriculum development, instructional design, supervision and program evaluation. The Department looks upon its candidates as generalists who desire to be prepared for different program specializations within the educational profession. Their recent graduates have found positions as directors of instruction in public schools, other educational institutions, and private enterprises; curriculum coordinators; assistant superintendents of instruction and evaluation; and professors of curriculum, instructional design, and supervision. Since the specialization in evaluation is relatively new, there have, as yet, been no completions.

In addition to these on-going areas of specialization, the department has recently been developing more intensive offerings in the areas of adult and continuing education, and the education of the children with special learning needs, including bilingual education. This department has also been responsible in the past for the University contract with the Teacher Corps, which has now been terminated.

The mission of the department is to prepare individuals who have an orientation as practitioners or who are, as the department faculty has used the term, "clinically oriented." This is undoubtedly true, considering the nature of the positions from which most students come and to which they go upon completion. It is, however, difficult to ascertain how the program would be different if it were a research-oriented Ph.D. Almost all students have an emphasis upon research and statistics in their programs. The dissertation research is a central concern in the program, requiring a considerable part of the students' time and effort. Dissertation research is almost always on narrow subjects of possibly more interest and concern to the researcher or theoretician than to the practitioner. We noted very little emphasis in the few dissertations we saw on applications which can be generalized to the profession. The rationale of the faculty and students is that, as qualified professionals in leadership and supervisory positions, they will have to know the background of research and be sufficiently expert in it to be able to interpret it to their associates.

As is true of most doctoral programs in education, the standards are not well defined, but both students and faculty are aware that high quality of performance is required of them.

There appears to be an adequate number of faculty for the maintenance of the obligations of the department, and almost all of the department members have responsibilities within the doctoral program. In contrast with what they seem to expect of students' dissertations, most of the faculty publications appear to be practitioner-oriented, and faculty appear to have the ability to work successfully in school situations, both with students as well as on their own. Recent faculty recruitment appears to have been excellent and goal directed not only from the standpoint of the scholarly and professional needs of the department but also in response to developing needs for new types of expertise in the field. Some of the faculty appear to be able to bridge the gap between the field and the research orientations and are set upon careers which make contributions in both arenas.

Field experiences, or internships, are required of all students. It is difficult to characterize the experience since it seems to be tailored for the individual's needs, interests and concerns, as well as for the opportunities which present themselves when the student is ready for this phase of her/his program. Relationships with the field seemed to be very satisfactory and opportunities appear without undue effort of students and faculty to obtain them. We do not believe that there has been much effort to integrate the field experience with the course structure, but we are also not sure that this would serve any better ends than at present. Students keep logs of their experiences, engage in a monthly seminar to share experiences, and have individual conferences with their advisors on their field experiences. Graduate faculty are assigned to the internship seminar and supervision as a part of regular teacher loads.

The library appears to be more than adequate for the purposes of the program. Good arrangements to service the doctoral program are made. The librarian in charge of the educational section is particularly knowledgeable of the programs in the School of Education and has had a close working relationship with the Faculty of the School over a considerable period of time. Students also have access to computer terminals and mini-computers. All students appear to have access and some experience in use. The faculty are exploring ways through which more knowledge of computer applications to research and instruction can be provided for all students.

The statement of missions of the department is very broad and not entirely clear. We suspect that the faculty wants to keep it this way, but to an outsider a more precise definition of what the program area intends to achieve would be helpful. The program embraces a broad range of courses, selected because they give adequate coverage to the fields, the cumulative effect of which is to provide the range of knowledges about the phases of the subject-matter needed by the students. Faculty appear to have been recruited to supplement one another and to provide the needed coverage. The faculty has almost continuously reviewed its programs and made adjustments as they appeared to be desirable. The effort to mount the program evaluation specialization has been exemplary. We suspect that there has been a recent effort to build more research interest into the department, which will take some time to materialize, but this has been done to be supportive of, rather than in opposition to, the field emphasis.

There are very close and mutually respected collegial relationships between the students and the faculty. Students accept the faculty as more mature scholars in their fields, and they engage with the faculty on various types of research projects before beginning their own doctoral research. About half of the faculty have had grants to help support doctoral students' involvement in their research.

An interesting feature of the program is the emphasis upon taking advantage of the small size and encouraging the close working relationship of the faculty and the students. Doctoral and master's classes, even in the same area, are separated so as not to submerge the doctoral students in larger groups.

The entire University has been engaged in a three-year planning cycle. The department, as a part of the school, has developed its three year plan, which has resulted in some adaptations, as indicated above. This planning has also opened other questions which they wish to explore. We note, however, that this planning has not involved a careful needs assessment of the field, and we believe the department would benefit from such an assessment. We also note that although searching for continuous refinement of its program elements, the department has no particular statement of the goals it wants to achieve in education. As a consequence, there is no unifying theme which governs the effort or gives direction to the various members of the department.

Since the curriculum is a major concern in other professional areas, the department carries a rather large load of service enrollments.

PROGRAM STRUCTURE

The course requirements include:

- 12-24 hours in the Social and Behavioral Sciences
- 24-41 hours in professional specializations of the department
(Curriculum Development, Instructional Design and Technology,
Supervision and Staff Development, and Program Evaluation.
Each student must take at least one course in each area.)
- 21-41 hours in related subject fields
- 4-8 hours in Internship

Research training does not include any given number of hours which must be completed, but students must either pass a proficiency test or complete a second-level statistics course. Two research courses are offered in the department, and students are expected to show proficiency in these areas. Students also participate in a departmental seminar on research in curriculum and a dissertation research seminar. The attempt has been made to achieve some flexibility in these requirements. Students may demonstrate proficiency in a foreign language or in some specific area of research technology (or diverse methods of knowledge validation) to meet at least a part of the requirement. It is interesting to note that the department has recently provided an opportunity for students to become prepared in the areas of

historiography and ethnography as well as the traditional quantitative research techniques. Thus, the department can prepare students to handle various types of data in a field where the most significant substantive issues do not always lend themselves to quantitative analysis. We think there might be merit, as well, in future exploration of how philosophical methods of analysis can be employed. Not less than 21 semester hours is required in the student's field of major emphasis.

Students must take two consecutive semesters of full-time work in residence. The balance of the work may be taken through part-time enrollment, although extension courses are not considered as a part of the doctoral program. There is considerable rigidity in this requirement, but the department has remarkable financial arrangements to assist students in full-time study with fellowships and assistantships. At least 39 of the 78 semester hours required for completion must be taken at SUNYA.

A comprehensive qualifying examination must be taken before the student is admitted to candidacy and is ready to begin work on the dissertation. Our review of a sampling of examinations suggests that they are a sampling of the knowledge students are expected to acquire; the test is an endeavor to determine how students can use research findings and theoretical materials in relation to a problem or problems presented to them; and a high degree of sophistication in knowledge of the literature of the field is required. The examinations appear to be developed for each individual and do not indicate a common core of knowledge. We saw no guidelines for rating to assure at least minimal coordination among raters.

We also looked at nine dissertations. All we reviewed seemed to meet the standards, with some variation, and represented about the average quality expected in doctoral dissertations. None were particularly outstanding. All showed student mastery and considerable effort to collect relevant data and synthesize the findings in relation to the central problem under investigation. All of the dissertations would have been suitable topics for Ph.D. dissertations. All showed the results of careful and thorough advising. The dissertation is considered an essential part of the program to insure that students can conduct responsible research, to demonstrate that students are capable of using the materials of their field with integrity, and to provide a first step in the candidate's career for making a contribution to the field.

Except for an occasional waiver based upon the prior experiences of the candidate, an internship is required of all doctoral students. The internship is eclectically selected for the student. There is great variation in assignments, including reassignment to some administrative, supervisory, or developmental role within the school from which the candidate has come, an opportunity to work on some research project with a professor or group of professors, and assignment as an intern in a state educational agency. In some instances it appeared as though the particular type of internship experience was carefully sought out for the candidate and selected in accordance with her/his interests and needs, while in other instances it appeared as though it were something which happened to be available at the time. All of the alumni interviewed indicated that the experience helped to point toward their future careers. They had monthly seminars of varying quality and purpose with supervisors and frequent on-site visits from supervisors. Evaluation is based upon a review of the work completed and the problems encountered.

We have the feeling that many of the students believe that the internship requirement is one which should be completed, but see it somewhat as a repetition of experiences which they have already had, or at least not very purposive. The experience should be an extension of the opportunities for advanced study for the students. Some, undoubtedly, need opportunities on a different level in school systems. Some who wish to become college professors and researchers could certainly benefit from some related experiences in the schools. Some would achieve much by engagement in research and computer applications in education, among other things.

There is some faculty depth in each area of the department as well as a breadth of interests and capabilities to assure that students will be well served by the instructional program. Flexibility appears to be emphasized. We noted, for example, that students can engage in study of very diverse approaches to research--quantitative methods, historiographical methods, and ethnographic methods--all taught by professors in the department. This diversity appears to have been built in to assure that the coverage will be broad and diverse. The curriculum is far from "frozen." New courses are offered on occasion and something is generally on the drawing boards in response to newly identified concerns.

The program appears to be well integrated with other programs with which there are some commonalities. It is most closely related to educational administration, in view of the fact that many of its graduates are preparing for their administrative certificates, and many majors in administration want a strong supporting field in curriculum. There are a number of students in other programs within the School who want some background of preparation in curriculum.

There is also much interest in the relationship of various disciplinary studies to the field of curriculum. It was particularly interesting to note the requirement in the behavioral sciences. We quizzed both students and alumni about the availability of space and the adaptation of courses in these areas to their needs. No one could recall an instance where they were denied admission to a course outside the School of Education. They could not cite efforts at adaptation, but they believed that they were welcomed in those courses and an honest effort was made to help them obtain direct benefit from them.

Through its three-year planning cycle, the University has had a thorough internal review of all programs to determine which areas would be retained. This program survived the review and has actually had two additional faculty assigned to it. The University and the School have been willing to support extensions of the program to assure the maintenance and improvement of quality. Our discussions with the President, the Vice-President for Academic Affairs, the Vice-President for Research and the Graduate Dean convinced us that they were knowledgeable of the program and committed to the maintenance of quality in its operations.

Most of the students in the program will take some form of certification for administrative or supervisory positions. They will find work in school districts, BOCES, private industry, and colleges and universities. There is no distinction between the degree program and the certification program in so far as we could determine. The two appear to be well integrated.

It is very difficult to determine the precise retention rate from the data provided to us. About 80% of the applicants are admitted to the program. About 60% of the students who are admitted enter the program. More than 90% of those admitted seem to complete either a certification or a graduate degree program or both. Within the departments itself, it is difficult to predict whether a student who has completed certification and takes a job (or returns to a job) prior to completion of the doctorate, will, in fact, ever complete the doctorate. The evidence, if course, is that many will.

All summer courses are taught by resident faculty. Courses are taught on a rotation basis so students both in residence (full-time) and employed (part-time) can obtain all of their requirements in a reasonable period of time. Class sizes are small, although there is some variation depending upon whether or not a basic course will be used to service needs of doctoral students in other programs. All extension instructors, in so far as we can determine, are regular faculty members. Extension courses are designed to meet specific desires in the field and we could identify no desire to transport programs off-campus. Basically, even part-time students have to take all of their course work through SUNYA on campus. They can transfer credits from other universities, but we did not encounter cases where credits were transferred from extension.

FINANCIAL SUPPORT

The financial support appears to be excellent. Although there are no specific allocations made for faculty research, the teaching loads are small enough to provide time for faculty to engage in research. A large budget is maintained in the School of Education for support of doctoral students who, through their university stipends, assist faculty in teaching and research. Considering the financial problems confronting many institutions today, SUNYA appears to be in a favorable position, and, as previously noted, the University is committed to providing a very fair share of its resources to the maintenance of this program.

FACULTY

Information on the 13 regular faculty members was obtained by interviews with almost all of the faculty and a review of their curricula vitae. Some evaluatory statements were also obtained from students and alumni. It is apparent that the faculty members are deeply involved in activities in the public schools and include their graduate students in their activities. The faculty has made extensive efforts to obtain outside support for their research endeavors, with some success, which has enabled them to extend their effectiveness and provide opportunities for research involvement through

assistantships and internships for their doctoral students. Outside grants and contracts for the period from 1975-76 to 1978-79 totaled 1.7 million dollars.

We reviewed publications representative of about one half the faculty. Some publications show excellent scholarship and some research; some are significant contributions to the field; some are very pedestrian, academic exercises. Relatively few of the publications are in refereed journals. The average rate of publication of such articles by associate and full professors who have been in the department for at least 5 years has been one per three years with the publications more inclined toward applications than basic research. The two most recent recruitments seem to have been designed to increase research and publication productivity of the department.

Three of the faculty members have already achieved national recognition for their contributions, and others show promise of emerging as leaders in the field. Some faculty seem to be continuing in a more traditional vein. No journals of national scope are edited in the department.

Faculty are heavily involved in state and national professional activities, and most of them are regular presenters of papers and reports to state and national meetings of their professional associations. A review of the bibliographies used in classes indicates that current materials are included on the lists. Our discussions with members of the faculty indicate that, on the whole, they have maintained currency of knowledge of developments of their fields and are very much a part of those developments.

On the whole, this appears to be a very alert and responsive faculty. Students praised the degree to which the faculty was knowledgeable of current affairs in schools and could relate current research to practical problems in the schools from which they came. They also noted that faculty appear to work together as a cohesive unit across disciplinary lines. Their dedication, competence, and enthusiasm are projected among the students.

This is not to say that there is a lack of expected variability among the faculty. There are some different levels of interest and capability. There appears to us to be an emerging age-level dichotomy which may produce some problems in the future. About 70 percent of the faculty are more than ten years away from their doctoral studies. This is a poor balance. There is also some difference which exists between the goals of the administrator and the faculty for the future emphasis of the department and the objectives of the students in their engagement with the department. Officially, the university, department and the school wish to place more emphasis upon policy studies and research. The majority of the students come to the University and enroll in this program to enhance career goals in educational institutions short of the University, although some do and will become professors. With its roots in its "normal school" past, the School of Education has not divorced itself from its primary concern for the public school field. But it is seeking to join the highly competitive society of those universities where the public school relationship is subordinate to other purposes. To achieve

its goal, the department will have to seek broader recruitment of students who have diversified backgrounds and goals. In other words, it will have to attract a more domestic, cosmopolitan student body than it now possesses. We would not want our remarks to be interpreted to mean that there should be either an emphasis upon one arena or the other. There are people who serve well as bridges between them and help the department serve the interests of education. We have confidence that none of these problems is sufficiently severe as to be beyond the power of the administration to deal with.

No distinction between junior and senior staff is made, although there are obviously some age and length-of-service differences. There appears to be excellent interaction among all members of the staff, which meets informally and shares professional experiences with one another. Doctoral students, too, seem to be involved in some of these informal interactions.

There appears to be excellent retention of staff and the ability to attract qualified staff from institutions which are in a favorable competitive position with SUNYA. The three recent additions to the staff appear to be excellent and consistent with the long-term goals of the School. One is a senior staff member with 18 publications in 5 years. Two are younger members who show high promise but have not as yet made the professional contributions which will give them visibility and stature in their fields. Plans indicate a continuation of the program to maintain a balance between those new members of the faculty who have gained recognition and those who show high promise but are still "comers."

Affirmative action recruitment appears to be weak. There are only two women on the faculty, one of whom is black. She is the only member of a protected ethnic group on the faculty of this department, and she has been on the faculty for eight years. Of six appointments in the last 10 years, then, just one has been in the affirmative action category.

Traditional standards for tenure and promotion prevail, but there is some rigidity in the application of the standards. The recent record indicates that promotion and tenure decisions are carefully made, and it probably takes a bit longer at SUNYA than at comparable universities. The written standards are global rather than specific, but there are informally agreed upon conditions, involving evidence of quality teaching along with a satisfactory research and publications record. A copy of the contract agreement with the faculty bargaining agent was not made available to us.

Each faculty member carries approximately the same load, although there are variations at different periods of time. Generally, two graduate level courses are taught. Supervision of internships, advisement, and involvement with doctoral students in their dissertation research are also expected. It is anticipated that faculty members will engage in research for about 50% of their FTE, although this amount will vary.

Student ratings of teaching are obtained. The students with whom we talked are very positive about the quality of teaching. Students serve on promotion and tenure committees. Students also are very positive about their advising. Alumni with whom we talked indicated a very strong and continuing relationship with their advisors who have served as their mentors in seeking opportunities for professional advancement after completion of their programs. Students and alumni reported that during their participation in the program, professors were readily accessible to them and showed willingness to provide the assistance which they needed.

STUDENTS

Although the number of students participating in the program is small (24 full-time and 61 part-time in 1979-80), it comprises a wide enough range to enable each segment of the department to have a viable clientele. There are no less than 10 students in each specialization. Although it appears to us that some additions to the student body would be possible without sacrificing quality, we do not identify any ways in which either the program is restricted or the students are denied opportunities or breadth due to the size. The small size permits good interaction between the students and the faculty as well as among the students.

There are 27 full-time students in residence this semester. This number is augmented by an indefinite number of part-time students, whose participation in various activities varies according to their interests and time. Enrollment in the advanced, doctoral level classes varies from 6 to 10.

Five measures are used to determine admission to the program:

- 1) Undergraduate GPA (2.75 desired)
- 2) Graduate GPA (3.5 desired)
- 3) Graduate Record Exam (composite of 1050 desired) (Until this year, MAT could be substituted.)
- 4) References
- 5) Personal interview. These are required only if the faculty deem it necessary.

The Department is hesitant to publish the minimum requirements for fear that they will, then, take on absolute characteristics. They want to look at the range of data and make their own decisions taking all the factors into account. A five-year profile on admissions shows that mean scores on the MAT were 62 (raw score), the undergraduate GPA was 2.78 and the graduate GPA was 3.58. The average composite score on the GRE was 1058.

In-depth analysis was made of seven admittees for the group in the first year of residency. On the basis of these scores and our own estimations of the probability of success in the doctoral program, 2 of the 7 (28.5%) have very high probability for successful completion of the program; three (42.8%) have about average or slightly better probability for successful completion; and perhaps the remaining two are marginal. The two marginal students are foreign students. They probably have no higher probabilities for success in the program than some of the students who were rejected. Foreign admissions are not handled in the department.

Of the 27 applicants who applied in 1979 - 1980, 22, or 82 percent, were admitted. Of these, 8 entered full-time and 4 part-time. Additional foreign students were admitted through the office of the graduate dean.

The applicants for the program formerly came almost entirely from the Greater Albany area. Applicants came from education, government and industry and were interested, for the most part, in returning to their employing agency. The primary purpose for earning a doctorate was to advance in the institution from which they came. As this pool had tended to decline, they have had an influx of more foreign students and a modest broader domestic basis for selection. Specific programs, such as the ESL and bilingual programs have attracted a different type of clientele to which they have been responsive. Although the applicant pool has been expanded generally throughout the college, this is not particularly true in this department.

The faculty expects and strives for a high level of completion from those who are admitted. There is an eight-year statute of limitations, and it can be extended under some conditions. The average length of time from admission to completion was shown in a recent study to be 5.9 years, with a range from 1.5 to 10 years. The applicant pool is restricted primarily because there is no systematic effort made toward recruitment. There is, still, a basic dependence upon local applicants, supplemented by foreign students. As a result, the student body is characterized, for the most part, as practitioner-oriented and interested in the doctorate primarily to advance professional careers.

The faculty appears to be very sensitive to the currents of the job market. New courses, course adaptations, and new specializations are added in response to needs. Students are selected because they have potential for service in the profession in areas where the department has competence. Alumni with whom we talked felt very well qualified for the positions which they hold and that their programs at SUNYA were instrumental in their achieving this feeling of adequacy.

Part-time students are accorded the same opportunities as resident students. They have access, as their schedules permit, to advisors. Most courses are taught in late afternoon and evening to accommodate their schedules. Summer school offerings are carefully selected to make sure that students are able to take all the essential offerings in a reasonable period of time. Most part-time students take their residency as the latter part of their degree program, using this as the period for the completion of their dissertations. However, the same statute of limitations applies to them as to the full-time students.

We have mixed data regarding the recruitment of minority students. Women comprise more than 50% of the student body. In the current group in residency for the first year, there are no American blacks. Three Hispanic students are enrolled. There is one handicapped person in the group. There are nine foreign students in the group. We could discern no special efforts to recruit larger numbers of minority students, although the faculty is obviously very sensitive to the need.

There is no provisional admission to the program. All students admitted to the program are expected to fulfill all of their obligations and are judged in accordance with the same standards. These are not rigid, but the faculty holds to the expectation that the attainment of the doctorate involves the exercise of discipline on the part of the student.

There is no overt evidence of curricular adaptations for the foreign students involved in the program. Faculty stated that the students came here to study in an American institution to learn about the American approach to education. This sentiment was echoed by the foreign students with whom we talked. They can individualize much of their studies to make their own adaptations of their scholarship to the needs of their countries. Faculty members encourage them to do so and to prepare dissertations which will be useful to the educational profession in their lands.

FACILITIES AND SERVICES

Time did not permit a detailed analysis of facilities and services. All seemed adequate. As previously indicated, the library collections, periodicals, and the services in reference assistance, Eric availability, inter-library loans, and documentation seemed very strong. The library budget is centralized, but there do not appear to be any limitations upon securing the materials which faculty and students might need. Computer facilities exist within the Education complex, as well as in other parts of the compact campus, and all such facilities are available to both students and faculty. The central administration appears to be responsive to needs.