

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

AGENDA

April 19, 1971

3 P. M.

Campus Center Assembly Room

1. Approval of Minutes of March 22, 1971
2. President's Report
3. Executive Committee Report
4. Council and Committee Reports
5. Old Business:
 - 5.1 Bill No. 197071-29 (Stop Signs at Pedestrian Exits - Senators Cantor and Villano) *withdrawn*
6. New Business:
 - 6.1 Bill No. 197071-30 (Ph.D. Program in Social Welfare - Graduate Academic Council) *approved*
 - 6.2 Bill No. 197071-31 (Doctor of Arts Program in Economics - Graduate Academic Council) *approved*
 - 6.3 Bill No. 197071-32 (Doctor of Arts Program in English - Graduate Academic Council) *approved*
 - 6.4 Bill No. 197071-33 (Doctor of Arts Program in Physics - Graduate Academic Council) *approved*
 - 6.5 Bill No. 197071-34 (Establishment of a Judaic Study Year in Israel Program - Undergraduate Academic Council) *approved*
 - 6.6 Bill No. 197071-35 (Interim Plan for Graduate Student Representation - Executive Committee) *approved*
7. Other

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

Minutes of April 19, 1971

ABSENT: Richard Ariza, Jonathan Ashton, Carroll Blanchard, Charles Bowler, Shirley Brown, Marianne Bruno, Robert Chatterton, Tony Cheh, Mary Collins, Earl Droessler, Alfred Finkelstein, Edgar Flinton, Arnold Foster, Doris Geiss, Jay Glasser, William Grimes, Harry Hamilton, Warren Haynes, Claire Kamp, Richard Kamp, Kathleen Kendall, Walter Knotts, Thomas LaBarbera, Mitch Lieberman, Robert Lorette, Alan Morrissey, Richard Myren, David Neufeld, O. W. Perlmutter, John Reilly, Donna Simonetti, Seth Spellman, Henry Tedeschi, Richard Teevan, Gordon Thompson, Romolo Tiogo, Mitchell Toppel, Frederick Truscott, Jogindar Uppal, Ruth Webber, Richard Wesley, Donald Wilken, S. Blount.

The Chairman called the meeting to order at 3:15 P. M. in the Campus Center Assembly Room.

1. Minutes of March 22, 1971

The Minutes of the March meeting were approved with the following corrections:

The following phrase should be added after Environmental Studies Program in 4.2 "if approved by the appropriate faculty councils and committees".

The dates in 4.2 should read "1972-73 fiscal year".

The following sentence should be added at the end of 7.3:
"Senator Bowler supported this suggestion."

2. Appointment of Parliamentarian

Senator R. Schmidt was appointed parliamentarian for the meeting in place of Senator K. Kendall who was absent.

3. President's Report

3.1 The President reported that he was attempting to keep deans and department chairmen informed about the budget and that he would be attending a meeting on this matter between the Chancellor and the SUNY presidents. He indicated the only programs cut from SUNYA were the Institute for Governmental Executives and the Center for Science and Society. In addition, the rental agreement for the Picotte Building had been terminated. Vice President Hartley added that he had distributed a memo placing a ban on all out-of-state travel unless prior approval was received from ~~his office~~. *the office of the Division of the Budget.*

- 3.2 It was also reported that a conflict of events had arisen for the next few weeks because of the large number of guest speakers scheduled to appear on campus. The most critical conflicts were on April 20 and 27 between the Women's Regional Tennis Clinic and appearances by four of the "Chicago Seven". The President welcomed any suggestions to help solve this problem.
- 3.3 The President indicated that Governor Rockefeller had signed bill 60-300 related to the restrictions on sabbatical leaves. Faculty members interested in a clarification of this bill were asked to check with Vice President Sirotkin's Office.
- 3.4 Senator Corbett raised a question about the available resources for the new programs that were being established and wanted to know how the Senate could participate in questions of policy and allocation of resources. President Benezet replied that he did not believe the Senate was the body to decide these priorities but he agreed that some group must have this responsibility. The Educational Policies Council has attempted to deal with the question of priorities and policy matters. However, the President suggested that a new group might be required that operated somewhere between the Cabinet and the deans and students. He hoped that the University Governance Commission might have some helpful recommendations on this matter.
- 3.5 In response to a question from Senator Fiser related to the legislative bill dealing with teaching load of professors, the President said that he expected to receive additional information at the meeting with Chancellor Boyer.

4. Council and Committee Reports

- 4.1 Reports were received without comment from the following Councils and Committees: Graduate Academic Council, Student Affairs Council, Personnel Policies Council, Educational Policies Council, Library Council, Special Committee on Tenure and Promotions Criteria.
- 4.2 Undergraduate Academic Council Report - Senator Aronson raised a question regarding the waiver of the requirement for a second year of physical education. This had been done for several years and Senator Aronson suggested that it might be time to make a final decision on this matter. Senator Alexander replied that a report of a review of all the physical education requirements was due at the end of this year and that the Council would report its findings to the Senate. In response to a question of clarification about item 3 in the Council report, Senator Alexander explained the item had been withdrawn by the Chairman because it was not in its final form and had been referred to the Graduate Academic Council for review.
- 4.3 Research Council - Though no written report was received from the Council, Senator Corbett raised a question about the reasoning behind the recent transfer of the Office of Institutional Research from the jurisdiction of the Vice President for Management and Planning to the Vice President for Academic Affairs. Vice President Sirotkin replied this was done because it was felt this Office was more closely involved with academic planning and providing essential data for making decisions.

4.41 Council on Promotions and Continuing Appointments - Because the Council wished to review the report of the Special Committee on Tenure and Promotion Criteria and to present bills for Senate action, Senator Cannon made a motion to suspend the By-laws to allow him to make a motion to set a date for an additional Senate meeting before the end of the current academic year. The motion was seconded and passed without dissent.

4.42 Senator Cannon then moved that the Senate hold a meeting on Monday, May 3 at 3 P. M. The motion was seconded and carried.

Senator Aceto suggested that the proposed Environmental Studies Program also be placed on the agenda for the May 3 meeting.

5. Bill No. 197071-29 - (Stop Signs at Pedestrian Exits)

Since only the Department of Transportation could authorize the placing of stop signs on campus roads, Senator Villano withdrew his original bill and resubmitted the bill as a "Sense of the Senate" resolution to be forwarded to Commissioner Toffany.

Senator Villano's motion to adopt the corrected Bill No. 197071-29 was seconded and passed by majority vote.

6. Bill No. 197071-30 (Ph.D. in Social Welfare)

It was moved by Senator Sirotkin and seconded to adopt Bill No. 197071-30.

During the discussion period a number of questions were raised about the number of faculty who would be involved in the doctoral program, credit hours in research projects and methods, anticipated enrollment, and library resources.

The motion carried without dissent.

7. Bill No. 197071-31 (Doctor of Arts Program in Economics)

Senator Aceto assumed the chair in order for Chairman Collins to speak in favor of the bill.

Chairman Collins briefly presented the background of the Doctor of Arts Program at Albany and identified the three proposed new programs as the culmination of the Carnegie Foundation grant awarded to SUNYA to develop and introduce the D.A. degree on this campus. He mentioned further that all three of the proposed programs had been approved by the appropriate departments, divisional committees of the College of Arts and Sciences, School of Education and the Graduate Academic Council.

A number of questions were raised about the training of interns on other campuses and the number of fellowships available for the D.A. programs. It was reported that a maximum of twelve fellowships would be available for next year for these programs.

The motion was carried by majority vote.

8. Bill No. 197071-32 (Doctor of Arts Program in English)

It was moved and seconded to adopt Bill No. 197071-32.

In response to a question about the number of D.A. degrees to be granted, Chairman Collins read a statement from the Board of Regents which stated that the total number of doctoral degrees^① (including the D.A.) awarded by an institution must not exceed the average number of doctoral degrees awarded^② for the three-year period of 1969-71.

The motion was passed without dissent.

① in general
② per year

9. Bill No. 197071-33 (Doctor of Arts Program in Physics)

It was moved and seconded to adopt Bill No. 197071-33.

The motion carried by majority vote.

10. Bill No. 197071-34 (Year Study in Israel)

It was moved and seconded to adopt Bill No. 197071-34.

In response to a question about the source and funding for tutors for the program, Professor Eckstein, Chairman of the Department of Judaic Studies, explained Tel-Aviv University would provide tutors and that SUNYA would pay the tutors. Professor Coleman explained further that this was standard procedure for the other study-year programs in foreign countries. He also brought out that some funding had been provided by the Central Office of SUNY in previous years. The tuition charge at SUNYA, however, was not included in the proposed costs and would have to be paid by students participating in the program.

The motion was carried by majority vote.

11. Bill No. 197071-35 (Graduate Student Representation)

11.1 It was moved by Senator Pfister and seconded to adopt Bill No. 197071-35 with the following corrections and additions: delete "resolved that" from the beginning of paragraphs I and II; add "until such time as the Graduate Student Association achieves recognition by the Student Affairs Council" after the word "adopted" in paragraph I.

11.2 Senator Kopp presented a detailed history of the discussions and actions of the Student Affairs Council related to the review of the proposed constitution of the Graduate Student Association by the Student Affairs Council. The Council has referred the constitution to one of its committees for more detailed review and a decision is expected on this matter in the near future.

11.3 A number of questions were raised about the number of graduate students on the Council and the extent of communication between the Council and the Executive Committee related to the proposed motion. Chairman Collins responded that three graduate students served on the Council and that no official communication has taken place between the Council and the Executive Committee. Because of this last factor, it was suggested that this matter should wait until the next meeting of the Senate and not be submitted to the faculty as an amendment to the By-laws. However, it was mentioned that if the Senate waited until the May 3 meeting to act on this matter, it would be too late to submit to the faculty meeting on May 6. Before the vote, Chairman Collins pointed out to the Senate that approval of the motion would remove the present procedure for electing undergraduate students to the Senate without providing any alternative method.

The motion was defeated by a majority vote.

11.4 Senator Aceto then introduced the following motion:

The Senate has proposed the following amendment to the By-laws:

I. The Senate recommends that the Faculty amend the Faculty By-laws by substituting the following paragraph for Article II, Section 2, Subsection 7:

2.7 The following interim procedures for the selection of graduate student senators shall be followed until such time as a graduate student association achieves recognition by the Student Affairs Council:

Senators to be elected as follows:

- 3 senators from Arts and Sciences
- 3 senators from Education
- 1 senator from Public Affairs
- 1 senator from Social Welfare
- 1 senator from Criminal Justice
- 1 senator from Business
- 1 senator from Library Science

President: to be elected in a caucus of elected senators.

The President and his Senate Caucus are authorized to nominate graduate students for various campus-wide positions and to request space from the Campus Center for any meeting they deem necessary for graduate students. The Central Council of the Student Association shall arrange for nominations and elections to fill Undergraduate Student senator vacancies.

II. This amendment shall take effect immediately.

The motion was seconded and adopted by a majority vote.

The meeting adjourned at 5:15 P. M.

Respectfully submitted,

Vincent J. Aceto, Secretary

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

Executive Committee
Report to the Senate
April 19, 1971

For Information:

1. The Executive Committee extended to Senator M. I. Berger, as the third SUNY Senator, the privilege of attending Executive Committee meetings.
2. The Executive Committee has requested information from the Deans and Department Chairmen concerning the implementation of the Guidelines on Faculty-Student Consultation accepted by the Senate in the Spring of 1969. The Committee's action is in compliance with a Senate resolution (May 12, 1969) which called upon all departments and schools to file statements with the Vice Chairman of the Senate as to the policy and procedures each of them employed for consultation with students. Only a small number of departments and schools complied with this request in March 1970 for a filing of such statements.
3. The Executive Committee notes that the report of the Committee on the Training of Graduate Teaching Assistants, chaired by Paul Saimond, has been approved by the Undergraduate Academic Council and the Graduate Academic Council. The Executive Committee, therefore, urges the Vice President for Academic Affairs to request that the individual departments be required to comply with the recommendations of the Committee.
4. At the request of the Dean of Personnel Administration, the Chairman has appointed the following committee for the purpose of recommending to the President of the University the names of faculty members judged worthy of emeritus status:

Joseph Norton, Chairman
Ralph Beaver (Professor Emeritus of Mathematics)
Jan Blumenstark (Undergraduate)

5. The Executive Committee concurred in the recommendation that the Chairman of the Council on Promotions and Continuing Appointments attend the Conference on Evaluation of Teaching to be convened in Syracuse April 21 and 22, 1971 which is sponsored by the State Education Department. The Executive Committee urged the Student Association to send a representative to the same meeting.
6. The Executive Committee acknowledged the value to the University of the volunteer effort organized by Karl Felsen, graduate student in English, to carry out a shelf reading of the humanities collection in the University Library, in the course of which several misplaced volumes were recovered for use. The Chairman has written to thank Mr. Felsen.

7. The Committee set May 6 at 1 P. M. as the time for the organizational meeting of the 1971-72 Senate.
8. The Executive Committee called upon the Chairman to appoint a committee to designate a slate of nominees for the Executive Committee of the 1971-72 Senate.
9. The Executive Committee, on the recommendation of Richard Pfister, appointed Linda Leue to the Graduate Academic Council.

For Action:

1. The Executive Committee adopted the resolution now identified as Bill No. 197071-35 as an interim procedure to ensure graduate student representation on the Senate with the understanding that this procedure will be superseded automatically by any graduate student constitution officially recognized by the Student Affairs Council.

STATE UNIVERSITY OF NEW YORK AT ALBANY

REPORT

to the
UNIVERSITY SENATE

from
UNDERGRADUATE ACADEMIC COUNCIL
April 19, 1971

The Undergraduate Academic Council, following its March 30, 1971 meeting, reports the following:

Information

1. Council approved the waiver of the requirement of a second year of physical education to be continued through the academic year 1971-72.
2. Council approved Admissions Committee proposal that: "If an individual has bypassed the baccalaureate degree but has an advanced degree, that person may not be admitted to study for the baccalaureate degree at this institution."
3. Council acted to recommend a change to the Senate in the nomenclature for "U" grading. The Chairman has exercised his discretion not to have it considered by Senate at this time.

For Senate Action

1. Council approved Judaic Studies Department's proposal for the establishment of a "year-abroad" study program in Israel at Tel-Aviv University.

DA:lea

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Graduate Academic Council
Report to the Senate
March 1-31, 1971

For Information:

1. The Council met twice during this period.
2. Dr. Edgar Flinton was elected chairman of the Council for the remainder of the 1970-71 academic year.
3. The Council reconsidered the proposal by the Department of Romance Languages for a program of foreign study in Spanish in Madrid with instructors drawn from the faculty of the University of Madrid and approved the program on an experimental basis through the 1971-72 academic year.
4. The Council approved a program in Curriculum and Development in England through the 1973-74 academic year.
5. Reports of the standing committees:
 - a. The Committee on Admissions and Academic Standing is currently reviewing the petition of a student who is seeking reinstatement to her graduate program.
 - b. The Committee on Curriculum and Instruction is currently reviewing the proposed master's degree program in Planning and the proposed master's degree program in Afro-American Studies.
 - c. The Committee on Educational Policies and Procedures is currently preparing a policy statement on independent study courses.
 - d. The Committee for the Review of Graduate Programs currently has consultants reviewing the programs in chemistry and English.
6. The Council reviewed the proposed Doctor of Arts programs in economics, English, and physics and recommends their approval.

For Action:

1. The Council recommends to the Senate for approval a graduate program in Social Welfare leading to the Ph.D. with an effective date of June 15, 1971.
2. The Council recommends to the Senate for approval a graduate program in Economics leading to the Doctor of Arts with an effective date of June 15, 1971.
3. The Council recommends to the Senate for approval a graduate program in English leading to the Doctor of Arts with an effective date of June 15, 1971.
4. The Council recommends to the Senate for approval a graduate program in Physics leading to the Doctor of Arts with an effective date of June 15, 1971.

REPORT TO THE SUNYA SENATE
STUDENT AFFAIRS
COUNCIL

The Council met on Wednesday, March 17th.

1. The Council received reports from several of its standing committees.
2. The Chairman presented the Graduate Student Association Constitution to the Council. Although a representative from the Graduate Student Association had been invited, none was present. Since the Council had some questions the constitution was tabled.
3. The Undergraduate Student Association Constitution was introduced. There was extensive discussion with Council members raising several questions and a representative of the Association attempting to respond to those questions.
4. The Council referred the Constitution to an ad hoc committee to operate in conjunction with the committee on student government and organizations to further discuss the problems and make recommendations to the Council.


The Council met on Wednesday, March 31st.

1. The Council received the report of the ad hoc committee on the undergraduate Student Association constitution. The committee recommended that the constitution be accepted. Those members of the Council who had raised questions about the constitution indicated their acceptance of the answers to those questions, therefore the Council accepted unanimously, the constitution of the undergraduate Student Association.
2. The Council moved to a consideration of the Graduate Student Association Constitution. Richard Pfister, a graduate student, was present as the Council had requested at its earlier meeting.

Student Affairs Council Report
page 2

3. Members of the Council raised some of the questions they had alluded to at the earlier meeting about the ratification process and the constitution itself.
4. After some discussion, the graduate student representative present indicated his opinion that the Council should confine its consideration of the document solely to voting on whether or not the Graduate Student Association should be recognized under this constitution; the representative indicated he did not feel the Council ought to engage in the kinds of debate that it had begun to engage in. When a member of the Council began to explain why he felt that the Council should engage in this type of discussion, the representative of the Graduate Student Association objected and chose to leave the meeting.
5. Since the Council had consistently felt that it should not consider the constitution without a graduate student representative present, the Council referred the Graduate Student Association Constitution to its standing committee on student government and organizations with instructions to report on this matter at the next meeting of the Council.
6. The Council affirmed the opinion earlier expressed by its Chairman in notifying the University of the lack of recognition of the Graduate Student Association, that graduate students elected to the Senate and appointed to committees under the temporary articles of organization which the Council had approved in November should continue to serve until the end of the academic year.

Respectfully submitted,



Leonard Kopp, Chairman

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

Personnel Policies Council
Report to the Senate
April 19, 1971

The Council met March 29, 1971. The meeting centered around a discussion of a number of parking problems which had been brought to the attention of the Council by Arthur Collins, Chairman, Executive Committee, and Michael A. Lampert, Vice President of the Student Association. Mr. James Williams, Security, attended the meeting and agreed to study the wide range of problems discussed at the meeting. He also indicated that he would prepare a comprehensive plan covering parking and related problems which he would submit to the committee on parking. The Personnel Policies Council will devote the major portion of its next meeting to the parking problem.

Jack Gelfand reported that a questionnaire designed to gain information concerning the need for a faculty lounge had been drawn up and was to be circulated among the faculty.

Respectfully submitted,

Michael Lamanna
Chairman

Senate
70-71

UNIVERSITY SENATE
State University of New York
at Albany

Council on Educational Policy

I. For Information

The Council is continuing its discussions regarding university priorities.

II. For Action

- A. At its meeting of April 14, 1971, the Council approved the following resolution without dissent (Bill 197071-38).

"The Council on Educational Policy recommends to the Senate that the university commit itself to a university-wide program in Environmental Studies and that the administration be requested, with the assistance of appropriate councils and committees, to implement such a program to the extent possible within existing fiscal and material resources."

- B. At its meeting of April 14, 1971, the Council--upon the recommendation of Vice President Sirotkin--approved the following resolution without dissent (Bill 197071-36).

"The Council recommends to the Senate that the name of the School of Library Science be changed to 'The School of Library and Information Sciences.'"

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Library Council
Report to the Senate
April 19, 1971

At its April meeting the Library Council voted to adopt a new circulation policy to be effective at the beginning of the Fall semester. The proposed policy, which is attached, will be published in the Albany Student Press. Hearings will be held on April 21 for reaction from the University community. The Council will vote on a final version of the policy at its May 6 meeting.

Respectfully submitted,

Donald Stauffer

Attachment

Proposed Circulation Policy for the University Library

Students: Three-week loan period, books cannot be recalled during the initial loan period. If not requested by another user, books may be renewed for successive three-week periods until the end of the semester.

Renewals must be with book in hand. (Note: this is necessitated by the use of a computer-controlled system.)

Failure to renew: Overdue notices sent one week after due date. If book is returned before notice is sent, no fine is collected.

Fine: For failure to return or renew book before notice is sent out:
\$.10 per day from due date (for each day Library is open). The minimum fine will thus be \$.70.
Fine accumulates until book is returned or reported lost.
Fines will be cut in half if paid in person when the book is returned.

Faculty and doctoral candidates: Three-week loan period, with automatic renewal up to end of semester when not recalled. Material subject to recall after three weeks.

Reminder notices on outstanding materials to be sent at mid-semester.

At end of semester material must be returned or renewed in person. Overdue notices will be sent out for material not returned or renewed.

Fine: For failure to return or renew book before notice is sent out:
Same schedule as for student loans.

Students and Faculty:

Reserves: A student or faculty member may place a reserve on any material which has been in circulation for more than three weeks. The Library will notify the person when the material has been returned.

Recall notices: Sent when books are requested by another user. For books requested during the initial loan period, recall notices will be sent at the end of the three-week period.

Fines: For failure to return material when recalled:
Fines begin on 7th day after notice is sent.
\$.50 per day for first week.
\$1.00 per day after first week (for each day Library is open).
Fine accumulates until book is returned or reported lost.
Fines will be cut in half if paid in person when the book is returned.

Lost books: A unit price of \$10 plus \$5 processing fee (total \$15) for each book reported lost. Borrower is also liable for any fines accumulated up to the date the loss is reported.

Enforcement: Names of faculty members and students owing more than \$15 in accumulated fines to the University Library will be published periodically and circulated widely throughout the University.

Persistent offenders: Names of uncooperative faculty members will be sent to Department chairmen, Deans, and to the Vice President for Academic Affairs.

Students: The Registrar will be requested to withhold transcripts for students with outstanding unpaid fines or library books.

Rationale

The proposed circulation policy attempts to be fair to all categories of Library users, while recognizing that their needs may differ, and to foster availability of books to members of the University community. The present system does not encourage prompt return of overdue books. Neither does it distinguish between mere failure to return a book to the Library on the day it is due, and failure to return a book needed by another member of the University. This may have helped create the erroneous impression held by some users that the main objective of the circulation policy is to get books back on the Library shelves, rather than into the hands of readers.

Underlying the proposed policy is the belief that a book is more valuable in the hands of someone who is using it than on the Library shelves; thus the provision for repeated renewals for student loans. On the other hand, it is recognized that "browsing" is an important aspect of open-stack libraries; readers should consequently be encouraged to return books they no longer need, so that they will become available to others. Most important, it is believed that courtesy and consideration for others should lead to prompt return of books requested by another Library user.

It is hoped that most members of the University community will respond in a spirit of cooperation, once they understand the philosophy behind the policy and the purpose of the regulations. Those who do not cooperate will be preventing others from benefitting from the Library, and it is therefore felt to be only just that they be required to pay appropriately heavy fines. Finally, it is believed that the wide dissemination of the names of those who persistently refuse to cooperate will prove sufficient to discourage these acts of discourtesy toward the rest of the University community.

The requirement that books be renewed in person does not reflect a perverse desire to oblige people to transport books, but is necessitated by the use of an automated system.

It is widely recognized that faculty members and doctoral candidates may, in connection with their teaching and writing, have need of Library materials

for a relatively long period. The automatic renewal which the proposed system implies by not requiring overdue notices until the end of the semester, will facilitate their work. However, they are under the same obligation as anyone else to return a book requested by a student or another faculty member. Students who may need books for longer periods will have the option of renewing them under the new system, an option not presently available to students.

A unit price is recommended for lost books. The costs of determining replacement cost of "fair market value" for each book lost may well exceed the value of the books, a practice wasteful of time and money. A unit price system would be far easier to administer. However, a person who has lost a book and who considers the replacement price excessive could replace the book himself if he so desired.

In the past some groups have contended that the problem of stolen books is the real one the Library has to face and that heavy fines will only encourage stealing. The Council has not considered the problem of stolen books. It is, of course, possible that any increase in fines may bring about an increase in the rate of theft, but the question of security should, we believe, be treated separately. However, we would like to state our hope that the recently instituted reduction in the cost of the xeroxing machines in the Library will be a factor in lowering the rate of theft and mutilation of Library materials.

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

Special Committee on Faculty Evaluation and Term Renewal,
Tenure, and Promotion Criteria

Report to the Senate

At SUNYA the importance of classroom teaching is officially recognized as a criterion for promotion and tenure. Yet many members of the University community--including the representatives of this committee--feel that this criterion is given too little weight in actual practice. The reasons for this are all too clear. Evaluation of teaching ability is a time-consuming process, and because of the many opinions which must be taken into account, the final evaluation is difficult to formulate. Nevertheless, it must be made if the University is not to fail in its responsibility to provide the student with competent teachers.

This committee feels strongly that the evaluation of a faculty member's teaching ability should be conducted on a more regular basis. We realize that many departments and the Council on Promotion and Tenure are already demanding information about the teaching contribution of a faculty member before making a decision on his case. We also realize the objections to systematizing an evaluation which some feel is necessarily subjective and which will be made in any case among gentlemen. The fact is, however, that some evaluations are never made (departments may fail to provide the Council with an evaluation, even after that group has requested it). Those that are made are often based on scanty evidence. Because we feel that the faculty owes the student the assurance that it is making every effort to provide him with good teaching, and that the student owes the faculty information that will help it decide upon a recommendation for one of its members, we propose to systematize the process of teaching evaluation to the following extent:

First, the departments should evaluate the teaching contribution of each of its members, each semester. The evaluative functions should be performed at the department level, partly because recommendations originate there and partly because there is serious doubt that a single evaluative technique is equally applicable to all disciplines. It should be performed each semester in order to avoid last-minute evaluations of a member who is being considered for promotion or tenure. The evaluation of an instructor one semester before his case is to be heard is not a valid indication of his teaching ability; individuals may have a "bad" semester for many reasons which may be only temporary (for example, an exceptionally heavy teaching load or the need to finish a dissertation before his case comes up). Departments should be encouraged to explore a variety of possible evaluative techniques, choosing those methods which seem most appropriate for the department concerned and seeking professional assistance wherever necessary, particularly in the use of questionnaires. They may wish to consider the following approaches:

- A. Student evaluations. Students can be a valuable source of information since they attend classes regularly and observe the instructor when he is not under pressure (as he may be if one of his colleagues is present). No one form will

answer all needs. Open-ended student critiques may provide insightful "reporting" which could be stifled by the list of questions on a questionnaire form, but they are demanding on the students; some may not take the time to prepare a thoughtful critique. Questionnaire forms, on the other hand, may guide the students to considerations the department deems most important. They place the burden on the faculty, for they may be difficult to construct without professional assistance.

- B. Visitation of classes by other faculty members. An instructor's colleagues may be the most appropriate ones to evaluate his competence in his intellectual discipline. It should be remembered, however, that the presence of his peers in the classroom is likely to make the instructor--and perhaps his students--nervous. Since teaching ability demands performing as well as intellectual skills, a colleague's impressions should not be the sole basis for evaluation.
- C. Increased dialogue within departments, both among faculty members and between faculty and students, on the issue of teaching. Few faculty members know what their colleagues are trying to do in class, and sometimes even the students in a class lack a clear view of the instructor's goals and methods. Periodic meetings in each department may stimulate communication on this subject and may provide criteria for evaluation arrived at jointly by faculty and students.
- D. Self-evaluation by the instructor. Individuals being considered for promotion or tenure may wish to submit an evaluation of their teaching ability.

Second, the Council on Promotions and Continuing Appointments should require a written evaluation of the teaching ability of each candidate from his department, with whatever supporting information it deems necessary, before it makes a decision about a candidate. If the Council rejects a candidate because of insufficient evidence, it should inform the candidate as well as the department so that the candidate may require of his chairman the necessary information.

Rather than proposing recommendations for the Senate to consider at this time, the committee has decided to withhold its propositions until the Council on Promotions and Tenure has had time to present its evaluation of these criteria. It is hoped that the Council will take these suggestions into considerations before submitting its report and recommendations.

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

A Proposed Resolution Regarding
Stop Signs

INTRODUCED BY: Senators Cantor and Villano

It is hereby proposed that the following be enacted:

- I. That East and West facing stop signs be erected at each of the pedestrian exits from the North side of the Academic Podium onto the East-West access road.
 - II. That this Bill take effect no later than May 1, 1971.
-

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

A Proposed Resolution to Approve
A Graduate Program in Social Welfare
Leading to the Degree of Doctor of Philosophy
in the School of Social Welfare

INTRODUCED BY: Graduate Academic Council
April 19, 1971

The Graduate Academic Council in meeting May 21, 1970 voted to approve a graduate program in Social Welfare leading to the Ph.D. proposed by the School of Social Welfare and to recommend it to the Senate for adoption with an effective date of June 15, 1971.

The proposed program in Social Welfare leading to the Ph.D. in the School of Social Welfare, as recommended to the Senate by the Graduate Academic Council, is approved effective June 15, 1971.

State University of New York at Albany
Proposal for a Ph.D. Program in Social Welfare

I. Introduction

The School of Social Welfare proposes that it be authorized to establish a Ph.D. program in Social Welfare. This proposal is made on the basis of evident need, opportunity and readiness for the program at the State University of New York at Albany.

II. The Program Objectives

The aim of this program is to prepare social workers for careers in social work research, education and advanced practice. It is aimed to educate the student for creative and independent scholarship, for excellence in teaching, and for a mastery of social work practice theory and knowledge. The program should contribute greatly, in terms of knowledge and manpower, toward the resolution of pressing social problems, such as poverty, mental illness, crime, marital and family breakdown, urban disorganization.

The proposed doctoral curriculum offers objectives that are part of a cumulative set of goals for the development of varied levels of knowledge, occupations and social welfare personnel needed within our social welfare institution. The Ph.D. program is part of a comprehensive plan of social work education that is to consist of an integrated sequence of undergraduate, master's and doctoral studies in social welfare.

III. The Need for the Program

The doctoral program will meet pressing and accelerating needs for well-qualified and leadership personnel in social work research, social work education and within the social welfare service system. The U.S. Bureau of Labor Statistics considers social work to be a profession with one of the most critical levels of

personnel shortages. There is a particularly severe shortage of doctoral level people for social welfare management and policy-making positions, as teachers in agency staff training, in undergraduate and graduate programs, as practitioners who can advance practice, knowledge and research. There are only two private universities in New York State presently offering doctorates in social welfare and there is no doctoral program in social welfare within the New York State University system. Because of the grossly inadequate resources for advanced social work education, many social workers have had to seek doctoral training in other disciplines.

III. Program of Study and Research

The doctoral program will emphasize scholarship, research, teaching, knowledge and theory-building, as well as preparation for leadership positions in the field of social welfare. The Ph.D. degree is therefore to be offered, rather than a practice degree. The proposed doctoral curriculum is to be based on a general preparation of the master's program and appropriate practice skills, to be obtained in work experience. At this school and elsewhere, the professional master's degree curriculum is a fairly standard, two-year program, usually calling for up to 60 credit hours of course work in class and field instruction. A master's degree in social work or social welfare will be required for admission into the Ph.D. program. Such a combination of professional preparation and advanced academic study is standard within social work.

The course of study for the Ph.D. degree will require a minimum of 30 credit hours of doctoral level course work beyond the accredited professional master's degree program. Each student will take three core courses, of three credit hours each, in Social Welfare History and Philosophy, Social Welfare Issues and Advanced Research Methods. Each student will then elect twenty-one credit hours in an area of specialization. In addition, each student will be required to submit six hours in graduate level statistics and/or special research skills,

take a non-credit dissertation seminar, pass the university examination demonstrating proficiency in reading knowledge of a foreign language, and complete a dissertation. Since the knowledge base of social work theory and practice is largely inter-disciplinary in its nature, the proposed program will depend greatly on the cooperation and course offerings of related departments and professional schools within this university.

Four areas of specialization are to be offered: 1) Social Welfare Policy and Planning; 2) Social Welfare Administration; 3) Social Treatment Theory, 4) Community Development and Planning. It is expected that the program will be activated with offerings in the area of Social Welfare Policy and that the other areas of specialization will be activated as soon as feasible. Each of these specializations is to emphasize research competence. The course of study in the area of specialization is to be highly individualized to meet student intellectual interests and career needs, and will be aimed to enable the student to gain a substantial mastery of knowledge and skill. Field and laboratory courses may be taken as appropriate to the student's learning objectives and with the approval of the Doctoral Committee.

A research dissertation will be required, giving evidence of the student's ability to perform independent scholarly work. The dissertation should constitute an original and significant contribution to the student's area of specialization, as well as to the advancement of theory and knowledge of social work practice. Students will be required successfully to defend the dissertation before members of his Dissertation Committee.

IV. Technical Requirements

The technical requirements for the Ph.D. degree will be governed by the requirements set forth in the current Graduate Bulletin of the State University of New York at Albany.

- A. Admission Requirements: Admission to the program will be in accordance with the general requirements as stated in the Graduate Bulletin. Students will be required to have completed a master's degree program in social work or social welfare at an outstanding level of excellence, and to have performed successfully in appropriate work experience.
- B. Residence Requirements: All students will be required to complete one year of full-time study at this school following entrance into the doctoral program.
- C. Research Competence: All students will be required to complete the university's examination(s) and demonstrate competence in a reading knowledge of one foreign language. Each student will be required to demonstrate research competence by completing successfully nine credit hours in graduate level statistics, advanced research methods and/or special research skills, as well as by completing an approved dissertation.
- D. Examinations: The candidate will be required to pass satisfactorily the following examinations: a) university language proficiency examination, b) comprehensive qualifying examination in basic areas of social welfare, c) qualifying examination of student's area of specialization, d) oral defense of the dissertation.
- E. Requirements for the Ph.D. Degree: The candidate will be awarded the Ph.D. degree upon the satisfactory completion of the following requirements:
- a) One year of full-time study and residence.
 - b) At least 30 credit hours beyond the Master of Social Work degree.
 - c) Six credit hours of graduate level statistics, and/or special research skills, in addition to the above.
 - d) A reading knowledge of at least one foreign language.
 - e) Qualifying examinations in the basic areas of social welfare and in the area of specialization.
 - f) Approved application for candidacy.
 - g) Oral examination in defense of the dissertation.
 - h) A research dissertation.

V. Research Facilities

A. Library Resources:

The School's library resources are housed both in the Hawley Library and in the University Library at the main campus. Most of the volumes and periodicals directly related to social work and social welfare are housed at the Hawley library, along with very related materials used by the Graduate School of Public Affairs. The library holdings, represented by volumes, periodicals, abstracts, indexes and service subscriptions, are adequate for a doctoral program in social welfare. In addition, there are unexcelled libraries for use by our students and faculty at the New York State Departments of Social Service, Mental Hygiene, Health, Education, as well as at the New York State Legislative Reference Library and the Albany Medical College Library.

The library statement prepared by the library staff, dated 1-13-70, points out that the library budget for purchases in the social welfare field is augmented by the budgets of other departments which maintain the overlapping areas of basic and applied disciplines. It was judged that, "A doctoral program can be adequately supported on the present materials budget and will, of itself, require no increase in library personnel."

B. Other Research Facilities:

The research facilities available to the School of Social Welfare, in addition to the library resources, is very adequate to support the proposed doctoral program. The computer and other research facilities of the university, are, of course, available to the School, as are excellent research facilities at the varied state legislative and administrative departments. The Albany area is an ideal site for social welfare research, as it is the center of many state welfare administrative agencies and state legislative divisions. It is planned to develop a Center for Social Welfare Research at this School.

VI. Comparison with Other Doctoral Programs in Social Welfare

Although the School is in operation only since 1965, the master's program, accredited by the Council on Social Work Education, compares favorably with those upon which many of the doctoral programs in other schools are based. Of the 20 schools of social welfare or social work offering doctorates, one school offers both a Ph.D. and a D.S.W., while eleven offer the Ph.D. and eight offer the D.S.W. The Ph.D. degree is opted for here because the present high priority needs in the field of social welfare call for competence in research, knowledge-building, scholarship, teaching, which competencies are to be emphasized in this program.

VII. Faculty Resources

The present faculty at the School of Social Welfare compares favorably with other faculties engaged in doctoral programs at other universities. At present, the School has a staff of 18 full-time and 4 part-time faculty, plus 38 clinical teaching faculty. The faculty members expected to teach in the doctoral program are identified as follows:

Winifred Bell, D.S.W., Columbia University, Professor.

Maureen C. Didier, D.S.W., Smith College, Associate Professor.

Jane K. Ives, Ph.D., University of Chicago, Professor.

Alan F. Klein, M.S.W., Columbia University; J.D., Brooklyn Law School; Professor.

Charles T. O'Reilly, Ph.D. University of Notre Dame, Professor and Dean.

Stephen L. Pflanzner, Ph.D. Loyola University, Chicago, Associate Professor.

William S. Rooney, D.S.W., Western Reserve, Professor.

Seth Spellman, D.S.W., Columbia University, Professor.

Max Siporin, D.S.W., University of Pittsburgh, Professor.

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

A Proposed Resolution to Approve
A Graduate Program in Economics
Leading to the Degree of Doctor of Arts
in the College of Arts and Sciences

INTRODUCED BY: Graduate Academic Council
April 19, 1971

The Graduate Academic Council in meeting March 26, 1971, voted to approve a graduate program in Economics leading to the Doctor of Arts proposed by the Department of Economics in the College of Arts and Sciences and to recommend it to the Senate for adoption with an effective date of June 15, 1971.

The proposed program in Economics leading to the Doctor of Arts in the College and Sciences, as recommended to the Senate by the Graduate Academic Council, is approved effective June 15, 1971.

A PROPOSAL FOR THE
DOCTOR OF ARTS IN ECONOMICS

March 26, 1971

I. Introductory Statement

The Department of Economics of the State University of New York at Albany proposes that it be authorized to offer a program leading to the conferring of the Doctor of Arts in Economics. The principal reasons for the proposal are:

- A. Those who excell in any profession combine natural gifts with appropriate training, either formal, experiential, or both. In the academic profession we traditionally inculcate knowledge by a series of courses and develop research skills by a required dissertation, but we leave teaching skill to chance and to learning on the job. Though most of those who become professors by this route do fairly well and some are very good, there is room for improvement as recent nation-wide expressions of student dissatisfaction indicate. It seems logical to believe that most undergraduate instructors would start off with a better chance of real success if their doctoral programs included special skill training in some measure of a trade-off with subject matter specialization in depth. Later advancement up the academic ladder requires, of course, that their institutions pay more than lip service to the values of meritorious teaching.
- B. In some departments in four-year colleges and community colleges there are not enough advanced courses to permit an instructor to concentrate in a narrow specialty. Professors may even be asked to teach outside their major field. There is therefore a need for a doctoral program which provides a reasonable competence in at least a couple of related disciplines.
- C. The trend towards an open-admissions policy for institutions of higher education in New York State indicates the need for instructors temperamentally suited and professionally trained to deal with undergraduates less homogeneous and less capable than the highly selective student bodies of most universities granting the doctorate.
- D. The proposed Doctor of Arts degree could meet these three needs better than the present Ph.D. It seems desirable to separate the doctoral degrees rather than to add another two years to the Ph.D. The latter should remain in its present form to serve the needs of those aiming for careers in research or in graduate teaching. At the same time the D.A. should include enough training in research methods so that the undergraduate professor can at least keep professionally abreast of new developments in his field. Obviously the two doctorates will have an extensive overlap in studies in the major fields.
- E. The Economics Department of SUNYA already has a competent staff to teach the subject-matter courses as shown by the recent approval of its Ph.D. program. It also has some excellent teachers who are interested in helping graduate students acquire the skills to be taught in the apprentice-training courses proposed in this document.
- F. A number of SUNY graduate students who want to become college teachers of Economics have already expressed an interest in the D.A. program as seemingly more relevant to their vocational objectives than the Ph.D. We take this as indicative of the interest to be expected among the doctoral candidates applying this spring for admission in September, 1971.

II. Program of Study and Research

A. Course Requirements

1. A minimum of sixty credits in graduate courses.
2. In Economics 44 credits (48 if supporting elective is in Economics). Three fields must be offered for comprehensive written examinations and a general oral examination upon the satisfactory completion of all course work: These fields shall include:
 - a. Economic theory and doctrine
 - b. Two other fields selected by the candidate
3. In cognate fields (12-16 credits two must be selected for study and comprehensive written and oral examination. Options are listed below.
4. Required Courses:
 - a. Economics: Economics 500A, 500B, 504A, 504B, 786, 788, 798
 - b. Cognate Fields: two graduate level courses in each of the two fields
5. One supporting elective in Education (e.g., E His 614, E C&I 720), in Economics, or in a cognate field.

- B. Dissertation - A research paper equivalent to a minimum of one semester's full-time graduate study. May be in one of the Economics fields offered for comprehensive examination, may be in an interdisciplinary study, or may involve a significant problem of undergraduate instruction in Economics.

C. Technical Requirements

1. Residence: The University requirement, pp. 43-44 of the 1969-70 Graduate Bulletin.
2. Foreign languages and research skills requirements: One of the following judged most appropriate by the candidate and his advisor: Computer Science, Mathematics, Statistics, Historical Research, and foreign language.
3. Departmental Examinations:
 - a. Upon completion of required coursework, the student must pass a qualifying examination which consists of a written examination and a comprehensive oral examination in Economics (theory and two other fields) and in the chosen two cognate fields. Questions will include interdisciplinary and application aspects not just abstract theory, but grading will be of the rigor appropriate to doctoral examinations.
 - b. Upon completion of his dissertation and his internship, the student must defend both in a final oral examination
4. Admission to candidacy
 - a. Satisfactory completion of requirements regarding residence, courses, research skills, and comprehensive examinations.
 - b. This must precede the internship semester and completion of the dissertation.

II. Program of Study and Research

A. Course Requirements

1. A minimum of sixty credits in graduate courses.
2. In Economics 44 credits (48 if supporting elective is in Economics). Three fields must be offered for comprehensive written examinations and a general oral examination upon the satisfactory completion of all course work: These fields shall include:
 - a. Economic theory and doctrine
 - b. Two other fields selected by the candidate
3. In cognate fields (12-16 credits two must be selected for study and comprehensive written and oral examination. Options are listed below.
4. Required Courses:
 - a. Economics: Economics 500A, 500B, 504A, 504B, 786, 788, 798
 - b. Cognate Fields: two graduate level courses in each of the two fields
5. One supporting elective in Education (e.g., E His 614, E C&I 720), in Economics, or in a cognate field.

B. Dissertation - A research paper equivalent to a minimum of one semester's full-time graduate study. May be in one of the Economics fields offered for comprehensive examination, may be in an interdisciplinary study, or may involve a significant problem of undergraduate instruction in Economics.

C. Technical Requirements

1. Residence: The University requirement, pp. 43-44 of the 1969-70 Graduate Bulletin.
2. Foreign languages and research skills requirements. One of the following judged most appropriate by the candidate and his advisor: Computer Science, Mathematics, Statistics, Historical Research, and foreign language.
3. Departmental Examinations:
 - a. Upon completion of required coursework, the student must pass a qualifying examination which consists of a written examination and a comprehensive oral examination in Economics (theory and two other fields) and in the chosen two cognate fields. Questions will include interdisciplinary and application aspects not just abstract theory, but grading will be of the rigor appropriate to doctoral examinations.
 - b. Upon completion of his dissertation and his internship, the student must defend both in a final oral examination
4. Admission to candidacy
 - a. Satisfactory completion of requirements regarding residence, courses, research skills, and comprehensive examinations.
 - b. This must precede the internship semester and completion of the dissertation.

- C. 5. Internship: one semester of supervised teaching as an instructor in a nearby two- or four-year college.

D. Requirements for Admission

In addition to the general University requirements for admission to doctoral study described in the Graduate Bulletin, an undergraduate's major preparation preferably should have been in Economics. Applicants with preparation or relevant experience in other appropriate fields may also be considered. Undergraduate deficiencies in Economics must be removed during the first year of graduate study. A personal interview is mandatory for all applicants.

E. List of Graduate Courses

The graduate courses of the Economics Department and the Political Economy section of the Graduate School of Public Affairs provide a very adequate base for the Doctor of Philosophy degree and hence also for the major discipline aspect of the Doctor of Arts degree. Training for skill in college teaching requires the design and introduction of two new courses in Economics. The new Economics courses support the desired apprenticeship program in the conduct of the elementary course. Both have been given titles indicating their focus and are described below.

PROPOSED NEW COURSES FOR THE D.A. PROGRAM

Economics - Apprenticeship in Elementary Economics

Eco 786 Principles Course Colloquium. 4 credits

Open to any graduate student assisting in the teaching of a section of Elementary Economics, 100A or B, but designed particularly for those contemplating a college teaching career, as under the Doctor of Arts program. Participation in planning course content and classroom procedure, observation and evaluation of classes, preparing and grading examinations, gradual assumption of the teacher's role in the professor's class under his guidance.

Eco 788 Principles of Communication & Learning in Economics. 4 credits

Open to graduate students assisting in teaching Elementary Economics 100A or B, particularly those in the D.A. program. Study of innovations in Economics pedagogy, both curricular and methodological, experimenting with them and evaluating results. Includes programmed texts, small group discussions and reports, audiovisuals, economic games, student participation in planning and conducting classes, field surveys, and individual projects.

F. Fields of Concentration

In addition to the basic required field of Economic Theory, the candidate must choose two other Economics fields such as those in the following list:

1. Quantitative Economics
2. History of Economic Thought and Institutions
3. Development Economics
4. Economic Systems, Planning, and Control
5. Monetary and Fiscal Economics
6. International Economics
7. Labor Economics
8. Resource and Regional Economics

The candidate must choose two relevant additional fields from such cognate areas as the following:

1. Political Science
2. Public Administration
3. Sociology
4. Anthropology
5. Geography
6. History
7. Psychology
8. Business Administration
9. Mathematics
10. Computer Science

G. Illustrative Programs

Two possible programs are given below as illustrations. The first concentrates the study of Economics in the first year, postponing courses in cognate fields. The second distributes the secondary courses throughout the first four semesters. Other formats are possible, but the student should take his apprenticeship work (A Ec 786 and 788) in his second year. All of the course work and the comprehensive examinations must be passed before embarking on the dissertation or internship. The internship would logically precede the dissertation if a curricular or methods topic is chosen.

MODEL A

YEAR I

A Ec 500A	Micro	4	A Ec 500B	Macro	4
A Ec 504A	Theory & Method	4	A Ec 504B	Theory & Method	4
A Ec _____	Ec Field B	4	A Ec _____	Ec Field B	4
A Ec _____	Ec Field C	4	A Ec _____	Ec Field C	4
		<u>16</u>			<u>16</u>

YEAR II

A Ec 786	Colloquium	4	A Ec 788	Sem. in Communication & Learning in Ec.	4
A _____	Cognate Area I	4	A Ec 789	Sem. in Economics	4
A _____	Cognate Area II	4	A _____	Cognate Area I	4
*A _____	Supp. Elective	4	A _____	Cognate Area II	4
		<u>16</u>			<u>16</u>

YEAR III

Internship or Dissertation

Internship or Dissertation

The "Supporting Elective" might be in either Economics, a Cognate Area, or in Education. If the latter, two possibilities are. E His 614, History and Philosophy of Higher Education and E C&I 720 Curriculum and Instruction in Higher Education.

The candidate is also advised to take advantage of a non-credit Colloquium on College Teaching if such is available.

At the end of the course work: comprehensive written and oral examinations in three fields of Economics and two Cognate Areas.

On completion of dissertation or internship: a final oral examination exploring the adequacy of the candidate's skill as a college teacher and researcher.

MODEL B

YEAR I

A Ec 500A	Micro	4	A Ec 500B	Macro	4
A Ec 504A	Theory & Method	4	A Ec 504B	Theory & Method	4
A	Cognate Area I	4	A	Cognate Area I	4
A Ec	Ec Field B	4	A Ec	Ec Field B	4
		<u>16</u>			<u>16</u>

YEAR II

A Ec 786	Colloquium	4	A Ec 788	Sem. in Commun. & Learning in Econ.	4
A Ec	Ec Field C	4	A Ec	Ec Field C	4
A	Cognate Area II	4	A	Cognate Area II	4
A	Supp. Elective	4	A Ec 789	Sem. in Economics	4
		<u>16</u>			<u>16</u>

YEAR III

Internship or Dissertation

Internship or Dissertation

* The "Supporting Elective" might be in either Economics, a Cognate Area, or in Education. If the latter, two possibilities are: E His 614, History and Philosophy of Higher Education and E C&I 720 Curriculum and Instruction in Higher Education.

The candidate is also advised to take advantage of a non-credit Colloquium on College Teaching if such is available.

At the end of the course work: comprehensive written and oral examinations in three fields of Economics and two Cognate Areas. On completion of dissertation or internship: a final oral examination exploring the adequacy of the candidate's skill as a college teacher and researcher.

COURSES IN ECONOMICS OPEN TO DOCTOR OF ARTS CANDIDATES

		<u>Credits</u> **
*Eco 420A,B	Introduction to Econometrics I,II	(3-3)
*Eco 440	Comparative Economic Systems	(3)
*Eco 442	The Economics of Agriculture	(3)
*Eco 456	State and Local Finance	(3)
*Eco 460	International Finance	(3)
*Eco 470	History of the Labor Movement	(3)
*Eco 480	Economic Fluctuations and Forecasting	(3)
Eco 500A,B	General Economic Theory I,II	(4-4)
Eco 502A,B	Introduction to Mathematical Economics I,II	(4-4)
Eco 504A,B	Theory and Method of Economic Analysis I,II	(4-4)
Eco 512A,B	History of Economic Thought I,II	(3-3)
Eco 522	Quantitative Economic Analysis	(4)
Eco 530	Economic Systems and Structures of Latin America	(3)
Eco 531	Economic Systems and Structures of South Asia	(3)
Eco 532	Economic Systems and Structures of East Asia	(3)
Eco 533	Economic Systems and Structures of Subsaharan Africa	(3)
Eco 534	Economic Systems and Structures of the Middle East	(3)
Eco 542	Development of Economic Systems	(3)
Eco 580A,B	Country and Area Studies I,II	(2-2)
Eco 584	Current Economic Problems	(3)
Eco 585	Research in Area Studies	(3)
Eco 603	Theory of Growth	(4)
Eco 605	Theory of Inflation	(4)
Eco 607	Advanced Econometrics	(4)
Eco 608	Business Economics	(3)
Eco 609	Theory of Unemployment and Employment	(4)
Eco 612	Theory of Economic Growth	(3)
Eco 613	Business Economics Growth	(3)
Eco 622A,B	Development I,II	(4-4)
Eco 630	Area Studies in Economic Development	(3)
Eco 634	Economic Development of India	(3)
Eco 635	Economic Development and Development of China	(3)
Eco 670	Export Economics	(4)
Eco 680	Special Topics in Income Distribution	(2)
Eco 681	Special Topics in International Economics	(2)
Eco 682	Special Topics in Economic Organization	(2)
Eco 683	Special Topics in Public Finance	(2)
Eco 684	Special Topics in Economic Systems	(2)
Eco 685	Special Topics in Economic Growth	(2)
Eco 686	Research in the National Economy	(3)
Eco 687	Special Topics in Economic Policy	(2)
Eco 690A,B	Collaboration of Theoretical Issues of Theory & Policy I,II	(2-2)
Eco 699	Advanced Thesis	(2-6)
Eco 709	Studies in Economic Theory	(3)
Eco 718	Studies in History of Economic Thought	(3)
Eco 719	Studies in Economic History	(3)
Eco 729	Studies in Quantitative Economics	(3)
Eco 749	Studies in Planning and Planning	(3)
Eco 757	Studies in State and Local Public Finance	(3)
Eco 779	Studies in Labor Economics	(3)
Eco 789	Studies in International	(2-6)
Eco 890	Unassisted Studies in Economics	(2-6)
Eco 899	Research in Economics	(0)

* Open to graduate students.

** All graduate courses listed with a credit will be raised to 4 units in the Fall of 1971.

COURSES IN POLITICAL ECONOMY OPEN TO DOCTOR OF ARTS CANDIDATES

PEC 501	Microeconomics and Public Policy	(4)
PEC 504	Economics of the Public Sector I	(4)
PEC 505	Economics of the Public Sector II	(4)
PEC 506	Economic Fluctuations and Public Policy	(4)
PEC 509	Seminar in State and Local Public Economics	(2-4)
PEC 510	Introduction to Mathematical Economics	(4)
PEC 541	Industrial Organization and Public Policy	(4)
PEC 542	Theory of Collective Bargaining	(4)
PEC 543	Labor Problems	(4)
PEC 544	Government Employment Relations	(4)
PEC 551	Regional Economic Theory	(4)
PEC 552	Housing Economics	(4)
PEC 555	Metropolitan Finances and Planning	(4)
PEC 564	Environmental Economics	(4)
PEC 571	International Trade and Finance	(4)
PEC 609	Seminar in Public Economics	(4)
PEC 612	Cost-Benefit Analysis	(4)
PEC 621	Fiscal Policy	(4)
PEC 622	Fiscal Analysis	(4)
PEC 632	Monetary Theory	(4)
PEC 633	Monetary Policy	(4)
PEC 642	Practice of Collective Bargaining	(4)
PEC 643	Government and Industrial Disputes	(4)
PEC 644	Labor and Manpower Economics	(4)
PEC 653	Regional Economic Development	(4)
PEC 659	Seminar in Regional and Resource Economics	(4)
PEC 661	Theory of Economic Development	(4)
PEC 662	Patterns and Processes of Economic Development	(4)
PEC 665	Economics of Natural Resources	(4)
PEC 672	World Commerce and Economic Development	(4)
PEC 697	Research Seminar in Political Economy	(4)
PEC 698	Master's Essay	(4)
PEC 702	Advanced Economic Theory	(4)
PEC 712	Social Accounting Systems	(4)
PEC 729	Seminar in Fiscal Economics	(4)
PEC 739	Seminar in Monetary Economics	(4)
PEC 741	Economics of Wages and Employment	(4)
PEC 749	Seminar in Labor Economics and Labor Relations	(4)
PEC 763	Policies for Economic Development	(4)
PEC 769	Seminar in Economic Development	(4)
PEC 779	Seminar in International Economics	(4)
PEC 789	Seminar in Economic Organization and Social Control	(4)
PEC 808	Readings in Economic Theory	(4)
PEC 828	Readings in Fiscal Economics	(4)
PEC 838	Readings in Monetary Economics	(4)
PEC 848	Readings in Labor Economics and Labor Relations	(4)
PEC 858	Readings in Regional and Resource Economics	(4)
PEC 868	Readings in Economic Development	(4)
PEC 878	Readings in International Economics	(4)
PEC 888	Readings in Economic Organization and Social Control	(4)
PEC 897	Independent Research in Political Economy	(0)
PEC 899	Doctoral Dissertation	(0)

Acceptable Supporting Courses at Graduate Level

His 515A,B	American Economic History
His 559	Contemporary European Economic History
Geog 540	Political Geography
Soc 551	Demography
Acc 521/522	Managerial Accounting I,II
Mkt 512	Price Policies

Plus, with advisors approval, any courses eligible for graduate credit in the ten "cognate areas" listed above.

THE D.A. APPRENTICESHIP PROGRAM IN
ELEMENTARY ECONOMICS

The apprenticeship program in elementary economics for D.A. candidates (Ec 786 and 788) is intended to improve the quality of teaching by graduate students as a first step toward better performance as college teachers after they receive their doctoral degrees. It involves study of alternative ways of organizing economic concepts, methods of conducting the elementary course, critical observation of classroom performance, devising plans for various types of procedure, and implementing these in classes to develop teaching skills through practice.

There is an extensive body of literature on the teaching of college economics and for many years there has been a roundtable on the subject at the annual meetings of the National Association. A year ago, The Journal of Economic Education began its semi-annual appearance. The Kanzanjan Foundation conducts an annual contest in experiments in economic pedagogy at all levels and publishes a yearly volume containing the prize-winning programs. Much is to be learned from innovations in pedagogy in other disciplines and there is a lot of printed material on general problems of teaching and learning at the college level. Our own Educational Communications Center has experts in this field and much useful equipment.

There will be a weekly seminar for discussion of assigned reading, written reports on classes observed, drafts of proposed procedures, etc. Students will proceed from observing professors in action to doing their own teaching with the professor and their peers as observer-critics. Homework assignments, bibliographies, and examinations will be prepared, discussed, and evaluated. The merits of alternative texts will be appraised.

Hopefully there will be considerable experimentation with new methods of organizing the material, conducting classes, and using available mechanical aids, particularly in the second semester after conventional procedures have been explored and skills developed.

If teaching assistants who are not candidates for the D.A. are admitted to the two apprenticeship courses, they will not earn course credit unless they complete all assignments demanded of the D.A. students in addition to their departmentally designated T.A. duties.

Faculty

The faculty which presently teaches the subject-matter courses in Economics for Ph.D. candidates is fully competent to perform the same services for D.A. students. It includes several persons deeply concerned about the quality of undergraduate teaching and who would be eminently qualified to teach the apprenticeship courses. The complete list of faculty follows:

A. Economics and Political Economy

Auclair, Jean, Professor
Doctorate d'Etat en Droit, Lille.

Bers, Melvin, Associate Professor
Ph.D., Berkeley.

Chen, Kuan-I, Professor
Ph.D., Pennsylvania State.

Cipriani, Corindo, Asst. Professor
Ph.D., Minnesota.

Copeland, Morris, Professor
Ph.D., Chicago.

Ehemann, G. Christian, Assoc. Professor
Ph.D., Northwestern.

Fairbanks, Robert, Assoc. Professor
Ph.D., Syracuse.

Gelfand, Jack E., Professor
Ph.D., New York University

Gootzeit, Michael, Asst. Professor
Ph.D., Purdue.

Kalish, Richard, Assoc. Professor
Ph.D., Colorado.

Lee, Pong S., Assoc. Professor
Ph.D., Yale.

Okongwu, Chu, Assoc. Professor
Ph.D., Harvard.

Osborne, Dale, Assoc. Professor
Ph.D., Kentucky.

Pettengill, Robert B., Professor
Ph.D., Stanford.

Reeb, Donald, Assoc. Professor
Ph.D., Syracuse.

Renshaw, Edward F., Professor
Ph.D., Chicago.

Salkever, Louis, Professor
Ph.D., Cornell.

Slocum, John, H., Professor
Ph.D., Cornell.

Sternberg, Marvin, Asst. Professor
Ph.D., Berkeley.

Uppal, Jogindar, Assoc. Professor
Ph.D., Minnesota.

Walker, Franklin, Professor
Ph.D., Harvard.

Specialties

Economic History, Monetary

Labor, Industrial Organization

Econ. Development, Agricultural Ec.

Labor, Economic Theory

Public Finance, Economic Theory

Econometrics, Economic Theory

Political Econ., Public Finance

Econ. Theory, Money & Banking

History of Thought, Math. Econ.

Econ. History, Natural Resources

Econ. Theory, Mathematical Econ.

Quantitative Econ., Develop. Econ.

Managerial Econ., Industrial Econ.

Economic Theory, International Ec.

Urban & Regional Economics

Public Finance, Quantitative Ec.

History of Thought, Labor

Labor, International Economics

International Ec., Develop. Econ.

Developmental Ec., Public Finance

Economic Theory, International Ec.

B. Associated Faculty

In addition to members of the Economics Department qualified to conduct the D.A. program, there are many competent professors in the School of Education with experience in teaching courses useful for potential college teachers. Four of these have served during 1970-71 on a Liaison Committee which has helped to design the education part of the curriculum and the two new "amalgam" courses;

Mark Berger, Professor, Foundations of Education
David Hartley, Professor, Guidance
James Kuethe, Professor, Psychology and Statistics
Joseph Leese, Professor, Curriculum Development

The following professors in other SUNYA departments teach courses of potential interest to D.A. candidates and are available to serve as consultants:

	<u>Specialty</u>
Adams, Harold W. Asst. Professor of Public Administration	Systems Analysis & Game Theo.
Balk, Walter L. Asst. Professor of Public Administration	Organization Theory
Birr, Kendall A. Professor of History	Economic History
Kolmin, Frank W. Professor of Accounting & Finance	Economics of Taxation
Mossin, Albert C. Professor of Management	Business Enterprise
Poland, Orville F. Assoc. Professor of Public Administration	Fiscal Policy & Administrat.
Sabghir, Irving H. Professor of Labor Relations	Labor Economics & Collective Bargaining

C. Off-Campus Consultants

The Doctor of Arts Planning Group presently has two off-campus consultants: Professor Francis Oakley, History Department, Williams College, and Professor Mary Barrett, English Department, Orange County Community College.

Library Resources

1. Book Collection

The SUNYA Library holds about 50,000 titles in Economics and Business, a collection quite adequate in size and distribution for the D.A. program. Because of the D.A. emphasis on breadth of knowledge, some students will choose cognate fields requiring study in other sections of the library such as Anthropology, Sociology, Geography, Psychology, Political Science, Business, Mathematics, Computer Science, and History and Public Administration. The Education collection will also be used in courses dealing with the various roles of the college faculty member.

2. Acquisitions

New books are ordered in three ways: (1) members of the Economics Department request specific purchases, (2) open orders are maintained with more than a score of organizations and specialized publishers, and (3) the Business and Economics Bibliographer systematically checks the Publisher's Weekly to order other university-level volumes of importance as they appear.

3. Periodicals

The University has subscriptions to more than 700 periodicals of interest to students of Economics and Business. A count of other journals in the related fields mentioned above would raise the total to 2,000. Bound volume collections of back issues are varied, some long, some short, but microfilm and inter-library loans can be used to make up the gaps in periodical as well as in books.

4. Pamphlets

A vertical file of pamphlets is maintained in the Business and Economics area of the library and contains in the neighborhood of 2,500 items. The file is organized according to the Harvard Classification of Business Literature, which keeps material on the same subject together in the file. A card index is also maintained for location of government documents and the publications of important sources such as the OECD, OED, and the National Planning Association.

Library Resources con't

5. Documents

The library is now a selective depository for U.S. Government Documents and all publications of interest to Economics are currently received on a depository basis. Efforts are being made to acquire documents of interest from foreign and state governments and from intergovernmental organizations such as the United Nations, European Economic Community, International Labour Organisation, and the International Monetary Organization. A complete set of the documents of the League of Nations (1919-1946) has recently been acquired.

6. Summary

Important supplements to the resources of our own library are the collections of the New York State Library downtown plus those of the nearby colleges: Union University, Siena College, Rensselaer Polytechnic Institute, Russell Sage, and the College of Saint Rose. A union catalog exists for periodicals in these colleges and the State Education Library.

A P P E N D I X

THE DOCTOR OF ARTS INTERNSHIP

The proposed internship for the Doctor of Arts is analogous to a medical internship. Following formal training in the discipline, it is a period for refining and testing, under supervision, the knowledge and skills of the beginning practitioner.

Specifically, the D.A. internship is defined as one or two semesters during which the candidate undertakes the full responsibilities of a faculty member at a two or four-year college which has reviewed his credentials and accepts him as qualified for the position. The colleges in the Albany area which have indicated an interest in cooperating with this internship program are listed on page 2. Each cooperating college will define the duties of the intern and pay him no less than the salary of a beginning instructor. The University is responsible for making the arrangements and should strive to ensure that the intern have a variety of valuable experiences including the teaching of beginning and advanced courses, the advising of students, and service on departmental and college committees, with due allowance for the learning and adjustment problems of a beginning teacher.

Guidance and evaluation of the intern will be shared by two faculty supervisors, one appointed by the University and one by the cooperating college. Each supervisor should schedule regular meetings with the intern and arrange other conferences as needed. These consultations should help the intern to improve performance in those areas where he is having difficulties.

The supervisors should develop a systematic record of the intern's progress as a college teacher. Videotape recordings of classes are very useful if technically feasible. Classroom visitations by the supervisor should be frequent, preferably each week during the first part of the semester, and should be followed promptly by conferences with the intern. For maximum comprehensiveness, observations should be recorded on a previously prepared checklist. Additional records of the intern's performance should cover his proficiency in preparing and grading exams, advising students, and serving on committees. Anonymous ratings by the students he teaches should also become part of the intern's record. All these appraisals and critiques should be discussed with the candidate.

General performance criteria include excellence in (1) Stimulating active interest in the subject, (2) Clearly presenting concepts in lectures and discussions, (3) Describing the structure of the discipline, the various sources of information for further study, and the views of representatives of different schools of thought, (4) Using library materials and available teaching aids, (5) Counseling students, and (6) Participating in other departmental and college activities of faculty.

Each department will modify or supplement the general criteria by

APPENDIX (con't)

identifying the special skills needed in teaching its discipline. Interns should be invited to participate in preparing the final draft of the checklists by which their performance is to be evaluated.

At the conclusion of the internship period the two supervisors will meet to review the performance record and recommend to the department a grade of Satisfactory or Unsatisfactory. In borderline cases, which should be rare, an extension of the internship or service at a different college may be recommended.

No formal arrangements for participation in the Doctor of Arts internship program have as yet been made with the potential cooperating colleges. The following colleges have indicated an interest in participating by accepting interns on their staff. Those indicated with a * participated in a conference at SUNYA on October 16, 1970 to discuss the internship with the Doctor of Arts Planning Group. Others have indicated their interest in correspondence.

- * Albany College of Pharmacy
- Bennington College
- Berkshire Community College
- * SUNY Agricultural & Technical College at Cobleskill
- * College of Saint Rose
- * Columbia - Greene Community College
- * Fulton - Montgomery Community College
- * Hudson Valley Community College
- Junior College of Albany
- * North Adams State College
- * Orange County Community College
- R.P.I.
- * Russell Sage College
- * Siena College
- * Skidmore College
- * Union College
- * Williams College

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

A Proposed Resolution to Approve
A Graduate Program in English
Leading to the Degree of Doctor of Arts
In the College of Arts and Sciences

INTRODUCED BY: Graduate Academic Council
April 19, 1971

The Graduate Academic Council in meeting March 26, 1971, voted to approve a graduate program in English leading to the Doctor of Arts proposed by the Department of English in the College of Arts and Sciences and to recommend it to the Senate for adoption with an effective date of June 15, 1971.

The proposed program in English leading to the Doctor of Arts in the College of Arts and Sciences, as recommended to the Senate by the Graduate Academic Council, is approved effective June 15, 1971.

A PROPOSAL FOR THE
DOCTOR OF ARTS IN ENGLISH

MARCH 12, 1971

STATE UNIVERSITY OF NEW YORK AT ALBANY

Department of English

January 11, 1971

The Department of English proposes that it be authorized to offer a program leading to the degree Doctor of Arts. This program with its differences from the Ph.D. in curriculum, emphasis, and career objective would give to the prospective doctoral student in English the option of applying either for a program whose major emphasis is upon research and university teaching (the Ph.D.) or one emphasizing preparation for undergraduate teaching (the D.A.). The department proposes that the new program begin in the fall semester of 1971.

Among the many reasons for proposing a Doctor of Arts program in English, the following are most significant.

(1) Whereas the Ph.D. program views preparation for teaching as incidental, the D.A. program makes it the primary goal. SUNYA's Ph.D. program in English acknowledges the importance of teaching and provides a seminar in college teaching, but the seminar is waived for any candidate who serves as a classroom instructor. The D.A. program proposed requires of all candidates an apprenticeship in college teaching both more extensive and more varied than the department offers at present. It requires an internship period of teaching on a campus with a student population likely to resemble that on the campus where the candidate will find his first employment.

(2) There will be employment opportunities for D.A. recipients; in fact, they will clearly be favored for certain jobs. Research conducted by the Modern Language Association indicates that despite an expected five-year decline in available new full-time positions, "...colleges will need an estimated 10,100 new full-time faculty in English, 4,600 of whom will be needed by junior and community colleges." (See MLA Newsletter, November 1970, p. 1.) Chairmen of 1100 English departments were surveyed. Twenty-three percent of the total group and 32% of the two-year colleges declared a preference for persons

holding a "teaching doctorate." Only 31% of the two-year college chairmen indicated a willingness to hire Ph.D.'s. In short, a substantial proportion of the anticipated new positions in English will be available only to persons holding doctorates that have specifically prepared them for teaching.

(3) The structure of the D.A. program makes it possible for the student to prepare himself more adequately for fields of teaching for which there is reason to expect increased demand. The MLA survey cited above reports that in the next five years the ten areas of greatest need (in rank order from greatest to least) are (1) Freshman Composition, (2) Comparative or World Literature, (3) Linguists, (4) Generalists, (5) Teachers of Reading, (6) Black Studies, (7) Contemporary American Literature, (8) Renaissance, (9) Restoration and Eighteenth Century, and (10) Contemporary British. The present SUNYA Ph.D. program in English offers specialization only in the last four of these areas. The D.A. program, by avoiding the traditional structure of the comprehensive examinations for the Ph.D., will enable a student to prepare himself with less regard to coverage of the customary divisions of English literature and more attention to areas of greater priority in the list above.

(4) There are today frequent expressions of concern for restructuring the humanities. Any attempt to restore unity to them calls for greater breadth of preparation in graduate programs. The D.A. program has flexibility enough to enable students to construct programs incorporating substantial work in one or more areas outside of English. Such flexibility would enhance the student's ability to teach a wide range of courses, some of them cutting across disciplinary boundaries as normally defined, and to teach with the breadth of view particularly sought after today.

(5) By integrating the dissertation within the program and by limiting its scope and establishing a fixed period for its completion, the D.A. program should not only avoid undue emphasis upon research for its own sake but should also curtail the time characteristically spent in acquiring a doctoral degree in English. In the words of the Carnegie Commission on Higher Education (Less Time, More Options, Special Report, January 1971, p. 16), "The Ph.D. began as a research degree with the original dissertation at its core. It is a highly respected degree useful for advanced research work and for training students to undertake research. It is less useful for persons who will teach but neither do research nor train research personnel. In fact, for such people it may not only give them a narrower training than their teaching merits but also create pressures both on them to undertake research that does not interest them and on the institutions where they are employed to provide them with reduced teaching loads and facilities for their research." The D.A. program of the English Department would not drop the requirement of a dissertation involving research but would transform it into a more flexible requirement for the demonstration of independent research ability in the completion of a study project either in

literature or pedagogy. The position of the dissertation as the culminating experience in the doctoral program would, however, be altered; its place would be taken by the internship in teaching. To focus the student's attention upon teaching as his main career objective is particularly appropriate for the kind of student who has in the past sought to enter a doctoral program at SUNYA, for our students have ordinarily sought the Ph.D. as the means of embarking upon careers as college teachers rather than as research scholars. The redefinition and re-positioning of the dissertation make it reasonable to expect students to complete the D.A. program within four years of entry. (By contrast, the elapsed time between B.A. and Ph.D. at present runs from 5 to 15 years; the median figure in the Humanities is 9.5, according to the Carnegie Commission report already cited. The national median for time registered in a Ph.D. program in the Humanities is 5.7 years.)

In addition to these major reasons for proposing the Doctor of Arts program, the Department of English calls attention to the findings and recommendations of many studies, from the Muscatine Report (University of California at Berkeley, 1966) to the Scranton Commission Report (The President's Commission on Campus Unrest, 1970): again and again such reports have called attention to faculty indifference to their teaching responsibilities and to the goals of higher education. The D.A. program in English asks of all students some familiarity with the nature and variety of institutions of higher education and with the central issues of educational philosophies. Even more important, perhaps, are the proposed new courses in Introduction to Teaching. Clearly the most distinctive feature of the D.A. program, they involve the student in the teaching of a variety of undergraduate courses while working closely with an experienced teacher. The courses incorporate a continuing colloquium in which the candidates meet with staff members to discuss the problems arising out of their common teaching experiences, and to explore topics in methodology and evaluation with specialists in these areas. A sense of community should thus be fostered within the department as well as among the candidates.

Finally, it should be evident that the D.A. program rests on the belief that experience in teaching is not only an efficient way of learning how to teach but also an incomparable opportunity for extending and confirming one's grasp of the subject matter he is teaching. The introduction to teaching and the internship function simultaneously as training in method and in substance, as opportunities both to learn and to demonstrate learning. The D.A. program is the English Department's answer to the question, Given students with the qualifications necessary for undertaking doctoral study, how can we best prepare them for lifelong careers as teachers of undergraduates?

The following paragraphs from the report on the Ph.D. in English prepared by Professor Robert Donovan (January 1971) set forth a rationale of graduate study in English at SUNYA.

The preparation of teachers is never by itself an adequate justification for any branch of study, since the desirability of propagating knowledge naturally presupposes some more basic utility or satisfaction to be derived from it. It is important to recognize that the most advanced study of English literature* obeys one impulse with the most elementary: to learn the meaning of one's own and others' humanity by exploring the imaginative limits of human thought, passion, and experience. The imaginary journey of Dante is the perfect prototype of all literary exploration. That the study of English literature can provide such a humanizing experience is the common assumption of both undergraduate and graduate teaching of English, and to make the graduate study of English exclusively the province of esoteric skills and pedantic learning is to encourage a narrow and false professionalism and to betray the humanistic ideal of English studies. Nevertheless, that the study of English serves a humanistic ideal must not be taken to mean that it submits to no law or direction; it is a discipline in that the knowledge it aims at is systematic, and the procedures it employs are objective and rigorous.

The immensity of English literature suggests that it would be more realistic to conceive of English study as a complex of skills than as a body of knowledge. The lament of Browning's aged grammarian--"Grant I have mastered learning's crabbed text, Still there's the comment"--is a forceful reminder that no single lifetime is long enough to permit one to master even the primary texts, let alone the commentary, of English literature, but what may reasonably be expected is that the student should acquire an effective competence in the essential skills of literary study that will assist him in his lifelong task. It can be expected that he will acquire a considerable amount of substantive knowledge in the process of learning these skills, but it would be fruitless to demand that all students acquire the same fragment of the enormous and imponderable mass of English literature. A far more practicable, and ultimately more useful objective is to develop certain fundamental techniques or abilities, among which three primary skills, and a fourth, perhaps secondary, one may be distinguished.

1. The ability to recover the precise content of a work, as this is influenced by its linguistic medium and by the conventions of the genre to which it belongs. Basic to all the more specialized literary skills is the ability to read. This is the primary objective of literary study at every level, from Dick, Jane, and Sally

*"English literature," except where more narrowly defined, means literature in English, including, of course, American literature.

to the Ph.D. The difference is one of degree, but differences in degree may be profound. The doctoral student should bring to his task an awareness of the complexities raised by his knowledge of the history and the structure of English, as well as by his familiarity with the traditions of poetry, drama, fiction, and argumentative or expository prose.

2. The ability to understand the work in relation to its social, political, and intellectual milieux. This requires not only a detailed knowledge but a complex act of imaginative synthesis. No one who is unable to grasp imaginatively the ethos of Tudor or Victorian England, or of Puritan America, can deal adequately with the cultural phenomena represented by the Utopia, the Apologia pro Vita Sua, or the poems of Edward Taylor. The cultivation of the historical imagination helps the student to discover human significance, or what is modishly called "relevance," even in works which have no discernible relation to the main political and social issues of twentieth century America. Paradoxically, the act of imaginative synthesis described above is requisite to the understanding even of contemporary works like The Entertainer or The Autobiography of Malcolm X.

3. The ability to relate literary judgments to their philosophic assumptions and to distinguish the theoretical bases of rival systems of judgment or analysis. The study of literature inevitably occasions the discrimination of values, but the serious student is not content merely to assert his subjective preferences, his arbitrary likes and dislikes; he must admire "with reason" and account for his preference of one work or another in terms of some deliberately selected and rationally worked out theory of literature. Furthermore, he should be able to understand and judge critically statements about literature in relation to whatever systems of thought supply their coherence.

In all the foregoing remarks the emphasis has been upon the way in which the student responds to or thinks about works of literature. A concomitant of the development of these skills, as well as an essential condition of their accurate measurement, is a corresponding development of the student's ability to talk or write about his experience of literature. For those who intend to become teachers of literature this is indeed a primary aim, but for all students, irrespective of professional objectives, the development of a critical vocabulary and a degree of articulateness in the discussion of literary works must attend the growth of understanding.

4. The ability to apply independently the basic tools of literary scholarship to the extension and enrichment of the student's knowledge. Biography, textual criticism, literary historiography, and other specialized techniques of literary scholarship, while not themselves primary objects of study, are the indispensable tools by which the student extends his knowledge of literature and makes himself independent of formal instruction.

These four aims are common to both the undergraduate and graduate study of English, but perhaps certain differences should be noted. It is assumed, naturally, that the graduate student begins with a more highly developed competence in all these skills, as well as a wider knowledge and a more sophisticated understanding of literature, than the undergraduate student, but graduate study should not be understood merely as the quantitative extension of a student's undergraduate education. The purpose of graduate instruction in literature is to render itself unnecessary, to develop in the student a toughness of mind and independence of judgment that will make it possible for him to pursue the foregoing objectives largely on his own.

Although written to characterize the study of English in the Ph.D. program, these paragraphs apply equally to the study of English leading to the Doctor of Arts degree; they describe, in fact, all graduate study of English.

PROGRAM OF STUDY FOR THE DOCTOR OF ARTS

IN ENGLISH

REQUIREMENTS FOR ADMISSION

In addition to the general university requirements for admission to doctoral study described in the Graduate Bulletin 1969-70, pp. 29-30, an applicant's undergraduate preparation preferably should have been in the liberal arts with a major in English Literature. Applicants with preparation in other appropriate fields also may be considered for this program under the condition that any undergraduate deficiencies be made up. A personal interview will be required.

LANGUAGE REQUIREMENT

For admission to the program a student should have completed successfully two years (or the equivalent) of undergraduate study in a language other than English; lacking this requirement, he must pass to the satisfaction of the department a reading test in one language other than English by the end of his first year in the Doctor of Arts program.

PROGRAM OF STUDY (60 credits, minimum)

The course of study of each student is planned with his departmental advisor and consists of the following:

1. Prescribed courses:
 - a. A Eng 600, Methods of Literary Study, 4 credits,
 - b. A Eng 606, History and Structure of the English Language, 4 credits,
 - c. E His 614 History and Philosophy of Higher Education, 3 credits,
 - d. A Eng 307A and either 307 B or C, Introduction to College Teaching, 10 credits,
 - e. A Eng 810 Research Seminar, 4 credits
2. A concentration in English (32-38 credits, including Eng 600, 606, and 810 taken under item 1 above) in consultation with his advisor the student will plan a program of study (which may include both independent work and organized coursework) with due attention to both the requirements of undergraduate teaching and his own interests.
3. A supporting field (12-18 credits including E His 614). The supporting field will be designed in consultation with the advisor and may cut across departmental or disciplinary lines. The purpose is to enable the student to study in some systematic way a subject which

3. goes beyond or lies outside the area of English studies but will support or provide perspective on his English studies. Normally courses to be credited toward the supporting field requirement should be at the graduate level, but with the consent of the advisor a maximum of six credits may be earned in courses numbered 300-499.

DISSERTATION

The student must complete a dissertation which will give evidence of his ability to apply the materials and methods of scholarship to the enrichment of undergraduate teaching. (E.g.: a critical study of an author, an original approach to the teaching of a particular subject, an original contribution to the rationale or methodology of English studies, a textbook. The dissertation may be either in written form or in the form of a film, kinescope, or other graphic presentation.) This dissertation should be capable of being completed within one academic year and should ordinarily grow out of and incorporate the student's work in the research seminar (Eng 810).

INTERNSHIP

The student must satisfactorily complete at least one full semester of teaching internship at a cooperation college. See Appendix.

DEPARTMENTAL EXAMINATIONS

1. A written examination in English and in the supporting field, taken ordinarily at the end of the second year. This examination will be based on the course work undertaken during the first two years of the program.
2. An oral examination at the end of the internship year. This examination is intended to test the student's ability to relate his various funds of knowledge to each other and to his teaching.

ADMISSION TO CANDIDACY

A student is admitted to candidacy for the Doctor of Arts upon:

1. Satisfactory record in course and seminar study;
2. Satisfactory performance as a teacher in English 807A and either 807 B or C;
3. Completion of the university residency requirement; and
4. Satisfactory completion of the written qualifying examination.

GRADUATE COURSES REGULARLY OFFERED

Eng 500	The Study of Literature	(3)	
Eng 515	Techniques of Literary Analysis		
	A Poetry	(3)	
	B Narrative Prose Fiction	(3)	
	C Dramatic Literature	(3)	
	D Analysis of Ideas	(3)	
Eng 519	Cinema as Literature	(3)	
Eng 530	Spenser and His Contemporaries	(4)	
Eng 532	Early Tudor Literature	(3)	
Eng 539	English Drama to 1642	(3)	
Eng 542	The 18th-Century English Novel	(3)	
Eng 560	The Irish Literary Renaissance	(3)	
Eng 562	The 20th-Century English Novel	(3)	
Eng 565	20th-Century British Poetry	(3)	
Eng 575	Studies in American Poetry	(3)	
Eng 580	The Southern Literary Renaissance	(3)	
Eng 583	Afro-American Literature	(3)	
Eng 584	The American Short Story	(3)	
Eng 587	Modern American Drama	(3)	
Eng 592	Influential Books	(3)	
Eng 597	Types of Dramatic Comedy	(2)	
Eng 598	Types of Dramatic Tragedy	(2)	
Eng 606	History and Structure of the English Language	(4)	(4)
Eng 620	Middle English Literature	(4)	
Eng 625	Chaucer	(4)	
Eng 631	17th-Century Prose and Verse	(4)	
Eng 632	Dryden and the Restoration	(4)	
Eng 633	Studies in Tudor Literature	(4)	
Eng 636	Advanced Studies in Milton	(4)	
Eng 640	The Augustans	(4)	
Eng 641	The Age of Johnson	(4)	
Eng 647	English Drama in the Restoration and 18th-Century	(4)	
Eng 650	Topics in Romanticism	(4)	
Eng 651	Literature and Ideas in Victorian England	(4)	
Eng 652	The Novel From Austen to Dickens	(4)	
Eng 653	The Novel From Eliot to Hardy	(4)	
Eng 655	The Later Romantics	(4)	
Eng 656	Major Victorian Poets	(4)	
Eng 663	James Joyce	(4)	
Eng 670	American Literature to 1815	(4)	
Eng 671	The Transcendentalists	(4)	
Eng 672	The Cambridge Group	(4)	
Eng 673	Hawthorne and Melville	(4)	
Eng 676	Later 19th-Century American Poetry	(4)	
Eng 682	Fitzgerald, Hemingway, and Faulkner	(4)	
Eng 685	20th-Century American Poetry	(4)	
Eng 689	Main Ideas in American Literature	(4)	
Eng 700	Research Procedures	(4)	
Eng 707	Old English	(4)	
Eng 708	Beowulf	(4)	

GRADUATE COURSES REGULARLY OFFERED cont.

Eng 720A,B	Studies in English Life and Letters (Seminar)	(4-8)
Eng 725	Chaucer (Seminar)	(4)
Eng 736	Milton (Seminar)	(4)
Eng 737	Shakespeare (Seminar)	(4)
Eng 751	The Victorian Age (Seminar)	(4)
Eng 770A,B	Studies in American Life and Letters (Seminar)	(4-8)
Eng 774	Twain, Howells, and James (Seminar)	(4)
Eng 775	Walt Whitman (Seminar)	(4)
Eng 810	Research Seminar	(4)
Eng 811	Supervised Reading	(4)
Eng 812	Independent Reading	(3-12)

GRADUATE COURSES OCCASIONALLY OFFERED

Eng 513	Comedy in the Modern Novel
Eng 514	Tragedy in the Modern Novel
Eng 516	Chaucer, Keats, and Tennyson
Eng 517	Four Modern Playwrights
Eng 518	Religious Drama
Eng 520	The Arthurian Legend in English Literature
Eng 537	Shakespeare: The History Cycle
Eng 538	Shakespeare: The Tragedies and Later Plays
Eng 540	The 18th-Century Background
Eng 549	The Great Satirists
Eng 590	Old Testament Narratives
Eng 591	Poets and Prophets of the Old Testament
Eng 595	Contemporary World Drama
Eng 680	Graduate Seminar in English

NEW COURSES PROPOSED

English 600. Methods of Literary Study. 4 Credits.

A consideration of the nature of literature, the relations of literary culture to society, the history of the study of English, basic premises of literary criticism, and the relations between criticism and scholarship. Required of candidates for the Doctor of Arts degree.

This course differs from English 500 in the kinds of problems with which it deals and presupposes the commitment of the student to a career interest in the teaching of English at the college level. It differs from current bibliographical study offered to candidates for the Ph.D. in the kinds of topics and problems discussed.

English 807A. Introduction to College Teaching: Composition. 5 Credits.

The course consists of two parts which are taken concurrently. The first part, or practicum, is a practical introduction to the art of teaching English composition to undergraduate college students. Under the direction of a senior faculty member, students will assist in the conduct of a course and will assume a large part of the responsibility for planning, testing, and counseling as well as for actual teaching of the class.

The second part of the course, a colloquium, will provide an opportunity for students and participating faculty to exchange ideas related to their common professional problems as teachers of composition. The format is open and flexible but will entail weekly meetings for the presentation and discussion of papers and reports, the consideration of assigned readings, or simply the informal discussion of theoretical or practical questions.

English 807B. Introduction to College Teaching: Literary Analysis. 5 Credits.

Similar in design to English 807A: an introduction to the teaching of literature. The student will assist a senior professor in a course which emphasizes the analysis of individual works within one or more literary genres. Weekly colloquium.

English 807C. Introduction to College Teaching: Literary History. 5 Credits.

Similar in design to English 807A: a second course in teaching literature. The student will assist a senior professor in the teaching of a course stressing the interrelation of biography or history and literature. Weekly colloquium.

SUPPORTING COURSES IN OTHER DEPARTMENTS

Breadth of preparation rather than intensity of specialization should characterize the Doctor of Arts program. Students will be encouraged to draw heavily upon the offerings at the graduate level in the various departments of the Humanities and the Social and Behavioral Sciences; for some students with the requisite foundation there may be appropriate courses in the Division of Natural Sciences and Mathematics. Instead of a list of acceptable courses, the following pages offer first a basic model of the D.A. program in English, indicating the timing of required courses and examinations, and then five sample programs indicating the range of possibilities foreseen for the supporting field. For some students this breadth will consist of coursework that extends the boundaries of a special interest within English; Sample Program #1 illustrates this point with a supporting field in Romanticism, while Sample Program #2 incorporates work to broaden the candidate's competence in world literature with a bearing on literature in English. Another type of breadth-- development of competence in a second area--is illustrated by Sample Program #3 with its supporting field of Philosophy. In Sample Program #4 another kind of breadth is gained by grouping together in the supporting field certain courses in English with others that lie outside the department. Sample Program #5 suggests ways in which courses in Education might be used to augment the professional preparation of the teacher.

The work in English indicated in the sample programs is varied to show some of the possibilities. The concentration in English should deepen and round out the individual student's undergraduate study.

DOCTOR OF ARTS IN ENGLISH

Basic Model Program

<u>FIRST YEAR:</u>		<u>FALL</u>		<u>SPRING</u>
A Eng 600	Methods of Literary Study		4	E His 614 History & Philosophy of Higher Ed.
A Eng	English courses		6-8	A Eng English courses
-	Supporting Field		3-4	- Supporting Field
			<u>13-16</u>	<u>12-15</u>

<u>SECOND YEAR:</u>		<u>FALL</u>		<u>SPRING</u>
A Eng 807A	Intro. to College Teaching: Composition		5	A Eng 807B Intro to College Teaching: Literary Analysis
English & Supporting Field			9-12	English and Supporting Field
			<u>14-17</u>	A Eng 810 Seminar in Field of the Dissertation
				<u>4</u>
				<u>12-17</u>

NOTE: No student is expected to take more than four courses in any semester. Courses pertinent to the program will be offered during the summer session.

The first part of the comprehensive examination (a qualifying exam) should be taken at the end of the second year. This will consist of a written examination in English (normally based on a minimum of 35 hours of course work beyond the baccalaureate) and the supporting field (normally based on a minimum of 12 hours of course work beyond the baccalaureate).

<u>THIRD YEAR:</u>		<u>FALL</u>		<u>SPRING</u>
A Eng 899	Dissertation			Teaching Internship
			(Equivalent to a full load- 15 credits)	

Normally the student should complete his dissertation before his internship. Practical considerations may, however, make it necessary in individual cases to reverse the positions of the dissertation and the internship or even to have the student serve half-time as an intern throughout the year and work on the dissertation simultaneously.

The second part of the comprehensive examination will be taken at the end of the third year. This will be an oral examination testing the student's ability to relate his various funds of knowledge to each other and to his teaching.

SAMPLE PROGRAM #1

Doctor of Arts in English with Supporting Field in Romanticism

First Year

English Courses:

Eng 600	Methods of Literary Study	4
Eng 606	History and Structure of the English Language	4
Eng 650	Topics in Romanticism	4
Eng 530	Spenser and His Contemporaries	4
Eng 625	Chaucer	4

Supporting Field:

E His 614	History and Philosophy of Higher Education	3
Ger 309	German Romanticism	3
His 595	History of Nationalism	3
		<u>29</u>

Second Year

English Courses:

Eng 519	Cinema as Literature	3
Eng 652	The Novel From Austen to Dickens	4
Eng 655	The Later Romantics	4
Eng 807A,B	Introduction to College Teaching	10
Eng 810	Seminar in the Field of the Dissertation	4

Supporting Field:

His 565	European Cultural and Intellectual History From the Enlightenment to the Present	3
Thr 527	The Dramatic Art of the Romantic Period	3
		<u>31</u>

COMPREHENSIVE EXAMINATION, PART I: QUALIFYING EXAM

Third Year

DISSERTATION, INTERNSHIP, COMPREHENSIVE EXAMINATION, PART II

SAMPLE PROGRAM #2

Doctor of Arts in English with Supporting Field in World Literature

First Year

English Courses:

Eng 600	Methods of Literary Study	4
Eng 606	History and Structure of the English Language	4
Eng 625	Chaucer	4
Eng 636	Advanced Studies in Milton	4

Supporting Field:

E His 614	History and Philosophy of Higher Education	3
CWL 339	Tolstoy in English Translation	3
CWL 504	Dante's <u>Divine Comedy</u>	3
Thr 530	"Total Theatre": From Artaud to Happenings	3
		<u>28</u>

Second Year

English Courses:

Eng 620	Middle English Literature	4
Eng 633	Studies in Tudor Literature	4
Eng 673	Hawthorne and Melville	4
Eng 807A,B	Introduction to College Teaching	10
Eng 810	Seminar in the Field of the Dissertation	4

Supporting Field:

CWL 523	Greek Poetry I	Homer to Aeschylus	3
CWL 524	Greek Poetry II	Sophocles to the Hellenistic Age	3
			<u>32</u>

COMPREHENSIVE EXAMINATION, PART I: QUALIFYING EXAM

Third Year

DISSERTATION, INTERNSHIP, COMPREHENSIVE EXAMINATION, PART II

SAMPLE PROGRAM #3

Doctor of Arts in English with Supporting Field in Philosophy

First Year

English Courses:

Eng 600	Methods of Literary Study	4
Eng 606	History and Structure of the English Language	4
Eng 640	The Augustans	4
Eng 651	Literature and Ideas in Victorian England	4
Eng 670	American Literature to 1815	4

Supporting Field:

E His 614	History and Philosophy of Higher Education	3
Phi 515	Philosophy of Language	3
Phi 558	Theory of Art	3
		<hr/> 29

Second Year

English Courses:

Eng 515D	Analysis of Ideas	3
Eng 583	Afro-American Literature	3
Eng 736	Milton (Seminar)	4
Eng 770A	Studies in American Life and Letters	4
Eng 807A,B	Introduction to College Teaching	10
Eng 810	Seminar in the Field of the Dissertation	4

Supporting Field:

Phi 690	Philosophy and the Humanities I	3
		<hr/> 31

COMPREHENSIVE EXAMINATION, PART I: QUALIFYING EXAM

Third Year

DISSERTATION, INTERNSHIP, COMPREHENSIVE EXAMINATION, PART II

SAMPLE PROGRAM #4

Doctor of Arts in English with Supporting Field in Linguistics

First Year

English Courses:

Eng 515B	Techniques of Lit. Analysis: Narrative Prose Fict.	3
Eng 538	Shakespeare: The Tragedies and Later Plays	3
Eng 600	Methods of Literary Study	4
Eng 606	History and Structure of the English Language	4
Eng 707	Old English	4
Eng 708	Beowulf	4

Supporting Field:

E His 614	History and Philosophy of Higher Education	3
Phi 515	Philosophy of Language	3
		<u>28</u>

Second Year

English Courses:

Eng 620	Middle English Literature	4
Eng 625	Chaucer	4
Eng 641	The Age of Johnson	4
Eng 807A,B	Introduction to College Teaching	10
Eng 810	Seminar in the Field of the Dissertation	4

Supporting Field:

Ant 520	Descriptive Linguistics	3
Ant 521	Comparative and Historical Linguistics	3
		<u>32</u>

COMPREHENSIVE EXAMINATION, PART I: QUALIFYING EXAM

Third Year

DISSERTATION, INTERNSHIP, COMPREHENSIVE EXAMINATION, PART II

SAMPLE PROGRAM #5

Doctor of Arts in English with Supporting Field in Education

First Year

English Courses:

Eng 515A	Poetry	3
Eng 562	The 20th-Century English Novel	3
Eng 537	Modern American Drama	3
Eng 600	Methods of Literary Study	4
Eng 606	History and Structure of the English Language	4

Supporting Field:

E His 614	History and Philosophy of Higher Education	3
E Psy 540	Evaluation in Education	3
E Rdg 608	College and Adult Reading Instruction	3
		<u>26</u>

Summer

Eng 518	Religious Drama	3
Eng 520	Arthurian Legend in English Literature	3
		<u>6</u>

Second Year

English Courses:

Eng 647	English Drama in the Restoration and 18th-Century	4
Eng 689	Main Ideas in American Literature	4
Eng 807A,B	Introduction to College Teaching	10
Eng 810	Seminar in the Field of the Dissertation	4

Supporting Field:

E Tch 660	The Teacher, College, and Community (Proposed Course)	3
E C&I 720	Curriculum and Instruction in Higher Education	3
		<u>28</u>

COMPREHENSIVE EXAMINATION, PART I: QUALIFYING EXAM

Third Year

DISSERTATION, INTERNSHIP, COMPREHENSIVE EXAMINATION, PART II

LIBRARY RESOURCES

Basic to all study of English is the library collection of books and periodicals. The systematic expansion and strengthening of the collection in English in the SUNYA library was undertaken in the 1950's in anticipation of the development of advanced graduate study. Without denying the shortcomings within the Humanities collection cited in the Self-Study Report (January 1971) prepared for the accreditation visit of the Middle States Association of Colleges and Secondary Schools, it is possible to point to the successful operation of the English Department's Ph.D. program as proof of the adequacy of the present collection for a Doctor of Arts program in English. The collection is at least satisfactory for present course work in all areas of English and American literature. It is particularly strong in areas of major interest to the students and faculty of the department: the Renaissance, the Victorian period, and American Literature since 1815. For dissertation research, Ph.D. candidates have in some instances found it necessary to work chiefly with library collections elsewhere. Candidates for the D.A. are not likely to work on recondite or esoteric projects. The SUNYA collection, supplemented by inter-library loan, should be entirely adequate.

HOLDINGS

Figures for the total size of the "P" (Humanities) classification in the university library are not available. For the volumes already recorded on computer tape (343,709 catalogued book volumes in the main library alone), the totals as of September 30, 1970, are as follows:

PE (English Language)	1,497
PN (Literary Theory)	8,604
PR (English Literature)	20,270
PS (American Literature)	11,356
PZ (Fiction)	1,546
	<hr/>
	43,273 Book Volumes

Total book volumes in the library as a whole, as of October 31, 1970, numbered 484,500. Neither this figure nor those above reflect accurately or consistently the holdings of bound periodical volumes and microforms.

The total number of titles in the library periodical collection as of July 1970 was 7,547. Of these, some 1,116 pertain specifically to the Humanities and nearly all of these must be considered pertinent to work in English. In combination with the splendid holdings of 19th and early 20th-Century periodicals in the New York State Library, these constitute a collection that is better than adequate for doctoral study in English.

LIBRARY RESOURCES cont.

Doctoral students at SUNYA may use library materials at Union College, Rensselaer Polytechnic Institute, or the New York State Library; borrowing is made easier by an inter-library messenger service. The SUNYA library is linked with several other libraries in the New York State Inter-Library Loan network (NYSILL), within which SUNYA now lends more books than it borrows.

Students in the D.A. program in English will make use of the Education collection as well as the Humanities collection. The existence of established doctoral programs in the various areas of Education should vouch for the adequacy of the collection for the Doctor of Arts program.

ACQUISITIONS POLICY

A departmental library committee aids the bibliographer assigned to the three departments of English, Rhetoric and Public Address, and Theatre. Individual faculty members may file special requests either with the committee or the bibliographer. Blanket orders with university presses assure the prompt receipt of new scholarly works and editions. General priorities in other acquisitions have been established in joint conferences of the bibliographer and the department's library committee.

FIVE-YEAR PROJECTIONS

No projections are offered here on the assumption that the present and future allocations of funds for English and American literature will support the D.A. program as well as the Ph.D. program. The allocations for 1969-70 and 1970-71 were \$22,500 each year. This figure marks a decline from \$48,000 for 1968-69 and \$65,000 for 1967-68, but the library staff is unable to evaluate the significance of this decline since apart from an actual decrease it results both from the separation of allocations for all areas of Speech (included in the English allocation until 1969) and from the establishment of blanket orders with university presses.

FACILITIES

The introduction of the Doctor of Arts program in English requires no facilities beyond those available at present for the conduct of the Ph.D. program. Greater use will be made of the Educational Communications Center. For courses in Introduction to Teaching, each D.A. candidate will prepare at least one presentation making use of the Center's varied graphics and sound equipment. In addition, it will be desirable to use videotape or motion picture film for the recording of at least two teaching sessions, one early in the student's program and one later. Such recordings will provide self-evaluation and motivate self-improvement. The budget appended to this proposal reflects the necessary costs for such filming.

The initial stages of the professional component of the program--the Introduction to Teaching courses--are planned for the SUNYA campus itself. If it should prove desirable later to require some observation of classes at undergraduate institutions in the area, the expenses would be limited to provision of transportation by automobile to campuses within an hour's drive of Albany.

Office space for the faculty of the department is adequate at present, but additional space should be provided for the students accepted into the D.A. program, at least during the semesters of their Introduction to Teaching. They need places to leave their hats, coats, and books in security. Present provisions for teaching fellows are scarcely satisfactory; planning for the podium extension should include a space allocation for offices for the ultimate number of D.A. candidates expected to be enrolled in Introduction to Teaching at one time--18.

COORDINATION WITH OTHER PROGRAMS

The English D.A. program will exist alongside the Ph.D. program, with courses in the department available to students in either program. No formal arrangements for cooperation with other departments of the College of Arts and Sciences are required. Courses outside the department will be available as usual to students qualified for admission to them; the D.A. candidate may, in some instances, need to pursue without credit an introductory course required for admission to a course at the appropriate level.

As other Doctor of Arts programs develop within the Division of Humanities it may be wise to consider the feasibility of planning the colloquium for English 807 in conjunction with the similar colloquia in other departments. The goal of this colloquium should be to enable the candidate to see the interrelations of various disciplines with the study of literature. The frequency with which general "humanities" courses in undergraduate colleges are taught by

members of the English Department makes this understanding highly desirable. At present the director of the colloquium will be responsible for enlisting the cooperation of other faculty members.

No formal arrangements with other divisions or schools are required for the operation of the D.A. program. In the School of Education, the Department of Foundations of Education welcomes the enrollment of D.A. candidates in E His 614. The Dean, the Acting Dean, and numerous individual members of the faculty of the School of Education have pledged their cooperation and assistance in the D.A. program. The director of the colloquium for English 807 may call on various faculty colleagues in the School of Education for assistance on specific topics.

Formal arrangements with neighboring undergraduate institutions will be necessary before D.A. candidates arrive at the internship stage of their programs. Interest and enthusiasm have been shown by the officers of such institutions. Formal arrangements for placing and compensating the interns cannot be made until candidates are available. See Appendix, "Internship".

APPENDIX A

COMPARISON WITH OTHER DOCTOR OF ARTS PROGRAMS

Of the four programs studied, only the first two have already graduated Doctors of Arts.

1. University of Oregon.

The D.A. in English at Oregon is an intermediate degree, between the M.A. and the Ph.D., and requires no dissertation. It is similar to the Candidate in Philosophy or the Master of Philosophy degrees. Candidates complete courses in linguistics or philology. In the second year candidates must pass three field examinations, one of which may depart from the orthodox chronological divisions of English and American Literature. In the third year the student defines a major field, which becomes the subject of a final "doctoral examination." All doctoral candidates must have supervised experience as classroom teachers in the department. Candidates may, after taking the D.A., present a dissertation and earn the Ph.D.

2. Carnegie-Mellon University.

The D.A. program builds upon an M.A. program of 32 semester hours earned in eight four-hour courses in prescribed areas. The D.A. requires two years beyond the M.A. The first of these years includes a course in literary research, six departmental electives (one of which may, on petition, be replaced by a course in another department), and a "curricular pedagogical internship." The internship resembles a research assistantship: the candidate may do research for his professor, may develop a course or a syllabus, may perform some supervised teaching, and so on. For those who pass a selective oral exam, the second year is given over to the dissertation, which may be "curricular, scholarly, or creative," and must be defended in a final oral examination.

3. Idaho State University.

The D.A. program requires 72 semester hours beyond the B.A., 42 beyond the M.A. Fourteen hours are spent in pedagogical courses offered in the English Department, nine of these constituting a supervised internship program. Either twenty-one or twenty-four hours are spent in required Humanities courses (6 hours in comparative or non-English literature, 6 in history, 3 in philosophy, 3 in art, and 6 in an English department course in "Classics in Translation"). Either 37 or 34 hours are given to English courses, including two hours prescribed in Nature and Methods of Scholarship, three in Linguistics and Literature, and three in Literary Theory and Criticism. The remainder must include one course in English literature before 1660, one in English literature since 1660, and one in American literature. A qualifying exam based on a departmental reading list must be taken after the first three semesters. In lieu of a dissertation the student writes "substantial critical, scholarly, or pedagogical essays or creative works in two seminars." These papers must be evaluated by a committee consisting of the instructor, a second member of the English Department, and a representative of the Graduate School, appointed by the Graduate Dean.

4. University of the Pacific.

The D.A. program requires 18 courses, including two in language and linguistics, and two seminars. As much as a third of the work may be in related fields (the creative arts--film, creative writing, music--or a discipline such as history, philosophy, sociology, or psychology). The candidate designs his own program "in whatever context has the most value for his professional aims." Courses are topical rather than chronological in organization (e.g., "Neo-Classical Art and Literature" and "Fiction of the World" rather than "The Age of Dryden" or "The 19th-Century British Novel"). The candidate takes a preliminary exam (both a screening and a diagnostic device) in his first semester; after completion of his eighteen courses he takes a qualifying exam in three fields (either traditional ones such as the periods of literary history and specific genres, or special ones approved beforehand by his committee). In lieu of a dissertation he must prepare an essay of 25 to 50 pages in length, "of publishable quality", in one of the three fields of his qualifying examination. During the three years of the program the candidate serves a three-stage internship: first, working in a reading and writing laboratory; second, conducting discussion sections of college courses; and finally planning and teaching a "Special Topics" course in the freshman curriculum.

COMMENT

The Albany program for the D.A. in English is distinct from any of these. In course work it allows as much flexibility and individuality as the program at the University of the Pacific; it is free of the rigidly prescribed course pattern at Idaho State and Carnegie-Mellon. It avoids the conventional emphasis upon "fields" by requiring an individualized integrative exam on completed course work. The SUNYA "supporting field" allows either for development of depth in a second area or for the kind of distribution of courses specifically required in the Idaho program.

The deliberate placement of the qualifying examination and the design of that exam answer two common criticisms of the Ph.D. program: (1) that the student who has developed enthusiasm for a dissertation in the preparatory seminar must interrupt his research in order to prepare himself for the field examinations, and (2) that the Ph.D. field or comprehensive examinations, which may bear little relation to completed course work, require the student to carry out a prodigious program of independent study at the same time that rigorous demands are being made of him in a full load of courses.

The dissertation requirement at SUNYA has nearly as much flexibility as that at Carnegie-Mellon. It brings the D.A. much closer to the Ph.D. than do the programs at Oregon, Idaho, or the University of the Pacific.

Development of a topic in the Seminar in the Field of the Dissertation, followed by devotion of a full semester to the preparation of the dissertation, should ensure the student's depth of experience in research. The placement of the dissertation in the third year and the allocation of a specific time to its preparation should prevent the dissertation from stretching into a seemingly endless and demoralizing project, usually carried on off campus with only occasional advice or encouragement from the dissertation director. It should leave the student skilled in research but without leading him to view research as the major goal of his doctoral education.

The SUNYA program offers as much opportunity as any of these four for the development of teaching skill. By means of the Introduction to Teaching courses the student gradually gains personal experience as a teaching apprentice while also benefitting from close association with at least two experienced teachers rather than one. He will benefit as well from the discussion of teaching problems with his fellow students and members of the staff in the colloquia coordinated with these courses.

It is evident that the SUNYA program attaches considerable importance to a practical, supervised internship as a full-time faculty member at a nearby undergraduate college. The candidate gains full job experience on a campus where he does not already know the ropes, teaching students who are likely to differ from the academically selected undergraduates at the University. During this final semester he still has the benefit of specifically designated mentors both on the new campus and in his university department. Ideally the internship should become the capstone in the normal D.A. program, holding the position allotted to the dissertation in the Ph.D. program.

APPENDIX B

GRADUATE FACULTY IN ENGLISH

The members of the faculty of the Department of English have accumulated considerable experience in the conduct of graduate programs since the establishment of the Ph.D. program in 1962. The list below indicates those who are formally considered to constitute the graduate faculty of the department.

<u>NAME</u>	<u>SPECIAL AREA</u>
ADAMS, Theodore S., Assoc. Professor Ph.D., Ohio State University	American Literature
BRADISH, Gaynor F., Lecturer Ph.D., Harvard University	Renaissance, English Drama
COLBY, Frances L., Professor Ph.D., Johns Hopkins University	17th-Century English
COLLINS, Arthur N., Professor Ph.D., University of Minnesota	19th and 20th-Century British
DONOVAN, Robert A., Professor Ph.D., Washington University	19th-Century British
DORFMAN, Deborah A., Assoc. Professor Ph.D., Yale University	19th-Century British
DUMBLETON, William A., Assoc. Professor Ph.D., University of Pennsylvania	19th-Century British, Irish Literature
EVANS, Carol, Asst. Professor Ph.D., University of Texas	Bibliography
GOLDMAN, Richard M., Assoc. Professor Ph.D., Indiana University	English Drama
<hr/>	
GRENANDER, M.E., Professor Ph.D., University of Chicago	American Literature
HASTINGS, George S., Asst. Professor Ph.D., University of Pennsylvania	Old and Middle English, Linguistics
HOPKINS, Vivian C., Professor Ph.D., University of Michigan	American Literature
JENNINGS, Edward M., Asst. Professor Ph.D., University of Wisconsin	18th-Century British
KNOTTS, Walter E., Professor and Chairman Ph.D., Harvard University	18th-Century British

GRADUATE FACULTY IN ENGLISH con't.

<u>NAME</u>	<u>SPECIAL AREA</u>
KOBAN, Charles, Assoc. Professor Ph.D., University of Illinois	Old and Middle English
LECOMTE, Edward, Professor Ph.D., Columbia University	Renaissance, 17th-Century (Milton)
LITTLEFIELD, Thomson H., Assoc. Professor Ph.D., Columbia University	Renaissance
MACLEAN, Hugh N., Professor Ph.D., University of Toronto	Renaissance (Spenser, Milton)
MIRABELLI, Eugene, Assoc. Professor Ph.D., Harvard University	20th-Century American, Creative Writing
ODELL, Daniel W., Professor Ph.D., Cornell University	Restoration and 18th- Century British
REDDING, David C., Assoc. Professor Ph.D., University of Pennsylvania	Renaissance (Shakespeare)
REILLY, John M., Assoc. Professor Ph.D., Washington University	American Literature
RICH, Townsend, Professor Ph.D., Yale University	Renaissance (Shakespeare)
ROBBINS, Rossell Hope, Internat'l. Professor Ph.D., Cambridge University	Medieval and Renaissance
ROTUNDO, Barbara, Asst. Professor Ph.D., Syracuse University	American Literature
ROWLEY, William E., Asst. Professor Ph.D., Harvard University	American Studies
SCHULZ, Joan E., Assoc. Professor Ph.D., University of Illinois	American Literature and 19th-Century British
SILVA, Fred, Asst. Professor Ph.D., Indiana University	American Literature and Film
SMITH, Curtis C., Asst. Professor Ph.D., Syracuse University	American Literature and 19th-Century British
STALEY, Harry C., Professor Ph.D., University of Pennsylvania	20th-Century British (Joyce)
STAUFFER, Donald B., Assoc. Professor Ph.D., Indiana University	American Literature

GRADUATE FACULTY IN ENGLISH con't.

<u>NAME</u>	<u>SPECIAL AREA</u>
SYPHER, Francis J., Asst. Professor Ph.D., Columbia University	19th-Century British
TAYLOR, Myron W., Assoc. Professor Ph.D., Washington University	Renaissance (Shakespeare)
WESTBROOK, Perry D., Professor Ph.D., Columbia University	American Literature

In addition to those formally designated as the Graduate Faculty in English, the following persons - by reason of their skills, experience, and reputations in particular subject areas - will also participate in the Doctor of Arts program:

SMITH, Thomas, Assoc. Professor M.A., Harvard University	Modern Literature
THORSTENSEN, Robert, Assoc. Professor M.A., University of Chicago	Composition and Rhetoric

A P P E N D I X

THE DOCTOR OF ARTS INTERNSHIP

The proposed internship for the Doctor of Arts is analogous to a medical internship. Following formal training in the discipline, it is a period for refining and testing, under supervision, the knowledge and skills of the beginning practitioner.

Specifically, the D.A. internship is defined as one or two semesters during which the candidate undertakes the full responsibilities of a faculty member at a two or four-year college which has reviewed his credentials and accepts him as qualified for the position. The colleges in the Albany area which have indicated an interest in cooperating with this internship program are listed on page 2. Each cooperating college will define the duties of the intern and pay him no less than the salary of a beginning instructor. The University is responsible for making the arrangements and should strive to ensure that the intern have a variety of valuable experiences including the teaching of beginning and advanced courses, the advising of students, and service on departmental and college committees, with due allowance for the learning and adjustment problems of a beginning teacher.

Guidance and evaluation of the intern will be shared by two faculty supervisors, one appointed by the University and one by the cooperating college. Each supervisor should schedule regular meetings with the intern and arrange other conferences as needed. These consultations should help the intern to improve performance in those areas where he is having difficulties.

The supervisors should develop a systematic record of the intern's progress as a college teacher. Videotape recordings of classes are very useful if technically feasible. Classroom visitations by the supervisors should be frequent, preferably each week during the first part of the semester, and should be followed promptly by conferences with the intern. For maximum comprehensiveness, observations should be recorded on a previously prepared checklist. Additional records of the intern's performance should cover his proficiency in preparing and grading exams, advising students, and serving on committees. Anonymous ratings by the students he teaches should also become part of the intern's record. All these appraisals and critiques should be discussed with the candidate.

General performance criteria include excellence in (1) Stimulating active interest in the subject, (2) Clearly presenting concepts in lectures and discussions, (3) Describing the structure of the discipline, the various sources of information for further study, and the views of representatives of different schools of thought, (4) Using library materials and available teaching aids, (5) Counseling students, and (6) Participating in other departmental and college activities of faculty.

Each department will modify or supplement the general criteria by

APPENDIX (con't)

identifying the special skills needed in teaching its discipline. Interns should be invited to participate in preparing the final draft of the checklists by which their performance is to be evaluated.

At the conclusion of the internship period the two supervisors will meet to review the performance record and recommend to the department a grade of Satisfactory or Unsatisfactory. In borderline cases, which should be rare, an extension of the internship or service at a different college may be recommended.

No formal arrangements for participation in the Doctor of Arts internship program have as yet been made with the potential cooperating colleges. The following colleges have indicated an interest in participating by accepting interns on their staff. Those indicated with a * participated in a conference at SUNYA on October 16, 1970 to discuss the internship with the Doctor of Arts Planning Group. Others have indicated their interest in correspondence.

- * Albany College of Pharmacy
- Bennington College
- Berkshire Community College
- * SUNY Agricultural & Technical College at Cobleskill
- * College of Saint Rose
- * Columbia - Greene Community College
- * Fulton - Montgomery Community College
- * Hudson Valley Community College
- Junior College of Albany
- * North Adams State College
- * Orange County Community College
- R.P.I.
- * Russell Sage College
- * Siena College
- * Skidmore College
- * Union College
- * Williams College

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

A Proposed Resolution to Approve
A Graduate Program in Physics
Leading to the Degree of Doctor of Arts
In the College of Arts and Sciences

INTRODUCED BY: Graduate Academic Council
April 19, 1971

The Graduate Academic Council in meeting March 26, 1971, voted to approve a graduate program in Physics leading to the Doctor of Arts proposed by the Department of Physics in the College of Arts and Sciences and to recommend it to the Senate for adoption with an effective date of June 15, 1971.

The proposed program in Physics leading to the Doctor of Arts in the College of Arts and Sciences, as recommended to the Senate by the Graduate Academic Council, is approved effective June 15, 1971.

A PROPOSAL FOR THE
DOCTOR OF ARTS IN PHYSICS

March 26, 1971

I. Introduction

The program herein proposed for the Doctor of Arts degree in Physics is presented in response to clear needs for improvement in college teaching and for broader post-baccalaureate education than is typically possible in the Ph.D. program. There are several specific points worth mentioning to give strength to the assertion of need.

- A. Graduate students, themselves, who are interested in teaching have made strong requests for more serious, orderly, and skillful attention to their needs as future teachers. N.S.F.'s Commission on College Physics sponsors conferences of students and faculty on "The Missing Component in Graduate Education."
- B. Both spontaneously and by invitation, across the entire country, undergraduates have too often spoke about poor instruction--about teachers who cannot or simply do not promote learning.
- C. In many departments at a variety of institutions, faculty admit to laxness in pedagogy and are turning to critical observation of applicants for teaching positions.
- D. Prospective employers of science teachers and professional physicists alike refer to over-specialization of physicists. Neither their training nor their personal dispositions typically equip them to serve generally enough to satisfy demands on the country's colleges and scientific institutions.

The structure of the D.A. program aims to remedy these problems by first identifying graduate students who wish to teach, putting them to work with good experienced teachers, and stimulating them to undertake advanced studies in several areas. As scholars, these students will reach the Ph.D. level in intellectual activity. As teachers, they will spend at least three semesters in carefully supervised instruction of undergraduates at different types of colleges.

The SUNYA Physics staff already numbers several individuals with strong teaching interest and experience. A D.A. program begun in 1971, admitting up to five students per year, could operate without the immediate addition of faculty.

Further, the research oriented faculty offer more than enough areas of investigation to enable all D.A. students to experience a substantial introduction to research. Such an introduction is deemed essential for any individual who aspires to illuminate progress in science for undergraduate students.

Although the typical dissertation requiring several years of investigation and writing is not required, a substantial study of a scientific area or topic in physics pedagogy is held to be important. A semester of full-time research effort, or as much as a year at half-time, will develop the student's capability in intensive independent work and demonstrate his success in presenting the results.

The attached descriptions of courses, faculty, and sample programs will substantiate the general concepts outlined above.

II. Program of Study, Research, and Related Activities

A. Course Requirements

At least 60 hours of graduate credits, exclusive of dissertation distributed as follows:

1. Thirty-six credits in Physics, to include a core program and expand as advisable in Physics specialties.
2. Fifteen credits in topics either traditionally related to Physics or otherwise established as important in extending a physicist's perspective and understanding. (Some may be independent study) See pages 4 and 5 for examples.
3. One course (3 credits) in professional education, and two semester courses (6 credits) in a departmentally supervised apprenticeship.

B. Professional Requirements

One semester as full-time instructor in an off-campus internship. The D.A. program office will establish and coordinate essential relations with cooperating collegiate institutions.

C. Miscellaneous Requirements

Skill in Computer Science is required: this is to be demonstrated (prior to candidacy) by passing a departmentally administered examination or by successfully completing a graduate level course in Computer Science. Working knowledge in computer usage serves both in educational processes and in research at various levels: no further requirement in a research skill is imposed.

D. Research Project

For one semester full-time (or a year at half-time) the student shall independently investigate a special area involving Physics or several disciplines including Physics, or pedagogical problems. The findings will be presented in a form suitable for publication in a professional journal (e.g., AMERICAN JOURNAL OF PHYSICS), or for utilization as a significant component of a course.

E. Departmental Examinations

A two-part qualifying examination will be taken, no later than after two years of full-time study except by special permission of the department. A written part will determine whether satisfactory mastery of advanced subject material in Physics has been achieved. An oral part will ascertain, via a planned presentation and ad lib probing by the examining committee, whether clear communication is evident both in prepared materials and impromptu development of ideas. Physics and supporting fields will be covered to permit focusing on integration of knowledge and soundness of basic information.

III. University Requirements

- A. An applicant's credentials must meet normal University requirements for admission to a doctoral program. They will also be screened by:
1. The standing Admissions Review Committee of the Physics Department, to determine whether previous academic performance and promise for doctoral level mastery of subject matter are satisfactory (GRE scores may be required)
 2. A committee of faculty participants in the College's Doctor of Arts program, to estimate from written references previous teaching experience, and personal interview when possible, whether the applicant shows promise for a teaching career.
- Positive action will be required by both committees for admission to be granted.
- B. Admission to candidacy must be achieved before the full-time internship and dissertation are undertaken: it otherwise follows normal requirements for residence and satisfactory completion of the qualifying examination.

IV. Graduate Courses

- A. The Department's graduate faculty offers a well-developed set of advanced courses and seminars as integral parts of its Ph.D. program. Among these, and constituting a core of essential material are,

Advanced Mechanics
Electromagnetic Theory
Quantum Mechanics
Statistical Mechanics
Advanced Laboratory

All are required for the D.A. program, as well, for they are necessary in a thorough comprehension of introductory and intermediate Physics offered to undergraduates. They are also important for the application of current research endeavors and results which must be communicated to undergraduates.

Beyond the core, there are specialty courses and seminars in twelve research areas. Out of normal curiosity or by faculty advisement, a D.A. student will typically study several of these in order to gain (1) the satisfaction and assurance which accompanies highly intensive advanced work and (2) the specialized knowledge which is frequently important in successfully relating Physics to other fields.

I. Graduate Courses cont.

- B. Revision of the core curriculum is currently being undertaken, as an important adjustment for all graduate programs. The changes contemplated will not affect the over-all content of the core but will provide modified emphases in courses. (The entire Physics community perceives such modifications to be essential in order that it can better communicate with and serve other branches of science and society as a whole.)

The semester "History of Physics" has for some years played a steady but secondary role in the Department's offerings. It is fortunate that this course, which has always depicted the development of Physics in relation to various of man's enterprises, can come naturally into warranted prominence. It is, in fact, desirable to amplify this material to a three credit course: appropriate channels are being followed to make the change from two to three credits.

- C. Two semesters of Departmental Apprenticeship will be required of students registered in the Doctor of Arts program. Registrants in the master's and Ph.D. programs may also participate in Apprenticeship work by permission of the instructor. Credit for participation is earned only through normal registration and completion of papers, seminars, teaching, etc., set for course requirements.

In outline, the Apprenticeship will include the following basic aspects:

1. Continuing close association with an experienced staff member, for observation and consultation
2. Detailed responsibilities, increasing both in duration and intensity, for
 - a. conduct of laboratory work
 - b. leadership in lecture/recitation
3. Measurement of student progress
4. Development/usage of new methods and materials in both the scientific enterprise and in pedagogy
5. Continuing review of experiences and preparation for new work, in collaboration with fellow students

As a minimum, the Apprenticeship will serve to show whether the student should continue in a teaching program and to prepare him for the off-campus internship.

The D.A. Planning Group has proposed to the School of Education that two new courses be developed: "Teacher, College, and Community", and "Teaching the College Student". If these materialize, either could be taken in satisfaction of at least one professional course in Education: both could be elected. Other courses which would alternatively satisfy that requirement are the current offerings,

- E His 614 History and Philosophy of Higher Education
- E C&I 720 Curriculum and Instruction in Higher Education

IV. Graduate Courses cont.

D. In securing breadth of perspective and training, the D.A. student may elect courses which have always been scientifically related to Physics: e.g.,

Atmospheric Science
Astronomy and Space Science
Geology
Biophysics

He may equally well seek to be informed in areas which only recently have come into both close and widespread association with physical sciences as one of man's major enterprises:

Geography
Economics
Political Science

Particularly to establish breadth in a teaching candidate, a limited number of upper division undergraduate courses in appropriate departments may be applied to a graduate student's program. This policy has clear applicability in the three disciplines listed above and in regard to a few of the numerous courses set down in Section IV., E.

E. Non-Physics courses supporting a D.A. in Physics

Listed below are offerings of several departments which would importantly enrich the professional background and teacher potential of a D.A. student.

Asy 515	The Interstellar Medium
Asy 525	Stellar Atmospheres
Asy 625	Non-Equilibrium Processes
Atm 514	Air Pollution
Atm 518	Meteorological Instrumentation
Atm 644	Atmospheric Electricity
Bio 301	Cell Biology
Bio 402	Evolution
Bio 414	Neurophysiology
Bio 430	Fundamentals of Histological Electron Microscopy
Bio 514	Research Techniques in Biochemistry & Biophysics
Chm 407	Atmospheric Chemistry
Chm 430	Instrumental Analysis
Chm 443	Radiochemistry
Csi 501	Numerical Methods for Digital Computers
Csi 504	Simulation and Model Building
Csi 580	Computer Science in Scientific Disciplines
Geo 300	Structural Geology
Geo 600	Advanced Structural Geology
Math 516	Partial Differential Equations
Math 540	Topology
Eco 340	Government and Economic Organization
Eco 355	Public Finance
Hsc 567	Science and Technology Forecasting Since 1945
Hsc 568	Elementary Forecasting Laboratory

IV.

LIST OF GRADUATE COURSES IN PHYSICS

The following is a list of core courses, advanced lectures, seminars and areas of research required of or open to graduate students in the D.A. program. As mentioned elsewhere, modifications of this work (Some specially oriented toward D.A. needs) will be made during the next few years.

Phy 514A,B	Contemporary Physics (3-6)
Phy 515	Solid State Physics (3)
Phy 516A,B	Advanced Electronics (6)
Phy 525	Quantum Mechanics (3)
Phy 540A,B	Methods and Functions of Mathematical Physics I,II (6)
Phy 550A,B	X-Ray Diffraction Analysis (6)
Phy 560A,B	Electromagnetic Waves (6)
Phy 570	Reactor Physics (3)
Phy 580	Particle Physics (3)
Phy 611A,B	Mechanics I,II (6)
Phy 613A,B	Electromagnetic Theory I,II (6)
Phy 616	Quantum Electronics (3)
Phy 625A,B	Quantum Mechanics I,II (6)
Phy 645	Magnetic Resonance (3)
Phy 655	Group Theory in Physics (3)
Phy 665	Introduction to Plasma Physics (3)
Phy 675	General Relativity and Geometrical Physics (3)
Phy 680	Seminar in Physics (3 or 6)
Phy 697	Introduction to Research Problems in Physics (3)
Phy 712	Thermal Physics II (3)
Phy 715A,B	Quantum Theory of Solids (3 or 6)
Phy 720A,B	Advanced Nuclear Physics (6)
Phy 722A,B	Nuclear Theory I,II (6)
Phy 725A,B	Advanced Quantum Mechanics III, IV (6)
Phy 726	Quantum Field Theory (3)
Phy 770	Advanced Reactor Physics (3)
Phy 810	Through 825 Research in Physics (3-15)
Phy 810	Research in Physics
Phy 811	Crystallography
Phy 812	Elementary Particles
Phy 813	Low Energy Nuclear Physics
Phy 814	Magnetic Resonance
Phy 815	Mass Spectrometry
Phy 816	Mathematical Physics
Phy 817	Microwave Optics
Phy 818	Relativity
Phy 819	Theoretical Nuclear Physics
Phy 820	Theoretical Solid State Physics
Phy 821	X-Ray Spectroscopy
Phy 822	Atmospheric Physics
Phy 823	Neutron Polarization
Phy 824	Liquid and Amorphous Solids
Phy 825	Astrophysics

IV.

GRADUATE COURSES con't

Phy 850A,B	Seminar in X-Ray Physics	(3-6)
Phy 851A,B	Seminar in Resonance Physics	(3-6)
Phy 852A,B	Seminar in Solid State Physics	(3-6)
Phy 853A,B	Seminar in Nuclear Physics	(3-6)
Phy 854A,B	Seminar in Particle Physics	(3-6)
Phy 890	Selected Topics in Physics	
Phy 899	Doctoral Dissertation	(0)

IV.

NEW COURSE PROPOSED FOR TEACHER TRAINING

Phy Teaching Apprenticeship 3 hours/semester

Required (for two semesters) of all D.A. students: open to all graduate students in master's and Ph.D. programs. Each student works cooperatively and individually with one or two faculty supervisors in preparation and utilisation of materials for laboratory and lecture/discussion type activities. One seminar meeting per week of all students enrolled.

Course Content

Teaching experience will include laboratories, discussion sections, and lectures. These experiences will be discussed in detail during the seminar meetings, analyzing the application of pedagogical strategy techniques, and procedure to the specific subject matter. Apprentices will gain experience in methods of evaluating the extent to which stated instructional objectives have been achieved.

The role of demonstrations, movies, TV, etc. will be studied, and students will participate in the design, production, and presentation of such aids.

Tentative List of Activities for the Year

- 7 Laboratories
- 8 Discussions
- 1 Lecture
- 1 New demonstration
- 1 New laboratory exercise (group project)
- 2 - Week Media workshop

- v. Two sample programs for completion in three years are given in this section. (Note that no commitment to summer study is required. Voluntary summer study would, nonetheless, be of substantial value when practicable.)

EXAMPLE I

Year 1

<u>Semester 1</u>	<u>Semester 2</u>
Phy 540A Math Methods 3	Phy 400 Project Lab. 3
Phy 401 History of Physics** 3	Phy 540B Math Methods 3
Phy 611A Mechanics 3	Phy 712 Stat. Mechanics 3
Phy 613A E.M. Theory 3	Atm 514 Pollution 3
Ed 614 History & Philosophy of Higher Education 3	Bio 301 Cell Biology 3

Year 2

Phy 625A Quantum Mechanics 3	Phy 625B Quantum Mechanics 3
Phy 697 Intro. to Research 3	Phy 715 Solid State 3
Phy 655 Group Theory 3	Bio 412 Environm. Analysis 3
Atm 518 Instrumentation 3	Atm 714 Fluid Dynamics 3
Phy ____ Dept. Apprenticeship 3	Phy ____ Dept. Apprenticeship 3

QUALIFYING EXAMINATION

Year 3

Off-Campus Internship Research Project

FINAL (ORAL) EXAMINATION

The Research Project would have been begun conceptually before the final semester. Both the Introduction to Research and the Departmental Apprenticeship are appropriate career points at which the D.A. student will be advised and prepared in this regard.

**See page 4 for discussion of this course.

EXAMPLE II

Year 1

Semester 1

Phy 611A Mechanics 3
Phy 613A E.M. Theory 3
Phy 540A Math Methods 3
Phy 401 History of Physics** 3
Ed 614 History & Philosophy
of Higher Education 3

Semester 2

Phy 400 Project Lab. 3
Phy 712 Stat. Mechanics 3
Phy 540B Math Methods 3
Pos 321 State & Local Govt. 3
Eco 340 Government & Economic
Organization 3

Year 2

Phy 625A Quantum Mechanics 3
Phy 697 Intro. to Research 3
Eco 580A Society & Economy 3
Pos 331 American Legislature 3
Phy _____ Dept. Apprenticeship 3

Phy 625B Quantum Mechanics 3
Phy 715 Solid State 3
Phy 680 Seminar 3
Eco 580B Society & Economy 3
Phy _____ Dept. Apprenticeship 3

QUALIFYING EXAMINATION

Year 3

Research Project

Internship

FINAL (ORAL) EXAMINATION

This example, which widely extends a student with science concentration, is directed squarely at providing information in science-societal affairs which many undergraduate students will need to be exposed to in years to come. It has been very encouraging to learn from some potential D.A. applicants that their own baccalaureate backgrounds would enable them to begin with advanced courses outside of science.

** See page 4 for discussion of this course.

VI. Facilities

- A. Research equipment is of secondary importance for the D.A. That on hand in the department's active research more than suffices now for introduction to research: as improved methods, tools, and techniques are added in the research areas themselves, they will of course become parts of Introduction to Research as well.
- B. Highly important in the D.A. program are:
 - 1. Classrooms and laboratories in the Physics building
 - 2. Lecture halls of various sizes, equipped for audio-visual aids exploitation, in the lecture hall center
 - 3. Shop facilities for production of demonstration and learning equipment
 - 4. The services in graphics, motion picture production, and TV work, as provided in the Educational Communications Center
 - 5. The Computer Center, with its large high speed computer, and remote access stations as already established in Physics for its students at both graduate and undergraduate levels

These facilities constitute great strengths in a teacher education program. They are more than adequate now for a great deal of exploratory and very fruitful work.

Off-campus facilities vary widely, of course, from one to another of the host institutions which will participate in the internship. While we are now in no position to set any fixed requirements for their facilities, it is to be expected that successful interns will have been effective missionaries in stimulating the introduction of advanced tools and techniques.

- C. Space problems in the Physics building will be manageable only through judicious limitation of the number of applicants admitted, such limitation being consistent with the outlook for demand of college teachers in general.

VII. As indicated, other departments at SUNYA provide support for the D.A. in Physics through their normal course offerings. While inter-departmental relations will be intensified as students seek a greater breadth in training, there is as yet not need for the formalising of these relations.

Before the fall of 1973, contractual arrangements between interns and host institutions must have been provided. This will be done by a SUNYA Coordinator for the D.A. program. Since at this moment the program has not yet been approved by the Regents, it is impossible to have entered into any formal agreements with host colleges. (In correspondence and personal discussion, a number of such institutions have informally stated their desire to participate.)

V I. Information available shows that there is not yet any other D.A. program in Physics instituted in this country. A few university departments have recently been making plans (e.g., Idaho, Washington State) resemble those of this document. On the other hand, a number of departments appear to be working with graduate students in improving teaching assistant experiences within Ph.D. programs. It is precisely the disbelief that such an arrangement will or can provide sufficient duration, intensity, and dignity which leads to the D.A. formulation--in addition to the failure to allow for breadth in learning.

IX. List of faculty to be involved in D.A. course work, apprentice and/or intern consultation and supervision, or introduction to research:

<u>Faculty</u>	<u>Specialty</u>
Andrews, C. Luther, Professor Ph.D., Cornell	Microwave Optics
Bakhru, Hassaram, Asst. Professor Ph.D., Calcutta University	Experimental Nuclear Physics
BenDaniel, David J., Adj. Professor Ph.D., M.I.T.	Plasma Physics
Benenson, Raymond E., Professor Ph.D., Wisconsin	Low-energy Nuclear Physics
Brown, Richard, Assoc. Professor Ph.D., Wisconsin	Low-energy Nuclear Physics
Chadderton, Lewis T., Professor Ph.D., Cambridge	Solid State Physics
Chessin, Henry, Professor Ph.D., Polytechnic Institute of Brooklyn	X-Ray Crystallography
Chi, Benjamin E., Professor Ph.D., R.P.I.	Theo. & Exp. Nuclear Physics
Corbett, James W., Professor Ph.D., Yale	Theo. & Exp. Solid State Phy.
Cue, Nelson, Asst. Professor Ph.D., University of Washington	Experimental Nuclear Physics
Das, Tara P., Professor Ph.D., Calcutta University	Solid State Physics
Feinblum, David, Asst. Professor Ph.D., R.P.I.	Relativity
Garg, Jagadish, Professor Ph.D., University of Paris	Low-energy Nuclear Physics
Halder, N.C., Asst. Professor Ph.D., India Inst. of Technology	Liquid State
Hemenway, Curtis, Professor Ph.D., Rutgers	Astronomy & Space Physics
Inomata, Akira, Asst. Professor Ph.D., R.P.I.	Relativity
Kim, J.S., Adjunct Professor Ph.D., University of Saskatchewan	Atmospheric Physics
Kim, Y.M., Asst. Professor Ph.D., Brown	Electron-spin Paramagn. Res.
Kline, David, Asst. Professor Ph.D., Brown	Nuclear Magnetic Resonance
* Lanni, Robert, Assoc. Professor M.A., SUNY at Albany	X-Ray Crystallography
Levitas, Alfred D., Professor Ph.D., Syracuse	Theoretical Physics
Li-Scholz, Angela, Adjunct Professor Ph.D., New York University	Nuclear Chemistry
Marsh, Bruce B., Professor Ph.D., University of Rochester	Low-energy Nuclear Physics
Norton, Francis J., Professor Ph.D., Yale	Mass Spectrometry

IX. List of involved faculty con't.

<u>Faculty</u>	<u>Specialty</u>
Oliver, A. Rebecca, Professor Ph.D., Cornell	Nuclear Phy., Subat. Part.
Preiss, Ivor L., Adjunct Professor Ph.D., University of Arkansas	Nuclear Chemistry
* Pryor, Marvin J., Professor M.A., Amhurst College	Astronomy
Ratcliff, Keith F., Asst. Professor Ph.D., University of Pittsburgh	Theor. Low-energy nuclear Phy
Renzema, Theodore S., Professor Ph.D., Purdue	X-Ray Spectro. & Diffraction
Reynolds, G. William, Assoc. Professor Ph.D., Ohio State	Electronics, Science Educ.
Rosenzweig, Norbert, Professor Ph.D., Cornell	Nuclear Theory
Scholz, Wilfried, Professor Ph.D., Cornell	Experimental Nuclear Physics
Smith, Jack H., Professor Ph.D., Cornell	Mathematical Physics
Story, Harold S., Professor Ph.D., Case Institute of Technology	Solid State Physics
Sun, Chih Ree, Assoc. Professor Ph.D., University of California	Exp. High-energy Physics
Watkins, George D., Adjunct Professor Ph.D., Harvard	Solid State Physics

* Special permission is still to be established for the involvement of holders of Master's degrees in this doctoral program.

Library Resources

1. Current Library Resources

- a. Holdings in Physics exceed 3,200 titles. To these should be added some fraction of holdings which have been amassed for advanced and undergraduate degrees in approximately ten science fields. To a more limited extent, titles in such areas as Economics, Political Science, Geography, etc. (all offering advanced degrees) are also relevant.
- b. Journals with direct and obvious bearing on a D.A. in Physics are in excess of about two hundred. Many with interdisciplinary emphases have been added in recent years, and other new ones which appear will be acquired, within budgetary limitations.
- c. With the aid of a science bibliographer and a departmental library committee, almost all English language physics works and major non-English works are continually added to the SUNYA collection.
- d. The proximity and size of pure and applied science collections at Union, R.P.I., and General Electric adds very significantly to readily available works, both books and journals.

2. Comparison and Evaluation

As mentioned earlier, no other D.A. programs in Physics are underway. For evaluative purposes, we may cite the adequacy of SUNYA holdings for advanced degree work in Physics, a number of other sciences, and in Education itself. The breadth and professional aspects of the proposed D.A. in Physics should lead to a first rate utilization of this agglomerate of holdings.

3. Projections

Current holdings are quite adequate to begin the program and sustain it for several years. As education for collegiate teaching and such matters as "science for the general good" receive increasing attention, publications in these areas will naturally become important acquisitions. If present bibliographic services and annual expenditure of about \$10,000 for new books, journals, and backfiles are continued, the needs which arise will be satisfied, by utilization of very small fractions (less than 5%) of those services and holdings.

A P P E N D I X

THE DOCTOR OF ARTS INTERNSHIP

The proposed internship for the Doctor of Arts is analogous to a medical internship. Following formal training in the discipline, it is a period for refining and testing, under supervision, the knowledge and skills of the beginning practitioner.

Specifically, the D.A. internship is defined as one or two semesters during which the candidate undertakes the full responsibilities of a faculty member at a two or four-year college which has reviewed his credentials and accepts him as qualified for the position. The colleges in the Albany area which have indicated an interest in cooperating with this internship program are listed on page 2. Each cooperating college will define the duties of the intern and pay him no less than the salary of a beginning instructor. The University is responsible for making the arrangements and should strive to ensure that the intern have a variety of valuable experiences including the teaching of beginning and advanced courses, the advising of students, and service on departmental and college committees, with due allowance for the learning and adjustment problems of a beginning teacher.

Guidance and evaluation of the intern will be shared by two faculty supervisors, one appointed by the University and one by the cooperating college. Each supervisor should schedule regular meetings with the intern and arrange other conferences as needed. These consultations should help the intern to improve performance in those areas where he is having difficulties.

The supervisors should develop a systematic record of the intern's progress as a college teacher. Videotape recordings of classes are very useful if technically feasible. Classroom visitations by the supervisors should be frequent, preferably each week during the first part of the semester, and should be followed promptly by conferences with the intern. For maximum comprehensiveness, observations should be recorded on a previously prepared checklist. Additional records of the intern's performance should cover his proficiency in preparing and grading exams, advising students, and serving on committees. Anonymous ratings by the students he teaches should also become part of the intern's record. All these appraisals and critiques should be discussed with the candidate.

General performance criteria include excellence in (1) Stimulating active interest in the subject, (2) Clearly presenting concepts in lectures and discussions, (3) Describing the structure of the discipline, the various sources of information for further study, and the views of representatives of different schools of thought, (4) Using library materials and available teaching aids, (5) Counseling students, and (6) Participating in other departmental and college activities of faculty.

Each department will modify or supplement the general criteria by

APPENDIX (con't)

identifying the special skills needed in teaching its discipline. Interns should be invited to participate in preparing the final draft of the checklists by which their performance is to be evaluated.

At the conclusion of the internship period the two supervisors will meet to review the performance record and recommend to the department a grade of Satisfactory or Unsatisfactory. In borderline cases, which should be rare, an extension of the internship or service at a different college may be recommended.

No formal arrangements for participation in the Doctor of Arts internship program have as yet been made with the potential cooperating colleges. The following colleges have indicated an interest in participating by accepting interns on their staff. Those indicated with a * participated in a conference at SUNYA on October 16, 1970 to discuss the internship with the Doctor of Arts Planning Group. Others have indicated their interest in correspondence.

- * Albany College of Pharmacy
- Bennington College
- Berkshire Community College
- * SUNY Agricultural & Technical College at Cobleskill
- * College of Saint Rose
- * Columbia - Greene Community College
- * Fulton - Montgomery Community College
- * Hudson Valley Community College
- Junior College of Albany
- * North Adams State College
- * Orange County Community College
- R.P.I.
- * Russell Sage College
- * Siena College
- * Skidmore College
- * Union College
- * Williams College

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

THE ESTABLISHMENT OF A JUDAIC STUDY YEAR IN ISRAEL PROGRAM

April 19, 1971

Introduced by: Undergraduate Academic Council

It is hereby proposed that the following be enacted:

- I. That the attached Judaic Study Year in Israel Program proposal be approved; and
- II. That this Program become effective for the academic year 1971-72.

DA:lea
Attachment

STATE UNIVERSITY OF NEW YORK AT ALBANY

A PROPOSAL FOR THE ESTABLISHMENT OF A
JUDAIC STUDY YEAR IN ISRAEL PROGRAM

Department of Judaic Studies
November 1970

APPROVED:

Curriculum Committee, College of Arts and Sciences. . . .January 14, 1971
Executive Committee, College of Arts and SciencesFebruary 10, 1971
Curriculum Committee, Undergraduate Academic Council. . .March 17, 1971
Undergraduate Academic Council.March 30, 1971

Judaic Study Year in Israel Program

I. Rationale

A. Introduction

In order to fulfill thoroughly the objectives of our department, we believe that the proposed program should be in operation by 1971-72. Study in Israel, where the native tongue is Hebrew and where all dimensions of Judaic Studies are examined intensively, will present to interested students an unusual opportunity for rapid and deep growth in the study of Judaica.

Other departments in our university which teach foreign languages have already established such programs, and have conclusively demonstrated the value of their foreign programs. Even departments in our Division of Humanities other than those of modern languages have recognized the overall benefits of foreign study.

A proposal to establish a major in Judaic Studies is under development. If the latter proposal should be approved, then the urgency of the year of study in Israel program would be even greater.

B. Objectives

1. To provide a concentrated academic experience with direct cultural, linguistic, and social contact essential for students majoring in Judaic Studies (at present, Albany is the only unit of SUNY which has a Judaic Studies Department). The serious development of our department's undergraduate curricula depends heavily on the opportunity for our students to engage in a specialized program in Israel. Our experience, as well as that of other institutions, has shown that students who have studied in Israel for a year have deepened and broadened their knowledge of Judaica far more than students who have not had such an opportunity.
2. To provide an opportunity for Albany students not majoring in Judaic Studies to pursue study in their field of interest at a university that typifies the approach of an Israeli institution of higher learning. Also, to provide an opportunity for majors in fields other than Judaic Studies to take courses in Israel to fulfill their requirements for a minor in Judaic Studies.

II. Proposal Location and Host Institution

We expect to locate the program in Tel-Aviv, the largest city in Israel. Tel-Aviv offers greater cultural opportunities than any other city in Israel. It has many concerts, museums, dramatic plays (the home of the internationally famous Habima Theatre Group), etc.

Judaic Study Year in Israel Program

II. continued

As a result of preliminary contacts, we anticipate that Tel-Aviv University will host our program. Tel-Aviv University is a distinguished secular university, with a distinguished faculty. Its campus, facilities, and programs have grown remarkably in the last few years. Our students will be able to pursue their special interests at that university, and our majors in Judaic Studies will have a "field day."

III. Eligibility

- A. The program is designed primarily for upper level undergraduate students. Students will take between 30 and 36 credits.
- B. Students will be required to have the Judaic Studies faculty recommendation.

IV. Types of Instruction Proposed

- A. All academic work will be done in regular classes.
- B. Students who are inadequately prepared in Hebrew will attend intensive language study courses (Ulpan) in Israel prior to their university studies.
- C. Approximately 10 tutors will be provided to help students adjust to educational, social, and cultural differences in the host institution and country. We expect between 20 and 25 students to participate in this program, which we want to start for the 1971-72 academic year.
- D. An adviser to the group will be chosen from the SUNYA faculty by the Judaic Studies Department, and he may function as a part-time visiting professor at the host institution.
- E. We are unprepared as yet to offer a model curriculum for the year, but we expect no difficulties on this matter. Tel-Aviv University is a large, diversified, and reputable university; students should have no problem about taking courses in their fields of interest.

V. Cost

Preliminary indications are that Tel-Aviv University will charge a total of \$2200.00 (including housing in dormitories, and meals) of which \$800.00 is for tuition, medical insurance, trips, seminar and social activities.

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

A Proposed Resolution Regarding
An Interim Plan for Graduate Student Representation

INTRODUCED BY: Executive Committee
April 19, 1971

It is hereby proposed that the following be enacted:

- I. Resolved that the following interim procedures for the selection of graduate student Senators be adopted:

Senators to be elected as follows:

3 senators from Arts and Sciences
3 senators from Education
1 senator from Public Affairs
1 senator from Social Welfare
1 senator from Criminal Justice
1 senator from Business
1 senator from Library Science

President: to be elected in a caucus of elected senators.

-
- II. Resolved that the President and his Senate Caucus be authorized to nominate graduate students for various campus-wide positions and to request space from the Campus Center for any meeting they deem necessary for graduate students.

FOR INFORMATION OF THE SENATE

The Executive Committee proposes the following amendment to the amendment of Article II, Section 2, Subsection 7, of the Faculty By-laws, to be presented to the Faculty on May 6, 1971:

- 2.7 The Central Council of the Student Association shall arrange for nominations and elections to fill undergraduate student senator vacancies. Until such time as a graduate student association achieves recognition by the Student Affairs Council, an interim Graduate Association shall be constituted:

The 11 graduate student senators shall be distributed among the schools and colleges as follows:

- 3 senators from Arts and Sciences
- 3 senators from Education
- 1 senator from Public Affairs
- 1 senator from Social Welfare
- 1 senator from Criminal Justice
- 1 senator from Business
- 1 senator from Library Science.

The election of graduate student senators shall be arranged by the Deans of the various schools and colleges. A President of this interim Graduate Student Association shall be elected by the graduate student senators from among their own number. The President and the caucus of graduate senators shall be authorized to make any necessary nominations of graduate students for council and committee positions.

April 19, 1971

UNIT VOLUNTEER ROSTER

Roster

Name	Time In	Time Out
Aceto, Vincent	3:20	
Alexander, Douglas	3:03	
Ariza, Richard		
Aronson, John	3:30	4:50
Ashton, Jonathan		
Benezet, Louis	3:00	
Blanchard, Carroll		
Blount, Stanley	_____	
Blumentalk, Jan	3:00	4:15
Bowler, Charles		
Brinkman, Carol	3:00	
Brown, Will	3:05 pm	
Brown, Shirley		
Bruno, Marianne		
Cannon, Harold	3:10	
Cantor, Paul	4:05	out
Carrino, Frank	3:08 pm	5:15
Chatterton, Robert		
Chen, Tony		
Chesin, Norvell E.	3:00 pm	
Chi, Benjamin	3:00	4:30
Cole, Dorothy	3:10	5:15
Collins, Arthur	2:55	
Collins, Mary		
Corbett, James	3:15	4:30
Donovan, Robert	3:05 pm	
Dressler, Earl		

~~Blumentalk, Jan~~

Fairbank, Rosvold

2:55

Inkelstein, Alfred

Flier, Webb

2:50

Flinton, Alger

Foster, Arnold

Friedlander, Richard

3:15

Geiss, Doris

Gilbertson, Michael

8:55

Glosser, Jay

Grimes, William

Hamilton, Harry

Hardt, Robert

3:00

Hawkins, Lester

3:00

Haynes, Warren

Hulbert, Steve

2:56

Jacobs, Lowell

3:04

Kamp, Claire

Kamp, Richard

Kendall, Nathleon

Kendall, Richard

4:00 pm.

Kirchner, Barry

8 pm

3: P.M

Klages, Roy A.

2:50 PM

Knotts, Walter

Kopp, Leonard

3:00

LaBarbera, Thomas

Lammis, Michael

3:00

Lieberman, Mitch

Littlefield, Thomson

3:00

Lorette, Robert

Major, Dorothy

3:00

Name

Time In

Time Out

Martin, Davis

3:05

McInt, Harold

4:05

Martin, Robert

3:10

Murphy, Alan

Myron, Richard

Newbold, David

Norton, Joseph L.

3:05

Parliament, O. William

Prister, Richard

3:00 p.m.

Phillips, Marway

3:00 p.m.

5:05

Reilly, John

Salkover, Louis

3:00 p.m.

5:15

Saturno, Anthony

3:05

Schmidt, Ruth

3 p.m.

5:15

Stammatt, Deane

Strotton, Phillip L.

3:08 p.m.

Staley, Malcolm

3:08 p.m.

Spelman, Beth

hospital

Steffler, Donald

3:00 p.m.

Tedeschi, Henry

Teevan, Richard

Thompson, Gordon

Thorne, Clifton

3:00 p.m.

Tibbets, Ralph

3:25 p.m.

Tiogo, Romolo

Tupel, Mitchell

Truscott, Frederick

Uyral, Joginder

Name

Time In

Time Out

Villano, Steve

3:23

4:00

Webber, Ruth

Wesley, Richard

Wilson, Donald

Wilson, William

3:15

Wolfman, Ira

4:00

4:30

Hartley, John

2:05 ~~3:05~~ pm

BERGER, M.

3:00 PM

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

A G E N D A

May 3, 1971
3 P. M.
CC Assembly Room

1. Minutes of April 19, 1971 Meeting
2. President's Report
3. Executive Committee Report
4. Council and Committee Reports
5. New Business:
 - 5.1 Bill No. 197071-36 - Change in the Name of the School of Library Science (Council on Educational Policy)
 - 5.2 Bill No. 197071-37 - Guidelines Concerning Promotion in Rank and Continuing Appointments (Council on Promotions and Continuing Appointments)
 - 5.3 Bill No. 197071-38 - Environmental Studies Program (Council on Educational Policy)
6. Other Business
 - 6.1 Bill No. 197071-39 - Second Field - An Interpretation (UAC)
 - 6.2 Bill No. 197071-40 - B.S. in Social Welfare (U.A.C)
7. Adjournment
 - 6.3 Bill No. 197071-41 - Student Evaluations (A. Morrissey)

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Minutes of Senate Meeting
May 3, 1971

ABSENT: D. Alexander; R. Ariza; C. Blanchard; J. Blumenstark; C. Bowler;
S. Brown; M. Bruno; R. Chatterton; T. Cheh; E. Flinton; A. Foster;
D. Geiss; J. Glasser; W. Haynes; S. Hulbert; W. Knotts; T. LaBarbera;
M. Lamanna; D. Major; R. Myren; A. Saturno; R. Schmidt; D. Simonetti;
P. Sirotkin; H. Tedeschi; R. Tiogo; M. Toppel; S. Villano; W. Wilson.

The meeting was called to order in the Campus Center Assembly Room by Chairman Collins at 3:10 P. M.

1. Minutes of April Meeting

The Minutes for the Senate meeting of April 19, 1971 were approved with the following corrections:

Page 1, Section 3.1, change last sentence to read "received from the Office of the Division of the Budget."

Page 4, Section 8, first paragraph, change the third sentence to read "number of doctoral degrees in general".

Page 4, Section 8, first paragraph, change the last sentence to read "awarded per year".

It was moved and seconded to accept the Minutes of the April meeting as corrected. Motion carried.

2. President's Report

2.1 President Benezet stated he had no formal report. He did announce that Vice President Hartley was attempting to implement a 10% freeze on supplies and expense funds.

2.2 Senator A. Morrissey questioned the decision not to appoint a chairman for the Political Science Department. The President referred the question to Assistant Vice President Welch who explained the chairmanship was not submitted early enough to avoid the budget cuts. President Benezet said he would take this matter up with Vice President Sirotkin and give Senator Morrissey a more detailed answer in the near future.

2.3 Senator Uppal asked if there were any new developments between SPA and the Central Administration. Mr. Welch said there was nothing to report at this time.

3. Chairman's Report

The Chairman reported on the meeting of the heads of the Faculty Senates with Chancellor Boyer. The Chancellor reviewed the budget situation and made general recommendations as to where the budget cuts should be made. These were: unfilled positions to remain frozen; termination of temporary service personnel; no additional new faculty; change in the student/faculty ratio; cut in admissions increase from 10,000 to 8,000; and cuts in the library budget.

The Chancellor also commented on the legislative bills dealing with sabbatical leaves and teaching loads and the subject of amendments to the Faculty By-laws. He was concerned that there should be a change of tactics from the silence observed so far by the Central Office regarding what has happened in the Legislature and to the budget. He wished to do this with the advice of as many campuses as possible. The autonomy of the university, future funding and a reassessment of graduate programs and graduate studies were the three areas with which the Chancellor was particularly concerned. The Chancellor called attention to the necessity of developing the 1972 Master Plan and the relationship between the Master Plan and his Panel on University Goals and Purposes.

4. Executive Committee Report

Chairman Collins corrected Item No. 4 of the Executive Committee report to read "President Benezet stated that....". Chairman Collins then moved the appointment of Neil Brown, Dean of Student Life; Joseph Scarring, Director of Off-Campus Housing; Webb Fiser, Chairman, Department of Political Science; Thomson Littlefield, Associate Professor of English; and Robert Stierer, Assistant Vice President for Management and Planning to serve on the board of trustees of Student Dwellings, Inc. Senator Martin wanted to know the Senate's role in approving these nominees. Chairman Collins said that the By-laws of the Student Dwellings called for the nomination of members by the Executive Committee and approval by the Senate. Douglas Goldschmidt of Student Dwellings said that there would be no direct link between the Student Dwellings and the University, but that Student Dwellings wanted to develop their facilities along with the University's needs. Motion to approve the nominees was carried.

5. Council and Committee Reports

5.1 Undergraduate Academic Council - Senator Littlefield reported that two bills would be submitted for Senate action. Senator Aronson requested clarification of a report that the option for pre-med students to choose letter grading in their freshman and sophomore years will be

removed. Senator Littlefield said that this was voted for on a one-year basis on the assumption that students entering after 1970 would know before they were admitted that they would be under an S-U grading system and would go to another university if they wished to receive letter grades.

- 5.2 Graduate Academic Council - In the absence of both Dean Flinton and Vice President Sirotkin, Senator A. Morrissey reported that the Council had met and considered new programs and a report from a subcommittee concerning readmission of students.

6. Bill No. 197071-36 (Change in the Name of the School of Library Science)

Senator Blount moved the adoption of Bill No. 197071-36.

Senator Blount read a memorandum sent to Vice President Sirotkin favoring the name change. Dean Farley from the School of Library Science, Senator Fiser and Senator Aceto spoke in favor of the motion. Senator Corbett spoke against the motion saying that the name change would result in confusion as to the nature of the school. The motion was carried by majority vote.

7. Bill No. 197071-37 (Guidelines Concerning Promotions in Rank and Continuing Appointment)

- 7.1 Senator Cannon made the following corrections in the proposed Guidelines:

Page 1, Section IV, add at end of second sentence "of full-time academic service in academic rank".

Page 2, Section V-A-1, first sentence, add "(favorable or unfavorable)" after "transmit all recommendations".

Page 2, Section V-A-2, second sentence, delete "available".

Page 2, Section V-A-3-d, first sentence, add "of student evaluations" after "The summaries".

Page 4, Section V-A-6, second sentence, delete "during meetings of the department and are to be" and add "Voting shall occur during departmental meetings unless circumstances prohibit."

Page 5, Section V-F, add as last sentence "A letter of resignation by a candidate shall be interpreted as a withdrawal of his candidacy."

- 7.2 Senator Morrissey made a motion to change page 2, Section V-A-3-d by adding "by all individuals and groups associated with the University" at the end of the sentence. In answer to a question by Senator

Truscott, Senator Cannon said that Section V-3-a was a mandate for departments to see that student evaluations are prepared, not a mandate that the departments must prepare them. The motion was defeated by a majority vote.

- 7.3 Senator Corbett moved to delete the first section of the Preamble "In order to implement the Policies of the Board of Trustees in a fair and consistent manner," to avoid any future charges that the Council on Promotions and Continuing Appointment has not acted in a fair manner in the past. This was accepted by the Council and the change was made.
- 7.4 It was moved by Senator Berger and seconded to have Section V-A-3-c read "The evaluative function be performed at the department level" and to delete the remainder of the paragraph. Senator Salkever suggested that "required" in the last sentence of V-A-3 be changed to "recommended". He suggested that this be added to Senator Berger's amendment. Senator Berger accepted this change.
- 7.5 Senator Morrissey then moved that the bill be returned to committee. After the motion was seconded, Senator Pfister spoke against the motion saying that this special meeting had been called to act on the bill. Senators Cannon and Wilson spoke against recommitting the bill. Senators Fairbank and Uppal spoke for the motion to return the bill to committee. The motion to recommit was defeated.

A vote was then taken on the main motion. The motion was defeated by majority vote.
- 7.6 Senator Corbett moved to terminate debate. The motion was defeated by majority vote.
- 7.7 Senator Teevan moved to amend the third sentence on page 4 to read "Voting shall occur during departmental meetings unless the department decides otherwise". The amendment was defeated by majority vote.
- 7.8 Senator Teevan moved to add a No. 3 to Section V-C to read "If a department recommendation is overturned, the dean shall be notified of this fact before the recommendation is sent to the President." Senator R. Kendall spoke against the motion; Senator Fairbank spoke in favor of it. The motion carried by majority vote.
- 7.9 A motion was made to adjourn the meeting until Thursday afternoon. The motion was defeated by majority vote.
- 7.10 Senator Fiser moved that the second sentence in Section VI be deleted because this sentence would require a change in the By-laws. The motion carried by majority vote.
- 7.11 Senator Uppal moved to amend the newly-added V-C-3 by adding "the chairmand and the candidate" after "the dean". The motion was carried by majority vote.
- 7.12 Senator Aceto moved to cut off debate. The motion passed by majority vote.

A question was raised about the five o'clock deadline for Senate meetings. Secretary Aceto checked the Minutes of previous meetings and reported that there was a statement in the Minutes requesting that Senators keep the fourth Monday of each month open to act on any unfinished business remaining from the regular Senate meeting. Former Chairman Johnson apparently interpreted this to mean that if there was still any business for the Senate to act on after five o'clock, the Senate would reconvene the following Monday.

7.12 A vote was then taken on the motion to approve the Guidelines as amended. The motion carried by majority vote. Senator Ashton wished to go on record as opposed to the Guidelines on the grounds that the amendment to V-C negated the function of the Council on Promotions and Continuing Appointment. Senator Uppal wished to go on record as opposed to the bill because of the haste with which the bill was passed.

7.13 Senator Donovan moved to adjourn the meeting until 3 P. M. Thursday. The motion was defeated by majority vote.

8. Bill No. 197071-38 (Environmental Studies Program)

8.1 Senator Blount, Chairman of the Council on Educational Policy, moved the adoption of Bill No. 197071-38. Senator Blount then read the following prepared statement:

The Council on Educational Policy debated this motion on three different occasions. We considered a wide range of topics, gave some consideration to the implication of forming a college as opposed to an interdisciplinary major. We did not push that particular topic because of time, money and the tremendous amount of deliberation that such a topic would demand. We recognize the divergence that exists when we talk about environmental studies between the natural sciences and social and behavioral sciences and humanities. We recognize also the divergence which exists on the part of academic programs and their structures, and individualized programs which many of the students would like to have implemented.

The Council on Educational Policy believes that we can live with dynamic differences of opinion and we are asking this Senate to approve a program. There are no private commitments to this program and essentially this program is advisory and coordinating. It is to cross-list courses of the various schools and departments of the University whose offerings are germane to the environment and to our students.

We recommend that the implementation of this program be done through a steering committee which would report to the Vice President for Academic Affairs. The personnel of this steering committee would be composed of both advocates and adversaries so that the program would have some balance. We would like to

underscore the Council's concern that the students have a viable voice in the committee. The support for the committee will have to come from pre-existing sources and from modifications within departments and schools. Perhaps some courses might be dropped and others replaced with courses that have a greater environmental import. We have been pledged some support from the Office of Innovative Programs, both in the form of administrative and clerical assistance. It is the Council's understanding that any new course or any mutation would have to be approved by the appropriate bodies.

What the Council is suggesting is a compromise. We believe that this recommendation should be passed and we believe that there is sufficient faculty support. We know that there is tremendous student support for this.

- 8.2 In the discussion period a number of questions were raised about the environmental studies program. Senator Chi was concerned that the proposed program tapered off to nothing. He believed we should be committed to a first-rate program or defer action until such time as this was possible. In response to a question from Senator Teevan about the number of new courses planned, Senator Blount explained the Council did not have the authority to suggest new courses. This responsibility would rest with the proposed steering committee. Senator Blount also stated the Council had no names to recommend for this committee and that Vice President Sirotkin would be responsible for naming the committee.
- 8.3 Senator Corbett moved that Bill No. 197071-38 be referred back to the Council for further study because of insufficient documentation. Senator Cannon then yielded the floor to Sally Kirsten, a student, who explained that if the proposal to refer the program back to the Council was approved, no program could be initiated this fall. Senator Berger, a member of the Council, explained some of the background related to the proposed program. A specific proposal to establish an environmental studies program was presented by several interested faculty members to the Council this spring. The Council was rather apprehensive at the time because of the suspicion on the part of some Council members that there might be an ulterior motive to establishing such a program. However, the Council did believe that a number of positive steps had been taken to develop a program, such as the Environmental Forum, and that a number of students were honestly interested in getting an environmental studies program started. The initial proposal presented to the Council was rejected and the present proposal was prepared in its place. Senator Berger reassured the Senate that it was being asked to support the idea of an environmental studies program and that any actions by the proposed steering committee would require the approval of the Senate.
- 8.4 Senator K. Kendall then called for a quorum count. Lacking a sufficient number of senators to meet a quorum, the Senate was adjourned at 5:55 P. M. until 3:00 P. M. on Thursday, May 6, 1971.

May 6, 1971

ABSENT: D. Alexander; R. Ariza; J. Ashton; L. Benezet; C. Blanchard;
J. Blumenstark; C. Brinkman; M. Bruno; F. Carrino; T. Cheh; M. Collins;
A. Finkelstein; W. Fiser; E. Flinton; A. Foster; D. Geiss; J. Glasser;
W. Grimes; H. Hamilton; J. Hartley; W. Haynes; B. Kirschner; R. Klages;
T. LaBarbera; M. Liberman; R. Myren; D. Neufeld; J. Norton; M. Phillips;
D. Simonetti; D. Stauffer; H. Tedeschi; R. Teevan; G. Thompson;
C. Thorne; R. Tibbetts; R. Tiogo; S. Villano; R. Webber; R. Wesley;
D. Wilken.

Chairman Collins called the meeting to order at 3:15 P. M. in the Campus Center Assembly Room.

8. Continuation of Discussion of Bill No. 197071-38 (Environmental Studies Program)

8.5 In answer to a question from Senator R. Kamp, Vice President Sirotkin said that if we developed the environmental studies program we would not do so at the expense of existing programs. He added there was no question that if faculty/staff time was going to be devoted to the program and there was no money for new staff, either the money was going to have to come from outside funds or the program was going to have to depend on the willingness of faculty and the departments to absorb a certain amount of the workload of those working in this program. He explained further that by establishing a university environmental studies program, the university established an entity that would enable us to solicit outside grant support, which was one of the intentions of the proposed program.

~~Question called on the motion to recommit the bill to the Council on Educational Policy. The motion was defeated by majority vote.~~

8.6 Senator Berger moved to amend the bill by adding two sentences at the end of the original bill: "This resolution does not commit the University to any particular program. All new programs must be approved by the appropriate Councils and Committees of the Senate."

Senator Chi suggested that the word "implement" in the last sentence of the original bill be changed to "develop" and that "such a program" be deleted. Senator Berger agreed to accept these changes as part of his amendment. In response to this amendment Vice President Sirotkin said that any new courses would have to be approved by either the Graduate Academic Council or the Undergraduate Academic Council but that any new program would have to be approved by the Senate. The amendment was approved by a majority vote.

The main motion, as amended, was then approved by a majority vote.

9. Bill No. 197071-39 (Second Field)

In the absence of Douglas Alexander, Chairman of the Undergraduate Academic Council, Senator Littlefield moved the acceptance of Bill No. 197071-39.

Senator Littlefield explained that this bill adds independent study and community service possibilities and also makes it possible to select education as a second field.

The motion carried without dissent.

10. Bill No. 197071-40 (B.S. in Social Welfare)

Senator Littlefield moved the acceptance of Bill No. 197071-40.

Senator Cantor moved to amend the proposal by substituting "suggested" for "required" in the third paragraph of page 3. He suggested this amendment in order to comply with the spirit of the CURE proposal. The amendment was defeated by a majority vote.

The bill was passed by a majority vote.

11. Bill No. 197071-41 (Student Evaluations)

11.1 Senator Morrissey moved the acceptance of Bill No. 197071-41.

A suggestion to add "summaries of" before "student evaluations" in the first paragraph of the bill was accepted by the mover and the seconder.

11.2 Senator Corbett called for a quorum count. There were not enough senators present to meet a quorum count.

Senator Corbett then requested of the Chairman that his request for a quorum count be withdrawn.

Senator Morris moved to refer the bill to the Personnel Policies Council.

The Chairman then called upon the Parliamentarian, Senator K. Kendall, to rule on Senator Corbett's request to withdraw his call for a quorum. Senator Kendall said that the only way a quorum call could be withdrawn was if the count had not been made. Since the count had been made, the call could not be withdrawn. The Senate could still continue business with the understanding that any action taken by the Senate after the quorum call would have to be ratified at the next Senate meeting.

Senator Salkever suggested that the bill could still be sent to the Personnel Policies Council.

The Chairman declared the meeting adjourned at 4:40 P. M.

Respectfully submitted,

Vincent J. Aceto
Secretary

Where We Stand With the Budget 1971-72

In the original Executive Budget recommended to the Legislature by the Governor, SUNY-Albany was scheduled for a gross appropriation of	\$39,852,400
The original budget also included imposed savings of	- 956,000
The budget reductions which were necessary in order to meet the budget finally adopted by the Legislature resulted in program cuts of	-1,050,000
The latest indications from the Central Office are that we may also expect an expenditure ceiling which will bring further reductions of	<u>- 756,000</u>
The budget we will have to work with in 1971-72 will then be	\$37,090,400
This compares with an appropriation in 1970-71 of	\$35,484,700
Thus, the increase for the current year comes to	\$ 1,605,700
But mandatory salary increments and adjustments in 1971-72 will be	\$ 2,493,400
So we will actually have <u>less dollars</u> to operate the University in 1971-72 than in 1970-71 in the amount of	\$ 887,700
And we will still have an <u>increase of 629 FTE students</u> .	

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

Executive Committee
Report to the Senate
May 3, 1971

For Information:

1. The Executive Committee, recognizing the imperfections of the amendment drafted at the Senate meeting of April 19, 1971 concerning election of graduate student senators, instructed a sub-committee of the Executive Committee (A. Finkelstein, R. Pfister, A. Collins) to draft a substitute amendment to be presented on the floor of the Faculty meeting. (A copy of the substitute amendment is attached for your information.)
2. The Committee discussed the attendance records of the Senate meetings, noting that in general students and faculty have attended about the same percentage of meetings. Nineteen senators have attended all meetings this year. After some discussion the Committee concluded that it lacks any convenient or meaningful way of evaluating the effectiveness of student representation on the Senate, but it clearly feels that continued student representation is desirable. Since failure of senators to attend meetings deprives their constituents of representation in university governance, the Executive Committee will call this problem to the attention of the Governance Commission.
3. The Committee approved a proposal of the Community Relations Office that no new edition of the Faculty Handbook be prepared for 1971-72 in order to save money. An addendum to the 1970-71 Handbook containing the Faculty By-laws, representation of the Senate and University Committees and Councils, and any changes from established policies will be prepared.
4. At the Committee's suggestion, President Benezet ^{stated} ~~agreed to see~~ that changes in the numbers and contents of the University bulletins and catalogues are reviewed by appropriate persons in addition to the Community Relations Office. The catalogues are essential educational policy documents as well as compendia of information and publicity.
5. The attention of President Benezet was drawn to the general difficulty of determining what faculty members planned to retire and the date of their retirement.

For Action:

1. The Committee discussed with Douglas Goldschmidt, representing the Ebenezer Howard Project, a request for Senate participation in nominating faculty members to serve on a new corporation. The Committee unanimously endorsed the slate for members of the Student Dwellings, Inc., and recommends that the Senate confirm the following nominations:

Neil Brown, Dean of Student Life
Joseph Scarring, Director of Off-Campus Housing
Webb Fiser, Chairman, Department of Political Science
Thomson Littlefield, Associate Professor of English
Robert Stierer, Assistant Vice President for Management
and Planning.

All have been instrumental in the formation of the Corporation.

Under the By-laws of Student Dwellings, Inc., the Senate of SUNYA is to designate five members of the Corporation from the faculty and professional staff of SUNYA. The Senate may appoint more than five members so long as it notifies the Corporation prior to the General Meeting as to the voting arrangement which will maintain the overall voting ratio (1/4 faculty - 1/4 students - 1/4 Board of Directors - 1/4 tenants). The Senate may send more than five representatives to the General Meeting, but only have five votes (or 1/4 of the vote) at the meeting.

FOR INFORMATION OF THE SENATE

The Executive Committee proposes the following amendment to the amendment of Article II, Section 2, Subsection 7, of the Faculty By-laws, to be presented to the Faculty on May 6, 1971:

- 2.7 The Central Council of the Student Association shall arrange for nominations and elections to fill undergraduate student senator vacancies. Until such time as a graduate student association achieves recognition by the Student Affairs Council, an interim Graduate Association shall be constituted:

The 11 graduate student senators shall be distributed among the schools and colleges as follows:

- 3 senators from Arts and Sciences
- 3 senators from Education
- 1 senator from Public Affairs
- 1 senator from Social Welfare
- 1 senator from Criminal Justice
- 1 senator from Business
- 1 senator from Library Science.

The election of graduate student senators shall be arranged by the Deans of the various schools and colleges. A President of this interim Graduate Student Association shall be elected by the graduate student senators from among their own number. The President and the caucus of graduate senators shall be authorized to make any necessary nominations of graduate students for council and committee positions.

STATE UNIVERSITY OF NEW YORK AT ALBANY

REPORT

to the
UNIVERSITY SENATE

from
UNDERGRADUATE ACADEMIC COUNCIL
May 3, 1971

The Undergraduate Academic Council, following its April 27, 1971 meeting, reports the following:

For Senate Action:

1. Council recommends for Senate approval the statement, The Second Field--An Interpretation (Resolution and statement attached).
2. Council recommends for Senate approval the School of Social Welfare's proposal for a Bachelor of Science--Major in Social Welfare. (Resolution attached--Proposal distributed at Senate meeting).

MBF:lea
4/29/71

Attachments:

- I. Bill No. 197071-39, The Second Field--An Interpretation
 - II. Bill No. 197071-40, Bachelor of Science--Major in Social Welfare
(Resolution only)
-

GRADUATE ACADEMIC COUNCIL

Report to the University Senate

April 1 - 30, 1971

For information:

1. The Council met once during this period.
2. The Council approved recommendations of the Committee on Admissions and Academic Standing on two petitions for reinstatement in graduate degree programs to accept in one case and to reject in the other.
3. The Council considered a program in Afro-American Studies leading to the degree of Master of Arts proposed by the Department of Afro-American Studies in the College of Arts and Sciences and, pending favorable actions by the Curriculum and Executive Committees of the College (they were received subsequently), to recommend it to the Senate for approval.
4. The Committee on Educational Policies and Procedures reported a proposed set of guidelines to govern "Independent Study". The Council deferred formal action on the proposal.
5. As recommended by the Committee on the Review of Graduate Programs, the Council voted that the doctoral programs in Educational Administration, Guidance and Personnel Services, Public Administration, and Political Science be reviewed during the 1971-72 academic year and the programs in Curriculum-Instruction, Educational Psychology, Psychology, French, and Biology be reviewed during the 1972-73 academic year. The Committee presented a revised procedure for the review of established graduate programs which was approved by the Council.
6. The Council received copies of the reports of Professor C. A. Burk and Professor John Rodgers who reviewed the proposed program in Geology. After discussion of the reports of these reviewers the Council voted to recommend to the Senate the approval of the proposed program in Geology leading to the degree of Doctor of Philosophy.
7. Dean Flinton presented to the Council arrangements proposed for graduate students to study at the University of Madrid in 1970-71 and 1971-72. The Council approved the program of study whereby graduate students completing satisfactorily approved graduate study in the program in Madrid may be allowed 18 credits applicable to their major field requirements at Albany on the recommendation of the department. The remaining 12 credit hours are to be completed in resident study at Albany, and students in the program are required to complete all other related academic requirements at Albany.

8. So that the graduate students at SUNYA may participate in appropriate foreign study programs of other units of the State University, the Council authorized the Dean of Graduate Studies to approve applying 18 to 24 credits of study in a State University of New York foreign study program to a graduate degree program at Albany with an associated requirement that the remaining credits be earned in resident graduate study at Albany and that all other academic requirements for a degree (major field examination, foreign language or other tool requirement, etc.) be met at Albany.
9. The Council discussed a proposed master's degree program with a specialization in Greek to be offered by the Department of Classics. The Council approved the specialization in Greek and voted that the sequences in Latin and Greek be specializations within a graduate program in Classics leading to the degree of Master of Arts.

For action:

1. The Council recommends to the Senate for approval a graduate program in Afro-American Studies in the College of Arts and Sciences leading to a degree of Master of Arts with an effective date of June 15, 1971.
2. The Council recommends to the Senate for approval a graduate program in Geology in the College of Arts and Sciences leading to a degree of Doctor of Philosophy with an effective date of June 15, 1971.

This report was received too late to be presented to the Senate at a regularly-scheduled meeting. The graduate program in Afro-American Studies and the graduate program in Geology were brought before the Executive Committee which acted for the Senate and approved both programs.

GRADUATE ACADEMIC COUNCIL

Report to the University Senate

May 1 - 22, 1971

For information:

1. The Council met twice during this period.
 2. The Council received and accepted a recommendation of the Committee on Review of Graduate Programs to forward to the Department of English and officials concerned, the very favorable review of the department's graduate programs submitted by Professor Morton Bloomfield of Harvard University.
 3. The Council adopted guidelines for Independent Study undertaken by graduate students developed by the Committee on Educational Policies and Procedures. They will be distributed to Deans, Department Chairmen, and departmental directors of graduate programs.
 4. The Council discussed the redefinition of the grade symbol of "U" proposed by the Undergraduate Academic Council of "U Uncredited". The Council voted not to approve the proposed redefinition of the grade symbol "U (Unsatisfactory)" on the grounds that it is inconsistent with current graduate grading policies and academic standards.
 5. The Council voted to recommend and forward to the Dean of the school or college concerned for action by their respective faculties, candidates for doctoral degrees who had met requirements for their degrees May 22, 1971.
-

UNIVERSITY SENATE
State University of New York
at Albany

Council on Educational Policy

I. For Information

The Council is continuing its discussions regarding university priorities.

II. For Action

- A. At its meeting of April 14, 1971, the Council approved the following resolution without dissent (Bill 197071-38).

"The Council on Educational Policy recommends to the Senate that the university commit itself to a university-wide program in Environmental Studies and that the administration be requested, with the assistance of appropriate councils and committees, to implement such a program to the extent possible within existing fiscal and material resources."

- B. At its meeting of April 14, 1971, the Council--upon the recommendation of Vice President Sirotkin--approved the following resolution without dissent (Bill 197071-36).

"The Council recommends to the Senate that the name of the School of Library Science be changed to 'The School of Library and Information Sciences.'"

Bill No. 197071-36

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

A Proposed Resolution
To Change the Name of the
School of Library Science

INTRODUCED BY: Council on Educational Policy
May 3, 1971

The Council recommends to the Senate that the name of the
School of Library Science be changed to "The School of
Library and Information Science".

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

A Proposal to Revise
Guidelines Concerning
Promotions in Rank and Continuing Appointments

INTRODUCED BY: Council on Promotions and
Continuing Appointments
May 3, 1971

The Council on Promotions and Continuing Appointments, in its meeting on April 26, 1971, voted to approve the attached revision to the current "Guidelines Concerning Promotions in Rank and Continuing Appointments" which appear on pages 37-43 of the Faculty Handbook, 1970-71.

Attachment

Guidelines Concerning
Promotions in Rank and Continuing Appointments

State University of New York at Albany

Preamble

~~In order to implement the Policies of the Board of Trustees in a fair and consistent manner,~~ the Council on Promotions and Continuing Appointments of the State University of New York at Albany shall follow the basic operational guidelines established below.

SECTION I. CRITERIA

Recommendations by the Council will be based solely upon a careful deliberation concerning the qualifications of the candidate within such of the five following categories as are appropriate to the position of the candidate within the University.

- A. Mastery of Subject Matter
- B. Effectiveness in Teaching
- C. Ability as a Scholar
- D. Effectiveness of University Service
- E. Continuing Growth

No other evaluative category will be deemed to be appropriate.

SECTION II. PROCEDURES

~~No recommendation shall be considered by the Council unless the procedures outlined in Section V are followed and reported.~~

SECTION III. PROMOTION IN RANK

No minimum length of service in any academic rank shall be required for promotion. Promotion carries with it no commitment of tenure.

SECTION IV. CONTINUING APPOINTMENT

Continuing appointment is available to professors and associate professors within three years. Continuing appointment is available to assistant professors and instructors after seven years (including, at most, three years of creditable prior service). Only in exceptional cases will continuing appointment be granted to instructors. A continuing appointment carries with it no commitment about future promotions or salary increases.

*of full time academic service in
academic rank*

(Favorable + unfavorable)

SECTION V. ADMINISTRATIVE PROCEDURES AND RESPONSIBILITIES

A. Department*

1. The department chairman shall transmit all recommendations for promotion in rank to the dean of the school or college by October 15. If a faculty member is to be recommended for continuing appointment as well as for promotion, this recommendation shall also be transmitted by October 15. Other recommendations for continuing appointment shall be transmitted by January 15. (The dates indicated are for normal academic appointments. They should be adjusted for those individuals whose academic appointments do not conform to conventional dates.)

2. The chairman shall inform a faculty member that he is being considered for a promotion and/or a continuing appointment at least two weeks before the required department meeting. The chairman shall make sure that all ~~available~~ evidence in the case is presented to the members of his department as well as to the dean.

3. An important datum for the decision on promotions and/or continuing appointment is information about how students view the teaching of a faculty member. However, for this information to be of value, it should be collected in a systematic and quantitative way. Therefore, it is required that:

a. All students be given an opportunity to make evaluations in every class each term.

b. The evaluation form not be signed by the student.

c. The evaluative function be performed at the department level, partly because recommendations originate there and partly because there is serious doubt that a simple evaluative technique is equally applicable to all disciplines. Departments should be encouraged to explore a variety of possible evaluative techniques, choosing those methods which seem most appropriate for the department concerned and seeking professional assistance wherever necessary, particularly in the use of questionnaires. It is recognized that students can be a valuable source of information, since they attend classes regularly and observe the instructor when he is not under pressure (as he may be if one of his colleagues is present). No one form will answer all needs. Open-ended student critiques may provide insightful "reporting" which could be stifled by the list of questions on a questionnaire form, but they are demanding on the student and some may not take the time to prepare a thoughtful critique. Questionnaire forms, on the other hand, may guide the student to considerations the department deems most important. They place the burden on the faculty, for they may be difficult to construct without professional assistance.

of student evaluation

d. The summaries ~~be~~ included in personnel files for examination by all groups involved in recommendations concerning promotion and continuing appointment.

all involved groups

and selected members of the

*Throughout this section, the word "department" includes those schools which are not subdivided into departments. In such schools, the phrase "department" chairman" means "dean of the school".

4. The candidate is responsible for the preparation of a vita which should contain the following information:

- a. Date of birth
- b. Earned degrees (institution, specialization, degree, date received).
- c. All previous educational employment (institution, title, dates of service).
- d. Other employment (non-educational) (employer, location, title, dates of service)
- e. Scholarship production (with proper citation)
 1. Books (list most recent first including title, author(s), publisher, and date of publication. Cite any reviews by others of your works.)
 2. Articles (list most recent first, etc.).
 3. Book reviews (list most recent first, etc.).
 4. Artistic exhibitions and/or performances (list most recent first; indicate type of exhibition, to whom, where, and date.)
 5. Consultancies (list most recent first, etc.).
 6. Other (e.g., editorial commentary, speeches, forewords, etc.; list most recent first, etc.).
- f. Professional affiliations.
- ~~g. University and community service.~~
- h. Special honors.

The vita as prepared by the candidate shall be dated and signed by the candidate.

5. The Council finds the following material and information is exceedingly valuable in arriving at a fair recommendation: letters from colleagues and students, letters from outside "expert" referees, reviews of work, reprint citations, letters from publishers (especially in the case of as yet unpublished work), course syllabi and instructional materials, copies or detailed descriptions of work completed or in progress, professional and service citations, and other such material and information as adjudged to be potentially helpful to the Council in reaching its recommendation.

6. All of the members of the department concerned shall be consulted in all cases of promotion and/or continuing appointment. In a case of continuing appointment, separate votes of the departmental members holding

continuing appointment and of the non-tenured members are to be taken. In a case of promotion, separate votes of the departmental members holding rank equal to or above the rank to which promotion is being considered and of the other members are to be taken. All of these votes are to be conducted during meetings of the department and are to be by secret ballot. The chairman shall include the results of these votes in his recommendation to his dean. A copy of the letter forwarding the material to the dean and including the votes shall be provided the candidate. Upon receipt of the letter from the chairman, the candidate has the opportunity to reply in writing to the dean, such reply becoming a part of the record.

Voting shall occur during kept mtgs, unless a waiver is given

7. The letter of transmittal from the chairman must include reference to all categories named in Section I above.

8. Any faculty member may request a department to initiate action for promotion and/or continuing appointment of a faculty member, including himself, provided that this request has the written approval of the prospective candidate. If an individual has held the rank of Assistant Professor for a period of at least 6 years, or the rank of Associate Professor for at least 7 years, and has not previously during this period been given formal consideration for promotion, the department shall initiate action for his promotion, unless the candidate waives this action in writing. In cases arising in these ways, all of the procedural rules of this Section are to apply.

B. School or College*

1. The dean of each school or college shall examine each recommendation transmitted to him to verify that the rules of Sections I and V-A have been observed. Recommendations which fail to conform to these rules are to be returned to the department for immediate revision.

2. At the option of the faculty of the school or college, the dean of each school or college shall consult with a democratically chosen committee of the faculty and students in all cases of promotion and/or continuing appointment arising in his school or college. The recommendation (favorable or unfavorable) of the dean and of the department chairman, together with the vote of the school or college committee and the evidence assembled shall be transmitted to the Council on Promotions and Continuing Appointments by March 1 in cases which involve continuing appointment alone and by December 1 in all other cases. Each recommendation of the dean shall include his evaluation of the case as well as a brief statement by the committee explaining the reasons which support their recommendation. A copy of the letter forwarding the material from the dean to the Council, including any votes or recommendations from committees, shall be provided the candidate. Upon receipt of the letter from the dean, the candidate has the opportunity to reply in writing to the Council, such reply becoming a part of the record.

*For those schools which are not subdivided into departments, the procedural rules of this title do not apply.

C. Council on Promotions and Continuing Appointments

1. The Council shall examine each recommendation transmitted to it to verify that the rules of Sections I and V A and B have been observed. Recommendations which fail to conform to these rules are to be returned to the dean for immediate revision.

2. The Council shall transmit its recommendations to the President. Recommendations involving continuing appointment alone shall be transmitted by April 15, all others by March 1.

3 - *If dept rec are overturned, dean informed*

D. Personal Presentations by a Candidate

A candidate for promotion and/or continuing appointment may appear, at his option, before his department, before his school committee, or before the Council on Promotions and Continuing Appointments. Such personal presentations must occur before votes are taken or other recommendations made. A written request to the department, to the school committee, or to the Council must be made at least one week prior to the scheduled meeting. Appearances before the Council shall be restricted to the purposes of presenting new evidence.

E. Notification to Faculty Member

The action of the President in each case shall be communicated to the faculty member involved. In the case of continuing appointment alone, this shall be done by May 1; in all other cases it shall be done by March 1.

F. Withdrawal of Candidacy

A candidate for promotion and/or continuing appointment may elect to withdraw his candidacy at any time by submitting a written request to his chairman.

All res. of resignation by a candidate shall be interpreted as a withdrawal of his candidacy.

SECTION VI. INITIAL APPOINTMENTS

Initial appointments of faculty to academic positions shall conform to the following rules. ~~If the term of the appointment is more than one year and the recommended rank is Associate Professor (or equivalent) or higher, all of the procedures for a case of promotion shall be complied with.~~ If continuing appointment is recommended at any rank, all of the procedures for a case of continuing appointment shall be complied with. The deadlines for the completion of the various procedures are waived in cases of initial appointments.

UNIVERSITY SENATE
STATE UNIVERSITY OF NEW YORK AT ALBANY

A Proposed Resolution
Regarding an Environmental
Studies Program

INTRODUCED BY: Council on Educational Policy
May 3, 1971

The Council on Educational Policy recommends to the Senate that the university commit itself to a university-wide program in Environmental Studies and that the administration be requested, with the assistance of appropriate councils and committees, to implement such a program to the extent possible within existing fiscal and material resources.

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

The Second Field--An Interpretation

Introduced by: Undergraduate Academic Council

During the 1961-62 academic year, this University revised its patterns for the teacher education degrees and instituted patterns for general degrees. Patterns and proposals were developed by the Curriculum Committee of the Undergraduate Academic Council, and adopted by the Faculty Senate.

As a replacement for the "minor," the second field was a new and different concept at this University. As a new concept which permitted many alternatives, the second field required understanding by the faculty and students to become fully effective. With the adoption of the New Undergraduate Degree Requirements by the University Senate in 1970 which requires a second field as part of the baccalaureate degree requirements, faculty and students need a current understanding of the second field concept.

To further this understanding, the Curriculum Committee of the Undergraduate Academic Council has developed the following information in question and answer form for use by the university community.

QUESTION 1: WHAT ARE THE CURRENT REQUIREMENTS FOR THE SECOND FIELD?

The following requirements were submitted as part of the Undergraduate Baccalaureate Degree Requirements to the Office of the Provost of the State University of New York on May 4, 1970.

A. Bachelor of Arts

"The Bachelor of Arts degree requires 18-24 credits in a second field which is defined as including at least six credits of advanced course work (usually courses numbered 300 or above). The second field may be closely related to, be supportive of, or be totally independent of the major, but the second field must have coherence; it must be unified and make sense."

B. Bachelor of Science

"The Bachelor of Science degree requires 18-24 credits in a second field which is defined as including at least six credits of advanced course work (usually courses numbered 300 or above). The second field may be closely related to, be supportive of, or be totally independent

of the major, but the second field must have coherence; it must be unified and make sense. The second field requirements may be combined with the major requirements, but the total not to exceed 66 credits.

QUESTION 2: WHAT ARE THE ESSENTIAL COMPONENTS OF THE SECOND FIELD?

The second field must have coherence; it must be unified, sensemaking, and related. It must include "advanced study." The second field is not designed to develop polished, competent scholars of a single subject or of a field.

QUESTION 3: WHAT MAKES UP A SECOND FIELD?

A second field consists of not less than 18 credits nor more than 24 credits, of coherent subject matter. The 18-24 credits of the second field must include at least 6 credits of advanced course work. Advanced course work is defined as courses requiring one or more prerequisite courses or courses on the 300 level or higher.

Generally, any course offered by this University is considered appropriate for inclusion in some second field. However, the same courses may not be used to fulfill both the major and second field requirements.

QUESTION 4: HOW IS THE SECOND FIELD ADMINISTERED?

The student's major department is responsible for approving his second field. The student's major department should define a wide variety of appropriate second fields, drawn from the totality of the University's offerings and give the student a choice from that variety.

Major departments, in developing and suggesting second fields outside their own area, should, whenever practicable, consult with the department or departments concerned as to the nature of a "coherent" second field. Departments may recommend second field concentrations composed of course work from their department and provide the other departments with their recommendations; they may not, however, mandate what constitutes the second field.

Students will not be required to designate their second field until pre-registration for the second semester of their Junior year, at which time they will complete with their major adviser a "Second Field Agreement" to be filed with the Registrar. Major departments should establish general guidelines pertaining to acceptable second fields to allow students the opportunity during their first two years to begin satisfying the requirement.

QUESTION 5: WHAT ARE ACCEPTABLE SECOND FIELD DESIGNATIONS?

When the concentration of courses approved as a second field clearly could be classified under one department or school, the second field designation will be identical to the department or school. In cases where the approved concentration of courses cuts across department or school lines, the second field will be designated as "Inter-Departmental."

QUESTION 6: IS EDUCATION AN ACCEPTABLE SECOND FIELD DESIGNATION?

Yes, if the major department approves the concentration of courses, then the student's second field may be designated as "education." The "education" second field is available to students in both the Teacher Education program and the General program.

It should be understood, however, that such a concentration will not include student teaching nor will it lead to provisional teacher certification. Students seeking teacher certification in New York State may, with permission of the major department, meet the second field requirement by registering for the Teacher Education program and completing the professional sequence approved by the School of Education.

QUESTION 7: CAN A MAJOR ADVISER REQUIRE A STUDENT TO CHOOSE A PARTICULAR SECOND FIELD?

No, unless that second field is mandated by the "Undergraduate Bulletin" for a particular program having an approved "Combined Major and Second Field Sequence," e.g., Public Accounting, Chemistry.

QUESTION 8: MAY A STUDENT DESIGN HIS OWN SECOND FIELD?

There is nothing to prevent a student from generating a proposal for a second field which his major adviser might find coherent and appropriate; indeed, he is encouraged to do so.

QUESTION 9: CAN A SECOND FIELD BE MADE UP OF "APPLICATION" OR "STUDIO" COURSES ONLY?

Yes, as long as the student can show that the second field has coherence and six credits of advanced work and is approved by his major department adviser.

QUESTION 10: CAN "INDEPENDENT STUDY" AND/OR "COMMUNITY SERVICE" BE USED
TO MEET PART OF THE SECOND FIELD REQUIREMENT?

"Independent Study" done outside the major department and/or "Community
Service" can be used to satisfy the second field requirement if the
student's major department approves.

MBF:lea
4/29/71
Revised 4/27/71

UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

Proposal for a Bachelor of Science---Major in Social Welfare
May 3, 1971

Introduced by: Undergraduate Academic Council

It is hereby proposed that the following be enacted:

I. That the proposal for a Bachelor of Science with a major
in Social Welfare be approved; and ✓

II. That this Program become effective for the academic year
1971-72.

MBF:lea
4/29/71

177071-40

SCHOOL OF SOCIAL WELFARE
STATE UNIVERSITY OF NEW YORK AT ALBANY

Albany, New York

PROPOSAL FOR A BACHELOR OF SCIENCE

MAJOR IN SOCIAL WELFARE

Approved by Faculty
School of Social Welfare
17 December, 1970

TABLE OF CONTENTS

1. Proposal	1-6
2. Appendix I Illustrative Courses	7
3. Appendix II Undergraduate Course Offering	8,9
4. Appendix III Background	10
5. Appendix IV Response to OAA memo of February 12, 1970	11, 12, 13
6. Appendix V Vitae of Faculty	14-34
7. Appendix VI Library Statement	35-38

DESCRIPTION OF PROGRAM

Nature and Objectives

The current forms of service in the various fields of social welfare are provided by University-trained professionals (social workers, psychologists, lawyers, etc.) and job-holders whose skills are obtained through internally controlled in-service programs. While manpower requirements in terms of differential skills and training, represent a serious challenge to all who are connected with the human service occupations of social welfare, this is particularly true of schools of social welfare. Among other things, the programmatic mission of a graduate school of professional education cannot adequately be defined without considering the activities of non-professionals in the same fields of service.

In the absence of the ability to control either the job market or the service organizations which ultimately employ its graduates, the Bachelor of Science, major in Social Welfare proposed here by the School of Social Welfare, the State University of New York at Albany intends to educate men and women to become familiar with the basic nature of certain fields of service and to bring critical intelligence to the problems of those fields of social welfare which they choose to enter. The educational program proposed here is intended for students.

1. who wish to enrich their liberal arts education and increase their social consciousness of welfare problems in general;
2. who are job-seekers in the institutional sector of social welfare with a terminal degree of Bachelor of Science, major in Social Welfare; or
3. who intend to pursue advanced academic training in any of the established disciplines of social science.

The substantive concerns of the curriculum of the major proposed here are the theories and intervention techniques which mark the historical development of institutionalized responses to personal and social problems. The development of the curriculum involves systematic description of institutional arrangements and the re-integration of the fragmented contributions of several disciplines to the solution of personal and social problems. The unity of this field rests upon well-known and concrete inter-relationships among existing social roles and services which draw upon a common fund of knowledge and normative expectations. While safeguarding the general character of a liberal arts education, the proposed program is intended to enable students to pursue a general but service-relevant education of a pre-professional and terminal nature or to prepare themselves for graduate study in social work or in any of the established disciplines of social science.

Relationship of Program to Over-all Mission of the State University of New York at Albany.

The over-all mission of the State University of New York at Albany consists of the discovery and dissemination of knowledge with particular emphasis upon the needs of its immediate service area within the State of New York. The proposed program would enhance the fulfillment of that mission through participation in a nation-wide effort to develop a relatively new and socially relevant field of teaching and community service. In 1969, 6,419 undergraduates were completing a sequence of courses with social welfare content in 182 colleges and universities in the United States. Of these, 1501 were graduating students with degrees of Bachelor of Science in Social Welfare in 27 institutions. These data from the Council on Social Work Education included 16 colleges and universities in the State of New York, three of which (Adelphi Univ., SUNY at Buffalo, Syracuse Univ.) were granting degrees of Bachelor of Science in Social Welfare. In addition, inasmuch as the mission of the State University of New York at Albany calls for a balanced program of professional education, the development of an undergraduate program in social welfare would assure a flexible position for the School of Social Welfare with regard to eventual changes in degree requirements for professionals which is an emerging issue in Social Welfare.

Relationship of Program to Existing Programs at the University.

In addition to its ties with the Graduate Program in Social Welfare, the major proposed here must rely heavily on other existing programs, particularly on those of the social sciences. The relevant resources of the State University of New York at Albany are excellent, however, in comparison with most institutions which are in the process of developing similar programs within the State. Upon approval, a noticeable increase in certain class enrollments and probable loss of majors may be expected by the Departments of Political Science, Psychology, and Sociology. Students in these Departments are most likely to pursue career interests which the proposed major in Social Welfare is intended to develop and intensify. On the other hand, full development of the major proposed here may lead to a more equitable division of labor among these disciplines in the sense of each having students with more appropriately focused career expectations. All in all, the principal contribution of a major in Social Welfare will consist of the increased social significance of undergraduate education at the State University of New York at Albany by meeting a previously unmet need in its immediate service area.

Summary of Prerequisites, Course Structure, etc.

A degree of Bachelor of Science, Major in Social Welfare, the State University of New York at Albany, is granted upon completion of a total of 120 credits. Within the general credit requirements of an undergraduate degree of Bachelor of Science, the School of Social Welfare proposes to regulate the selection of 66 credits for a Major in Social Welfare.

Unless a substantial number (40 or more) of the 120 credits required for graduation are completed, a student may not declare a major in Social Welfare.

Of the 66 credits required by the School of Social Welfare, 15 credits represent general requirements, 30 other credits constitute the core requirements for a major in Social Welfare, and the remaining 21 credits are supporting requirements of social science or approved course content.

As a matter of general requirements, a minimum of one course be ~~required~~ in each of the following five areas of study:

*Any of these
not annual*

1. Fundamentals of Human Biology;
2. Introduction to Human Ecology;
3. Elementary Statistics;
4. Philosophy of Behavioral Sciences;
5. History of Social Thought.

Illustrative examples of courses, which reflect the substantive concerns of these requirements and which are now offered by various departments of the State University of New York at Albany, are listed in Appendix I. Upon authorization of the major proposed here, the School of Social Welfare has the following options to help its students meet these requirements:

1. explore the need for and the development of service courses of this kind by other departments;
2. negotiate for the eventual modification of existing course content and prerequisites for the benefit of social welfare majors;
3. advise students to take courses of basically relevant content as they are now offered by other departments;
4. develop the necessary courses in the School of Social Welfare itself.

The core requirements for a major in Social Welfare total 30 credits as follows:

Group I:	The Social System: Man and his Environment	3 cr.
	Introductory Research Methods in Social Welfare	3 cr.
Group II:	The Development of Social Welfare as an Institution	3 cr.
	Programs and Service fields in Social Welfare	3 cr.
	Intervention Techniques in Social Welfare	
	Comparative Social Welfare Systems	3 cr.
	Field Experience in Social Welfare	3 cr.
	Child Welfare	3 cr.
	Community Development in Social Welfare	3 cr.
	Independent Study in Social Welfare	3 cr.
	TOTAL	30 cr.

Upon authorization of the major proposed here, all of the above core courses are to be offered by the School of Social Welfare.

Group I consists of courses which may be taken as courses of substantially equivalent content in other departments of schools of the State University of New York at Albany. However, no credits may be counted more than once to satisfy the comprehensive credit requirements of a major in Social Welfare.

Group II consists of courses which must be taken in the School of Social Welfare. A substantial part of the subject matter intended for these courses represents the content of the courses now being offered by the School of Social Welfare - the latter are described in Appendix II.

Upon authorization of the major, all of the seven core courses will be reviewed and, if necessary, will be submitted for authorization (title, credits, etc.) to conform with the plan presented here.

The supporting social science or approved course requirements for a major in Social Welfare total a minimum of 21 credits as follows:

1. A minimum of 12 credits in one of the social sciences: Afro-American Studies, anthropology, economics, geography, history, political science, psychology, and sociology;
2. and a minimum of 9 credits in any of the other Social Sciences, i.e., other than the one in which the above 12 credits are earned. While other approved courses (in business administration, education, etc.) may be counted to satisfy this requirement, they may not exceed 6 credits.

Finally, credits for courses of substantially equivalent content and for approved courses require formal approval by the School of Social Welfare. All core courses for a major in Social Welfare are open to qualified non-Social Welfare majors upon approval by the School of Social Welfare. Majors in Social Welfare are strongly advised against earning more than 30 credits in core and non-required Social Welfare courses.

SPECIFICATION OF NEED

Contribution of Program to the Advancement of Human Knowledge.

The relevance of the work of the faculty and students in the program proposed here is most likely to be seen in the systematic exploration, description, and initial analysis of personal and social problems as well as of the intervention techniques applied to them rather than in the systematic pursuit of new and basic knowledge about human behavior. Inasmuch as an undergraduate program should not preempt the proper concerns of graduate study and must avoid with equal care a narrow vocationalism, which might appeal to some of the students enrolled in it, its proper focus is to ascertain what is known about personal and social problems and how that knowledge might be put to use for solving them.

Manpower Demands on Local and State Basis.

In the absence of up-to-date and reliable statistics on present positions, vacancies, and projected future needs in the job market of social welfare, the need for the program proposed here is easier to estimate than specific demands for its graduates. The need for the program is implicit in a number of generalizations which possess a remarkable validity locally, state-wide, and nationally. First, only a few service fields in social welfare have a manpower of one-third professionally trained (graduate degree) and two-third agency-trained or untrained workers. Second, the manpower of social welfare tends to represent a high turnover work force (30%-40%) and employing organizations welcome applicants who have a pre-professional background rather than periodic or otherwise casual interest in chronically vacant positions. Finally, no plan under discussion with regard to the eventual reform of the welfare system anticipates a radical reduction of adequately trained personnel in the field. All in all, the pre-professional training of the proposed program's graduates will meet pressing service needs and support realistic career expectations without undue penalties in the form of having to seek employment outside of the State of New York. Based upon an authoritative estimate of the U.S. Department of Health, Education and Welfare in the Fall of 1968, five years from then, in 1973, the State of New York would need 60,000 social welfare personnel, of which 10,000 will need to have an MSW, 30,000 will need to have a BA and 20,000 will not need to have a BA or BS degree. While the program will contribute to the solution of manpower problems, its primary intent is broadly educational rather than vocational.

STUDENT DEMAND

Indications of Student Desire for Work in Program Area.

Since its opening in the Fall of 1965 the School of Social Welfare has been offering two three-credit courses to undergraduates at the State University of New York at Albany. As an indication of student interest in the field of social welfare, during no semester since then were less than 30 students enrolled in any of the courses offered. Fall registrations for undergraduate social welfare courses in 1970-71 total 155 students in sections of 56, 50, and 49. Based upon the steady increase in the number of interested students and the experience of other institutions with similar programs, a fully developed program is more in need for carefully considered upper-limits of enrollment than for concerns about the student's desire to work in its program area. In addition to formal attendance of social welfare courses by undergraduates, a reported 350 to 750 students on campus in 1970-71 expressed interest in earning credits for "community service". While not all of these students might wish to become social workers, many of them might do so if presented with a generally meaningful and attractive opportunity of specialization as undergraduates .

Institutional Capability.

The undergraduate program proposed here is based on enrollment estimates which call for a maximum of 200 undergraduate majors, 200 graduate students, and 20 doctoral candidates within five years of the implementation of the authorized programs in the School of Social Welfare. Inasmuch as these three programs are

considered to be integral parts of a continuum of university education for social welfare, the School of Social Welfare intends to rotate its faculty assignments throughout the continuum, i.e. no undergraduate faculty as such need to be assembled, although new positions will be needed.

Assuming that a maximum of 200 declared majors are pursuing their studies at any given time, the School of Social Welfare intends to offer four of the core courses of the major during each of the four semesters when majors are normally eligible to take them. A specific student is expected to take the ten required courses within a total of 18 instances of such courses being actually offered during his last two years as an undergraduate student. Such a program requires a minimum of two full-time faculty positions for teaching with some related duties of faculty members whose primary function is to teach the required courses.

The most significant part of such related duties concern the servicing of field experience in Social Welfare, a required course, which calls for practical work experience in a social welfare agency or suitable laboratory setting. The coordination of this course calls for an additional full-time position. Proper direction of this course by a qualified social worker is a condition sine qua non for constituent membership in the Council on Social Work Education (CSWE). While this accrediting agency of graduate education in Social Work performs no such function with regard to undergraduate programs, the National Association of Social Workers (NASW), by referendum vote, recently decided to admit to full membership college graduates who have completed an undergraduate social welfare program meeting CSWE criteria. Eligibility for full membership in the professional association of their chosen field of work is a very attractive part of a college degree and the School of Social Welfare would like to secure that advantage for those among its students who look upon the Bachelor of Science, Major in Social Welfare as their terminal degree.

Although the welfare agencies and action groups of the Tri-City Area have to meet an increasing demand for more or less supervised field experience by students from several universities and colleges, the School of Social Welfare is confident of being able to assure such an experience for a maximum of 50 declared majors per semester. The School of Social Welfare is now using about 35 welfare agencies in the area for the field work training of its graduate students. An additional 42 agencies have agreed to accept during 1970-71 some students in social welfare courses to explore the implications of having undergraduate students as part-time personnel in their operations. Finally, the Social Services Study Unit, operated by the School of Social Welfare for the benefit of its graduate students, might be able to provide laboratory experience for undergraduates if such a venture becomes necessary either on general grounds of educational policy or because of the shortage of suitable agency settings. All in all a maximum of 200 undergraduate majors call for an institutional capability of four full-time faculty members for direction, teaching, advising, and field experience coordination.

The library holdings of the State University of New York at Albany are more than adequate for the program proposed here. So are also the course offerings of the supporting social science disciplines. Both of these had recently been reviewed in connection with a proposal for the authorization of a Ph.D. program in Social Welfare.

APPENDIX I

ILLUSTRATIVE COURSES

Courses listed here in Appendix I as prerequisites are examples. The prerequisites refer to areas of study or content and the School of Social Welfare will assist students through advising to satisfy this requirement. The purpose of advising is that content rather than specific courses are included in the student's program.

1. Fundamentals of Human Biology

Bio 102a and b General Biological Science

2. Introduction of Human Ecology*

Bio 120 Conservation of Natural Resources
Bio 213 Human Ecology in Perspective

3. Elementary Statistics

Mat 108 Elementary Statistics
Soc 225 Statistics for Sociologists
Mgt 220 Introduction to Business Statistics
Econ 270 "Quantitative Methods in Economics"

4. Philosophy of the Social Sciences*5. History of Social Thought*

Soc 332a and b History of Social Thought

* In these areas there are graduate courses which are open to qualified seniors of the departments offering those courses, only in exceptional cases will Social Welfare majors be advised to seek admission to them.

APPENDIX II

Existing and new courses

The School of Social Welfare has been offering courses (marked with asterisk). Together with other courses in related fields, they may constitute a second field.

Additional undergraduate courses will be available. Those who plan to enter employment in social agencies or graduate study in social work upon completion of their undergraduate education are encouraged to confer directly with the School of Social Welfare in order to learn about graduate programs and employment opportunities available for those completing such a program.

SSW 201 (SW. 101). INTRODUCTION TO SOCIAL WELFARE* (3)

An exploration of the historical roots and development of social welfare programs in the United States. Consideration of economic political and social changes as they have influenced the development of social welfare policy. Examination of public and private efforts to meet human needs in a rapidly changing society. Prerequisite: A Psy 101 or A Soc 115 or E Psy 200.

SSW 202 (SW. 102) PROGRAMS IN SOCIAL WELFARE* (3)

A survey of the social welfare field today. An exploration of social work methods as they are used in meeting social problems. The function of the social worker in primarily social work programs and in interdisciplinary fields such as mental health, correction, public health, physical rehabilitation, recreation and education. Prerequisite: A Psy 101 or A Soc 115 or E Psy 200.

SSW 300 INTERVENTION TECHNIQUES IN SOCIAL WELFARE (3)

Intervention techniques of casework, group work, and community organization in public and private welfare agencies.

SSW 310 THE SOCIAL SYSTEM: MAN AND HIS ENVIRONMENT (3)

Analysis of theory and practice of community development in selected cultural settings in the U.S. and other countries; role of community development in social welfare systems; problems and techniques of developing local citizen interest and leadership; community development in relation to other social work methods and community institutions and processes. Prerequisite: SSW 201.

SSW 320 FIELD EXPERIENCE IN SOCIAL WELFARE (3)

Supportive, supplementary, and substitute child welfare services employed in dealing with the problems of dependent, neglected, delinquent children. Scope, method, problems, trends reviewed with regard to each of the services; child welfare in other countries; sociology of the child welfare worker. Prerequisite: SSW 202.

SSW 390 COMMUNITY SERVICE* (3)

Volunteer work in a variety of public and private agencies involving different types of service to the community. Six (6) hours a week actual time in the agency, together with supervised evaluation seminars may be taken twice. Admission with approval of staff.

APPENDIX II (Continued)

SSW 400 FIELD EXPERIENCE IN SOCIAL WELFARE* (3)
Practical work experience in a social welfare agency or suitable laboratory setting: 9 hours per week during a semester. Action cycles of agency service and simple service tasks. Prerequisites: Seniors and juniors only, consent of instructor.

SSW 410 INTRODUCTORY RESEARCH METHODS IN SOCIAL WELFARE (3)
A study of methodological approaches and research techniques in the field of social welfare; problem formulation, research design, data collection and analysis. Reviews of current research in professional journals; fundamentals of report writing. Prerequisite: Seniors only.

SSW 420 INDEPENDENT STUDY IN SOCIAL WELFARE (3)
Independent reading or research on a selected experimental, theoretical or applied problem under direction of a faculty member. Prerequisite: Major in social welfare, consent of instructor.

SSW 500 COMPARATIVE SOCIAL WELFARE SYSTEMS*¹ (3)
An analysis of social welfare policies and programs in selected foreign areas. Consideration of the factors influencing the development of social welfare institutions and programs. The role of international welfare organizations. The relevance of international and foreign social welfare policies and programs for the social welfare system in the U.S. is examined.

*¹This course was originally established for undergraduate students. The reason for the course number (500) is to make it accessible to interested graduate students.

APPENDIX III BACKGROUND

The School of Social Welfare was established in 1964. When it began to offer graduate courses leading to an MSW in the 1965-66 academic year, it also offered two undergraduate courses. At its inception the School of Social Welfare stated its intention to offer an undergraduate program in social welfare and its hope that a major could be in effect by 1969. That timetable was not met but we hope to reach it soon.

The creation of the School of Social Welfare at SUNY-A was a direct response to the proven need for professionally educated social workers in the Capital District. The School's almost immediate provision of undergraduate courses responded to both student interest and to a recommendation of the Moreland Commission of 1963 which called for the development of undergraduate programs in Social Welfare in the State.

In 1968 the Trustees of the State University planned an estimated eight fold increase in the number of baccalaureate and higher degrees to be granted in social work by SUNY in the years from 1967 to 1975 than were granted between 1958 and 1966.^{1/} That goal will not be met unless SUNY-A plays its role in meeting the urgent need for persons prepared for social welfare careers.

A study of social work education in the State made for the State Education Department commented, "Undergraduate education in social welfare needs special consideration as a key source of social work manpower because agencies are increasingly using such personnel for differentiated positions."^{2/} The then Commissioner of Education, James Allen said that the Hyde report would be a major influence on the State Education Dept. as it assisted with social work educational programs in the State.

A recent report to the New York State Social Development Commission (1970) said that a clear majority of all public welfare jobs required a bachelor's degree or less.^{3/} In June 1970 the State had 8,638 authorized social work positions and 21.6% of them were vacant. If half of these were to be filled by persons with a bachelor's degree or an A.A., it meant up to 900 social work jobs at this level were open in the State, many of them required B.S. preparation. Federal manpower studies reveal essentially the same picture of job opportunities for B.A. level social workers.^{4/}

^{1/} Board of Trustees, State University of New York "Master Plan of 1968." p. 12

^{2/} Laurin Hyde Associates "Planning Professional Social Work Education in New York State." prepared for the State Education Dept., 1969. p. 5

^{3/} Social Development Planning Commission, Albany, New York, "Social Work Manpower, in the Public Service of New York State: A Study of Preparation and Utilization." 1970.

^{4/} U.S. Department of Health, Education and Welfare, "Closing the Gap in Social Work Manpower," 1965.

The following is in response to OAA memo, 12 Feb. 1970 on "Registration of New and Revised Undergraduate Degree Programs." (See p. 2, Sec. III of memo).

- A. The School of Social Welfare proposes a "Bachelor of Science in Social Welfare."
 - 1. No sub areas are proposed.
 - 2. No accrediting body other than Middle States is now involved. Guidelines, however, are established by the Council on Social Work Education.

- B. There is increasing reliance on social work programs at major universities such as University of Minnesota (800 majors in 1969-70) University of Wisconsin (700 majors in 1969-70). The fact that the State Department of Social Services now provides stipends for undergraduate social work majors attests to a public need for social workers.
 - 1. SUNY-A should offer a B.S. in Social Welfare because it long ago made a commitment to the Capital District and to the State that it would offer a badly needed educational service to the people of New York. That commitment was well thought out in response to legislative and Trustee interest and concern.

The fact that more than 600 students enrolled in a community service course that provided an essentially social welfare experience (the program will be transferred to social welfare for 1971-72) testifies to student interest in social welfare content.

- 2. In the immediate vicinity Siena and Skidmore (with 14 graduates in '68-'69) offer social welfare programs. These are both small programs in private colleges. SUNY-Buffalo (with 48 graduates in '68-'69) offers a program as do some units of CUNY.¹

C. Anticipated enrollment over 5 years.

	1971-72	72-73	73-74	74-75	75-76
Option A.*	-	20	40	70	100
Option B.**	20	40	70	100	120

* Assuming SSW decided to postpone initiation of program until 1972-3.
 ** Assuming SSW begin program in 71-72.
 1. Enrollments: See B2.

- D. Requirements for admission are as for other programs in the University. There are no special high school requirements. No special advanced standing requirements are specified.
- E. Degree requirements
1. General requirements: Refer to pp. 2,3,4 of proposal.
 2. Special requirements: Refer to p. 4 of proposal.
 3. Typical course sequences: Refer to pp. 3-4 of proposal.
- F. New Courses
1. SSW 300, 310, 320, 400, 410, 420, as described on pp. 8 and 9 of proposal.
 2. Acceptable courses from other areas. These are determined primarily through advising. The listing would be exhaustive.
- G. Facilities
1. Intra University facilities are excellent and similar to those needed by other academic programs. No special facilities are needed.
 2. Library. Refer to statement by University Librarian of March 17, 1971. (Appendix VI)
 3. University and community strengths. Needed social science instruction is excellent. The community provides good resources for field experience and is interested in doing more.
- H. Faculty Vitae
Refer to vitae in Appendix V.
- I. Projection for five years
1. Faculty by rank and salary. The faculty of the School of Social Welfare teaches on all levels of instruction as a matter of policy. Therefore, no specification of the rank or salary structures of the undergraduate program per se is possible. Staffing of the major will be on a workload basis. F.T.E. faculty are shown below.

	71-72	72-73	73-74	74-75	75-76
Headcount					
Major Students	20	40	70	100	120
1. F.T.E. Fac.	1.0	1.5	2.0	2.6	3.2
2. Grad. Assts.	-	1	1	2	2
3. Steno		.5	.6	1	1
4. Others, Advising		.5	.5	.7	1

The School now has 1.3 F.T.E. faculty committed to undergraduate instruction. In 1971-72 the present level of faculty commitment would carry the new major. In 1972-73 the School is prepared to commit another half position from existing resources. This will be possible because of our policy of increased use of field instruction faculty in classroom teaching. By 73-74 we hope to have some grant support available that would enable us to commit another half position to the program.

5. Equipment, etc. None anticipated until justified by workload by 73-74. By that time equipment for a steno will be needed.

CURRICULUM VITAE

Charles T. O'Reilly - Professor of Social Work, and Dean,
School of Social Welfare

Education

Ph.B., Loyola University, Chicago, 1942
M.S.W., Loyola University, Chicago, 1948
Ph.D., University of Notre Dame, 1954
University Cattolica del Sacro Cuore, 1949-50
Columbia University, New York, 1952-53

Professional and Teaching Experience

1947-48: Caseworker, Social Service Department, Holy Name Society, Chicago.
1948-49: Instructor, DePaul University, Chicago.
1953-54: Caseworker, New York Catholic Charities, New York.
1953: Caseworker, Community Service Society, New York City.
1954-55: Lecturer, Rutgers University.
1953-54: Lecturer, Fordham University.
1954-55: Executive Director, Family and Children's Society, Long Branch, New Jersey.
1955-61: Assistant Professor and Associate Professor, School of Social Work, Loyola University.
1958-59: Fulbright Lecturer, Italy.
1961-64: Associate Professor, School of Social Work, University of Wisconsin-Milwaukee.
1964-66: Associate Professor, School of Social Work, University of Wisconsin-Madison.
1966-68: Professor, School of Social Work, University of Wisconsin-Madison.
1968: Professor and Dean, School of Social Welfare, State University of New York at Albany.
1969: Acting Vice-President of Academic Affairs, SUNY-A.
1970: Professor and Dean, School of Social Welfare, State University of New York at Albany.

Professional Memberships

Member, National Association of Social Workers (Academy of Certified Social Workers)
American Sociological Association
Gerontological Society
American Public Welfare Association
Council on Social Work Education

Publications

- "Italian Juvenile Delinquency Legislation." American Catholic Sociological Review, June, 1951.
- "Lavare Sociale Negli Stati Uniti." Vita E. Pensiero, August, 1950.
- "Sociologia in America." Rivista Internazionale Di Scienze Sociali, March, 1951.
- "Italian Social Work Education." Social Service Review, March, 1952.
- "Some Dating Patterns and Attitudes Toward Marriage of College Students." with R. Barta. American Catholic Sociological Review, December, 1952.
- "Religious Beliefs of Catholic College Students and Their Attitudes Toward Minorities." Journal of Abnormal and Social Psychology, April, 1954.
- "Testing Hypotheses About Prejudice." Psychological Reports, 3, 1957.
- Older People in a Chicago Community. Co-author M.M. Pembroke, Loyola University, 1956.
- "Religious Practice and the Personal Adjustment of Older People." Sociology and Social Research, 42, 1957.
- Ricerca Nel Servizio Sociale, Milan, Ensis, 1959.
- Chicago's ADC Families. With M.M. Pembroke, Chicago, Loyola University, 1960.
- "Sociological Concepts and Social Work Theory." American Catholic Sociological Review, October, 1960.
- OAA Profile. With M.M. Pembroke. Chicago, Loyola University Press, 1961.
- Foster Children: Profile and Problem. Chicago, Loyola University, 1961.
- Factors Underlying Caseweighting in Public Assistance. With Constance Kellam, Loyola University, 1962.
- "Lakeside: A Community in Change." With Quentin F. Schenk, University of Wisconsin, Extension Division, 1962.
- "Italian Social Work Education: Observations After A Decade." Catholic Charities Review, September, 1962.
- "Caseworker Attitudes and Services to Older Clients." Public Welfare, April, 1963.
- The Inner Core - North, University of Wisconsin, Extension Division, 1964.
- "The Problem of Poverty in Metropolitan Milwaukee." University of Wisconsin, Extension Division, 1964.
- The People of the Inner Core North. With W. Downing and S. Pflanzner, New York, LePlay Research, 1965.
- "Measuring the Needs of Older People." With C. Kellam (prepared for American Public Welfare Association) Madison, School of Social Work, University of Wisconsin, 1964.
- "Property Values and Race: A Milwaukee Case Study." With W. Downing. Madison, School of Social Work, University of Wisconsin, 1965.
- "Social Problem Indicators: Milwaukee." Madison, School of Social Work, University of Wisconsin, 1965.
- "Milwaukee Social Areas, 1940-1950-1960." Madison, School of Social Work, University of Wisconsin, 1965.
- Men in Jail. With F. Cizon, S. Pflanzner, J. Flanagan, New York, LePlay Research, 1967.
- "Men in Detention." with John Flanagan, Chicago, Citizens Committee for Employment, 1967.
- "Sentenced Women in a County Jail." with F. Cizon, S. Pflanzner and J. Flanagan. American Journal of Corrections, April, 1968.
- "Locked in Poverty" School of Social Work, University of Wisconsin, Madison, Wisconsin, 1968.
- "Issues in Student Recruitment and Selection," in Educationally Disadvantaged Students in Social Work Education. N.Y. Council on Social Work Education, 1968. 85-95.
- "What About the Manpower Crisis in Social Welfare," (with Winifred Bell), Public Welfare, October, 1969.

Consultation and Community Service

Member, Research Committee, Council on Social Work Education
Member, Committee on Aging, American Public Welfare Association
Consultant to U.S. Commission on Civil Rights, and varied social agencies.
Formerly was President of Board, Dane County Community Action Commission,
in Madison, Wisconsin, Member of Board of Directors of Milwaukee
Urban League.

Awards

"Social Worker of the Year" by Southeastern Wisconsin Chapter, National
Association of Social Workers, May, 1964.
"Distinguished Alumni" Citation, Loyola University, 1964.

CURRICULUM VITAE

Steven I. Pflanczer, Associate Professor, School of Social Welfare

Education:

- 1944 Completed secondary education in Hungary
 1944-47 Institute of Philosophy, Hungary
 1947-50 Gregorian University, Rome, Italy
 1950-52 Catholic University, Louvain, Belgium
 1952-53 University of Strasbourg, France
 1953-54 Sorbonne, University of Paris, France
 In 1957, Loyola University, Chicago, accepted and validated European credits in lieu of the American equivalent of a B.A. degree.
 1957-60 Loyola University, Chicago, Industrial Relations
 1960 Loyola, Masters in Social and Industrial Relations
 1960-62 Loyola University, Chicago, Sociology
 1967 Loyola, Ph.D. in Sociology

Academic Employment:

- 1959-61 Research Assistant, School of Social Work, Loyola U.
 1961-62 Teaching Fellow, Department of Sociology, Loyola U.
 1962-68 Assistant Professor, School of Social Welfare, University of Wisconsin-Milwaukee
 1968-69 Associate Professor, School of Social Welfare, University of Wisconsin-Milwaukee
 1970 Associate Professor, Associate Dean, School of Social Welfare State University of New York at Albany.

Publications

- O'Reilly, C.T., W.E. Downing, and S.I. Pflanczer, The People of the Inner Core North. New York: LePlay Research, Inc., 1965. pp. 186.
 O'Neill, J.F., and S.I. Pflanczer, Profiles in Child Welfare Service: A Study of Differentially Trained Social Workers. Milwaukee: The University of Wisconsin Extension Division (65-009), 1965. pp. 85.
 O'Reilly, C.T., F. Cizon, J. Flanagan, and S.I. Pflanczer, Men in Jail: The Sentenced Minor Offender. New York: LePlay Research, Inc., 1968. pp. 160.
 O'Reilly, C.T., F. Cizon, J. Flanagan, and S.I. Pflanczer, "Sentenced Women in a County Jail," American Journal of Corrections, XXX (March-April, 1968), 23-5.
 Pflanczer, S.I., "Poverty, Urban Policy, and the Mature Welfare States of Europe," in Bloomberg, Jr., Warner and Henry J. Schmandt (eds.), Power, Poverty, and Urban Policy. Vol. 2. Urban Affairs Annual Reviews. (Beverly Hills: Sage Publications, Inc., 1968), 465-89.
 Pflanczer, S.I., "Professional Social Work in the United," Service Social Dans Le Monde, XXVIII (January, 1969), 3-10. Editor of a Special Issue of this International Journal of Social Work (Belgium).

Research Reports in Limited Circulation:

- O'Reilly, C.T., F. Cizon, J. Flanagan, and S.I. Pflanczer, Men in Jain: A Study of the Minor Offender in Cook County Jail. Research Report to Commission on Department of Corrections, Cook County, Illinois, 1965. pp. 393.

Steven I. Pflanczer
Curriculum Vitae (Cont'd)

Research Reports in Limited Circulation: (Cont'd)

- Pflanczer, S.I., Negro Community Leadership in a Northern Metropolitan Center: A Study of its Structure Under Conditions of Rapid Social Change, Milwaukee: The University of Wisconsin-Milwaukee, School of Social Welfare, 1968. Pp. 358. (Original Ph.D. Dissertation in file at Loyola University, Chicago Illinois.)
- Pflanczer, S.I., and C.W. Hamm, Law Enforcement Officers and College Education; An exploratory Survey in the Milwaukee Area. Milwaukee: The University of Wisconsin-Milwaukee, School of Social Welfare, 1969. Pp. 20.

Honor and Professional Societies:

Pi Gamma Mu, National Social Science Honor Society
Alpha Kappa Delta, National Sociological Honor Society
American Sociological Association
American Association of University Professors
Council on Social Work Education

Community Service:

- 1962-63 Wisconsin State Department of Public Welfare. Research Associate and Consultant, Child Welfare Projects.
- 1963-64 Sheriff's Office, Cook County, Illinois. Principal Co-investigator and Consultant.
- 1964 Milwaukee Urban League. Survey of Negro Teachers.
- 1964 St. Charles Boys Home. Evaluation of Treatment and Flow of Service, Consultant.
- 1965 Civilian Affairs Co., U.S. Army Reserve, Ripon, Wisconsin Consultant, Lecturer, Research on Eastern Europe.
- 1965 Inner City Development, South Side, Milwaukee.
- 1967 Milwaukee County Department on Public Welfare. Consultant Statistical Accounting System of Child Welfare Division.
- 1968-69 Mayor's Committee on Police Education. City of Milwaukee.

CURRICULUM VITAE

William S. Rooney, Professor, School of Social Welfare

Higher Education:

Boston College, 1941 - B.S.
 Boston College Graduate School of Social Work - 1946 - Master of Science
 (Social Work)
 Western Reserve University, School of Applied Social Sciences, Doctor of
 Social Work - 1956

Experience:

1942 - 1945 - U.S. Naval Reserve: Aviation Cadet to Lieutenant, USNR, Navy Pilot,
 flight instructor with operational squadron overseas.
 1948 - 1965 - United States Army: Captain to Lieutenant Colonel as a
 Social Work officer.
 1946 - 1948 - Caseworker, Society of St. Vincent de Paul, Boston, Mass.
 1948 - 1950 - Chief, Outpatient Social Work Service, Fitzsimons General
 Hospital, Denver, Colorado.
 1950 - 1953 - Chief, Social Work Section, Medical Field Service School,
 Ft. Sam Houston, Texas (Instructed in the areas of social
 work administration, human relations, social dynamics, social
 work and sociology).
 1953 - 1954 - Advanced training in Casework Supervision, Fitzsimons General
 Hospital, Denver, Colorado, affiliated with the School of
 Social Work, Denver University, Denver, Colorado.
 1954 - 1956 - Doctoral Student, School of Applied Social Sciences, Western
 Reserve University, Cleveland, Ohio.
 1956 - 1960 - Chief, Social Work Service, Walter Reed General Hospital,
 Washington, D.C.
 1960 - 1962 - Chief, Medical Research Project, United States Military
 Academy, West Point, N.Y.
 1962 - 1965 - Social Service Consultant, Professional Directorate, Office of
 The Surgeon General, Department of Army.
 1965 - 1968 - Professor of Social Welfare, School of Social Welfare, SUNY-A.
 1969 - 1970 - Professor and Acting Dean, School of Social Welfare, SUNY-A.
 1970 - Professor, School of Social Welfare, SUNY-A.

Publications:

Rooney, William S., Ryan, Francis J., and Cross, Grace A., "Psychiatric
 Casework in an Army Setting". Social Casework, XXXII (Jan. 1951),
 pp. 33-37.
 Rooney, William S. and Mason, Marshall A., "The Psychiatric Social Work
 Technician". Journal of Psychiatric Social Work, XXI (June 1952).
 pp. 181-186.
 _____, "Professional Leadership Through Literature". Proceedings,
 Ninth Annual Army Social Work Conference, 1959. (Mimeographed).
 _____, "Consultation to Command". Collected papers from a short
 course on "Current Trends in Army Social Work," Washington: Walter Reed
 Army Institute of Research, 1960. (Mimeographed).
 _____, "Mobilization of Community Resources for the Family".
Proceedings. Twelfth Annual Army Social Work Conference, 1962.

William S. Rooney
Curriculum Vitae (Cont'd)

Professional Affiliations:

National Association of Social Workers
National Conference on Social Welfare
Council on Social Work Education

Consultation and Community Service:

Have served as Consultant to:

Special Assistant, Assistant Secretary of Defense (Manpower).
Deputy Chief of Staff for Personnel, Department of Army.
President's Committee for Employment of the Handicapped.
Office of the Special Assistant to the President for Mental Retardation.
Office of Economic Opportunity (Job Corps).
Special Training and Education Program (STEP), Department of Army.
National Association for Retarded Children.

Currently consultant to:

VISTA Program, Washington, D.C.; Community Service Program, Dept. of Army.
Member: Board of Directors, Tri-Village Recreational Council.

Awards:

Legion of Merit - Dept. of Army
"Honored Graduate" Citation - Western Reserve University.

CURRICULUM VITAE

Max Siporin - Professor, School of Social Welfare

Education:

- B.S.S. - College of the City of New York, 1937, (Major in English Lit.).
 M.A. - New York University, 1940. (Major in English Lit.).
 M.S.S.W. - Columbia University School of Social Work, 1948. (Began in 1941).
 Third Year Certificate in Psychiatric Social Work - School of Social Work,
 University of Pittsburgh, 1954.
 D.S.W. - School of Social Work, University of Pittsburgh, 1959.

Employment:

- 1935 - 1948 - for varied periods of time - Clerk, U.S. Post Office.
 4-48 - 2-49 - Psychiatric Social Worker, Veterans Administration Mental
 Hygiene Clinic, New York, New York.
 5-49 - 8-52 - Psychiatric Social Worker, Veterans Administration Hospital,
 Houston, Texas.
 9-53 - 6-54 - Psychiatric Social Worker, Menninger Foundation, Topeka,
 Kansas. (includes time in field work placement.)
 7-54 - 6-55 - Supervisor, Social Service, Veterans Administration Research
 Hospital, Chicago, Illinois.
 7-55 - 6-58 - Chief Psychiatric Social Worker, Department of Psychiatry,
 Baylor University College of Medicine, and Jefferson
 Davis Hospital, Houston, Texas.
 4-58 - 1-60 - Private Practice of Social Work Counseling, Houston, Texas.
 4-58 - 8-58 - Part-time Caseworker, Jewish Family Service, Houston, Texas.
 2-60 - 6-63 - Associate Professor, University of Kansas Department of
 Social Work, Kansas City, Kansas.
 9-63 - 1-67 - Professor, Tulane University School of Social Work,
 New Orleans, Louisiana.
 1-67 - 6-69 - Professor, School of Social Work, University of Maryland.
 5-68 - 9-68 - Research Analyst, Office of Research and Statistics, Social
 Security Administration, Baltimore, Maryland.
 10-68 - 9-69 - Consultant, Office of Research and Statistics, Social
 Security Administration, Baltimore, Maryland.
 8-69-present - Professor, School of Social Welfare, State University of
 New York - Albany.

Teaching Experience:

- 1951 - Field Work Instructor, Worden School of Social Service, San
 Antonio, Texas.
 1951 - 1952 - Field Work Instructor, School of Social Work, University of Texas.
 1954 - 1955 - Instructor, for medical students and psychiatric residents,
 Northwestern University College of Medicine, Chicago, Illinois.
 1955 - 1958 - At Baylor College of Medicine, Houston, Texas. Didactic and
 clinical teaching of medical students, nurses and psychiatric
 residents.
 2-60 - 6-63 - At University of Kansas. Director of psychiatric social work
 training program. Served as field work consultant. Supervised
 master's research theses.

Max Siporin
Curriculum Vitae (Cont'd)

Teaching Experience (Cont'd)

- 9-63 - 1-67 - At Tulane University. Served as field work consultant.
Supervised master's research theses, and doctoral dissertations.
- 2-67 - 6-69 - At University of Maryland. Supervised master's student research theses. Chairman, Casework Sequence, and Chairman, Doctoral Committee.
- 8-69-present- At S.U.N.Y. - Albany. Chairman, Doctoral Committee.

Publications:

A. Articles:

- "Casework Treatment of Individuals with Marital Problems," Journal of Psychiatric Social Work, 1952, 22: 25-30.
- "Family-Centered Casework in the Psychiatric Setting," Social Casework, 1956, 37: 167-174. Reprinted in: Neil J. and William T. Smelser, eds - Personality and Social Systems, New York: Wiley, 1963, pp. 644-652.
- "Dual Supervision of Psychiatric Social Workers," Social Work, 1956, 12: 32-42.
- "Current Aspects of Psychiatric-Social Work Collaboration," (with Benjamin Boshes), Diseases of the Nervous System, 1957, 18: 169-175.
- "The Concept of Social Types in Casework Theory and Practice," Social Casework, May 1960, 41: 234-242. Reprinted in: The Expanding Theoretical Base of Casework, New York: Family Service Assn of America, 1964, pp. 38-45.
- "The Private Practice of Social Work: Functional Roles and Social Control," Social Work, April 1961, 6:2: 52-60.
- "Deviant Behavior Theory in Social Work Diagnosis and Treatment," Social Work, 1965, 10: 3: 59-67. Reprinted in: O.H. Mowrer, ed., Morality and Mental Health, Chicago: Rand McNally, 1967, pp. 534-542.
- "A Study of Bankruptcy Court Debtors," Personal Finance Law Quarterly Report, 1966, 20:3: 92-95.
- "The Experience of Aiding the Victims of Hurricane 'Betsy'," Social Service Review, 1966, 40:4: 378-389.
- "Bankrupt Debtors and Their Families," Social Work, July 1967, 12:3: 51-62. Reprinted in: J. Ross Eshleman, ed. Perspectives in Marriage and the Family, Boston: Allyn and Bacon, 1969.
- "Social Treatment - A New-Old Helping Method," Social Work, (in press).

B. Book Chapter:

- "Mary Richmond, A Founder of Modern Social Work." Introductory essay in republication of: Mary Richmond, Friendly Visiting Among the Poor, Montclair, New Jersey: Patterson Smith, 1969.

C. Reviews:

- Alfred H. Stanton and Morris S. Schwartz, "The Mental Hospital," in: Social Service Review, September 1955, 29: 326-328.
- Harry C. Bredemeier and Jackson Toby, Social Problems in America, in Social Casework, April 1961, 42: 193-194.
- "Social Work in the American Novel," Social Work, April 1962, 7:2: 109-111, (essay - review).

Max Siporin
Curriculum Vitae (Cont'd)

C. Reviews: (Cont'd)

"A Comment on Poetry," Social Casework, May 1964, 54: 283-284.

"Mr. Timms Teaches Three Courses," Journal of Education for Social Work, 1965.
1:1: 76-82.

Family Structure, Dynamics and Therapy, ed by Irvin M. Cohen, in: Hospital and Community Psychiatry, 1967, 18:3: 43.

Family Social Welfare, by Frances L. Feldman and Frances H. Scherz, in
Social Casework, June 1968, 49:6: 369-370.

Research:

Doctoral Dissertation: "Family Roles of Schizophrenic Patients Prior to the Onset of Illness," 1958.

"Family Problem-Solving and A.D.C. Families," 1962. (Mimeographed).

"Family Problem-Solving and Wage-Earner Plan Families," 1963, (mimeographed).

"Family Problem-Solving and Bankrupt Families," 1965, (mimeographed).

"Household and Family Characteristics of the Disabled." Research report for Disability Study Division, Office of Research and Statistics, Social Security Administration, 1968.

"Marital Status of the Disabled," Research report for Social Security Administration, 1969.

"Family Life Cycle of the Disabled," Research report for Social Security Administration, 1969.

Organizational Membership:

National Assn of Social Workers: Psychiatric, Medical, Research Councils.

American Sociological Assn: Fellow. Member: Section on Medical Sociology.

American Assn of Marriage Counselors: Fellow.

Society for the Study of Social Problems.

Social Welfare History Group.

Council on Social Work Education.

American Assn of University Professors.

Consultations and Community Service:

Member of Board of Directors, Albany County Opportunity, Inc.

Associate Editor, Journal of Health and Human Behavior.

Consultant to Veterans Administration Hospitals; to Office of Research and Statistics, Social Security Administration, Baltimore, to various other social agencies.

CURRICULUM VITAE

24.

DONALD L. COHEN
4 Pheasant Lane
Elmwood, New York

EDUCATION:

City College of New York, B.S.S. 1948
Columbia University, School of Social Work, M.S.S. 1950
Dropsie College, Philadelphia, Pa. - Graduate work in education 9/51-6/52
Currently completing doctoral dissertation at the Columbia University
School of Social Work. Russell Sage Fellow, Columbia University Doctoral
Program.

EXPERIENCE:

Executive Director: Mainline YM-YWHA, Philadelphia, Pa. 1958-1959
Research Group Worker on Psychiatric team at the Emma Pendleton Bradley
Hospital for emotionally disturbed children, Riverside, R.I. - 1957-58.
Program Director and Asst. Executive Director, Elizabeth YM-YWHA, Elizabeth, N.J.
1953-56.
Director of Activities and Asst. Executive Director, Wilmington YM-YWHA,
Wilmington, Del. - 1950-1953.
Camp Director, Lapidus Day Camp, White Lake, N.Y. - 1949 and 1950 summer seasons.
Youth Worker with Lounge and Club Leadership Assignments, Williamsburg YM-YWHA,
Brooklyn, N.Y. - 1948-1949.
Program Director, Fresh Air Mission for Crippled and Maladjusted Children,
Buffalo, N.Y. - 1946, 1947, and 1948 summer seasons.
Volunteer Lounge Worker, Williamsburg Settlement House, Brooklyn, N.Y. 1947-1948.
Part time while attending doctoral program: (1956-1957)
Director of Group Work Services, Temple Emanuel, Westwood, N.J.
Director of Staff Training Institute, Hackensack YM-YWHA, Hackensack, N.J.

TEACHING EXPERIENCE:

Faculty, Department of Sociology and Anthropology, Pennsylvania State University -
1959-1966
Associate Professor, School of Social Welfare, State University of New York at
Albany - 1966 to present.

PUBLICATIONS:

Co-author, Eastern Union: The Development of a Jewish Community, (Book Craftsmen
Associates Inc., New York, N.Y. & Jewish Culture Council, Elizabeth, N.J.)
1958, 122 pp.
Provided group data for William R. Rosengren's paper, "Symptom Manifestations as
a Function of Situational Press: A Demonstration in Socialization," Sociometry,
Vol. 22, No. 2, June, 1959, pp. 113-123.
"Agency Self Survey Project", (mimeographed) publication for the Mifflin County
Welfare Council, 10/62.
"Summer Teenage Experimental Program," presented as part of a workshop, Dec. 1957.

PUBLICATIONS (Continued)

- "The Veteran: Before, During, and After Service," at the New Jersey Conference of YM-YWHA's, December 1956.
- "The Jewish Culture Council of Eastern Union County, New Jersey," at the National Conference of Jewish Communal Workers, June 1956.
- "Problems and Prospectus of Senior Citizens," Tercentenary Forum, New Jersey, 1954.
- "Agency Self Survey Project" presentation at the Annual Meeting of the Mifflin County Welfare Council, 9/62.
- "A Study of Juvenile Court Judging Style", (mimeographed, 1962).
- Study on "Community Restoration Processes and Outcomes of Stained Identities", (mimeographed, 1964).
- Preliminary report on "Employment Prospects of Former Institutionalized Mental Patients, Delinquents and Convicts", (mimeographed, 1964).
- Author, "Preliminary Draft: "An Acceleration Program for Talented Undergraduate Social Welfare Majors at the Pennsylvania State University", (mimeographed, 1965).
- Preliminary draft: "Four Fold Level Approach to Undergraduate Field Placements in Social Welfare Opportunities", (mimeographed, 1965).
- Author, "The Middle Class Value Stretch" to be published in Edward Fagan's forthcoming book on "Disadvantaged Youth" by Houghton-Mifflin, in process.
- Paper, "A Five Fold Desertion Model of the Incomplete Household in Five Upstate New York Counties", presented before Area IV, New York State Welfare Association, Bolton Landing, N.Y. (mimeographed June 1967).
- "Community Resources For the Disadvantaged", published in Imperatives for Change, proceedings of the New York State Education Department Conference on College and University Programs For Teachers of the Disadvantaged Ferkauf Graduate School of Humanities and Social Sciences, Yeshiva University, April 1967.
- Presentation, "The One-Parent Household, An Examination of the A.F.D.C. Welfare Client" before the New York State Constitutional Convention; State Capitol, Albany, New York, 6/67 (mimeographed)

ASSOCIATIONS:

Council on Social Work Education
 Pi Gamma Mu, National Social Science Honor Society
 Society for The Study of Social Problems, Committee on Sociology and Social Work
 American Sociological Association
 - - - Alpha Kappa Delta, National Sociological Honor Society.
 American Academy of Political and Social Science.
 National Association of Social Workers
 American Association of University Professors
N.Y.S. PUBLIC HEALTH ASSOC.

RECENT APPOINTMENTS:

Designated faculty liaison for Pennsylvania State University with VISTA program of the Office of Economic Opportunity.

Member of the Sociology-Social Work Committee of the Society for the Study of Social Problems.

Member Committee on Teaching of Sociology in High Schools, SSSP.

Member, Careers in Social Work Committee of Philadelphia, Pa.

Adviser, Pi Gamma Mu, National Social Science Honor Society, Pennsylvania State Univ.

Committee on Drug Problems Affecting College and University Students, Pennsylvania State University.

Consultant-Lecturer to the 1965 Summer Institute on Disadvantaged Youths held at Pennsylvania State University, July-August, 1965.

Consultant-Lecturer on Air Pollution Training Program, Pennsylvania State University, June, July 1966 and July 1967.

Faculty consultant/adviser to Hillel Society of State University of New York, 1968.

RECENT APPOINTMENTS (Continued):

Representative to Consortium of New York State Universities and Colleges on Problems of Culturally Disadvantaged Children.
 State University of New York, Faculty Committee on Student Conduct, 11/67, to present
 Board Member, Jewish Family Service of Albany, New York, 9/67, to present
 Member, Committee on Investigations of Human Subjects, 1967 to present.
 Member, Committee on Scheduling, State University of New York, 1966-67.

CONSULTANCY:

Housing Committee on Movement of Negroes into Suburbia, New York State
 Commission on Human Rights.
 Committee on Problems of the Elderly, Council of Community Services, Albany,
 New York.
 Guest lecturer, LaSalle School Summer Seminar, Albany, N.Y. "The Middle Class
 Value Stretch - A Treatment Strategy with Delinquents", 7/19/67.
 Faculty Participant, "Welfare Needs of the Inner Cities", State University of
 New York School of Education Summer Seminar for Teachers of Culturally
 Disadvantaged, Main Campus, 7/25/67.

AWARDS:

Grant-in-Aid (1967) for research study on "Perceptions of Missing Parent in
 Incomplete (AFDC) Households".
 Faculty Fellowship (1968), study on "The Intergenerational Dependent Family -
 Archetype of the Poor."

CURRICULUM VITAE

Hedi McKinley, Assistant Professor, School of Social Welfare

Education:

- Secondary Schooling Vienna, Austria
 1954-57 General Studies, Columbia University,
 Sociology, B.S., magna cum laude
 1956-58 New York School of Social Work, Columbia University, M.S.
 Academy of Certified Social Workers.

Employment:

- 1956 Case Worker Manhattan After Care Clinic, New York City.
 1958-61 Psychiatric Social Worker Family and Child Service,
 Schenectady, New York.
 1960-62 Chief Psychiatric Social Worker Albany Study Center for
 Learning Disabilities, Albany. Instructor Albany Medical
 College. Group Therapist, Albany Medical College.
 1963-65 Liaison Staff Member Research Project with New York State
 Department of Mental Hygiene.
 1962-66 Chief Psychiatric Social Worker, Ellis Psychiatric Clinic,
 Ellis Hospital, Schenectady, New York.
 Sept. 66 to present - Assistant Professor, School of Social Welfare,
 State University of New York at Albany.

Honors and Professional Affiliations:

Phi Beta Kappa, Columbia
 Merle M. Hoover Scholarship, Columbia
 Community Service Society Fellowship, New York
 School of Social Work

National Association of Social Workers
 American Group Psychotherapy Association
 American Orthopsychiatric Association

Community Involvements:

- 1966 - present Board of Directors, Planned Parenthood, Schenectady
 1966 - present Participating member of the Mental Health Association,
 Schenectady.

Since March 1968 I have broadcast an ongoing weekly program on
 Radio Station WGY, answering questions on Mental Health and
 Family Problems, representing the School of Social Welfare.

- 1967-68 T.V. appearances: "Telecon" on the subject of Social Work,
 "Professors Speak Their Minds" on the subject of Family Planning,
 representing the School of Social Welfare and the profession
 of Social Work.

Hedi McKinley
Curriculum Vitae (Cont'd)

Consultations:

Consultant to the Social Work Committee of Planned Parenthood, Schenectady.

Consultant to the Social Work Aide Volunteer Training Program at Ellis Psychiatric Clinic.

Consultant to Nurses' Training Program at Ellis Hospital (team consultations with the psychiatric and psychological staff).

Consultant to Skidmore College Department of Social Work.

Social Work Consultant to Carver Community Center, Schenectady.

EXPERIENCE OUTLINE

NAME: Donald Murdock Traunstein ADDRESS: 106 Willow Street
Guilderland, New York 12084
BIRTH DATE: April 10, 1930 TELEPHONE: 482-8549
UNITED STATES CITIZEN: Yes MARITAL STATUS: Married
Two Children

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS:
National Association of Social Workers
Academy of Certified Social Workers
Council on Social Work Education
American Association on Mental Deficiency
National Conference on Social Welfare

PUBLICATIONS:
Papers: See Addendum

EDUCATION:
Suffolk University, B.A., 1954
Simmons College School of Social Work
Boston University School of Social Work, M.S.S.S., 1957
Field Work:
Goodwill Inn for Boys, Boston, Mass.
New Hampshire Children's Aid Society, Manchester, New Hampshire
Florence Heller Graduate School for Advanced Studies in Social
Welfare, Third Year Certificate, 1965
Florence Heller Graduate School for Advanced Studies in Social
Welfare, Doctoral Candidate, 1968-1970

EXPERIENCE:
Sept. 1955 Metropolitan State Hospital, Waltham, Mass.
to Sept. 1956 Assistant Psychiatric Social Worker: Worked with
chronic middle-aged women towards their release,
also with court referrals.

March 1956 Norfolk House Center, Roxbury, Mass.
to Sept. 1956 Group Worker: Worked with teen-aged, delinquent
group. (Part-time.)

June 1957 New Hampshire Children's Aid Society, Manchester,
to Sept. 1959 N.H. Caseworker: Evaluation, placement, super-
vision, casework with children. Casework with
parents, foster parents, collaboration with
community agencies.

March 1958 New Hampshire Division on Alcoholism, Concord,
to July 1959 N.H. Psychiatric Social Worker: Casework
treatment of alcoholics and their families.
(Part-time.)

Donald M. Traunstein

- Sept. 1959 -
to Sept. 1964
- Worcester Youth Guidance Center, 275 Belmont Street, Worcester, Mass.
Psychiatric Social Worker: Casework; intake and treatment of parents of disturbed children; supervision of social work students and volunteers; administration of boys' group program; adoption evaluations; public speaking; assisting in the merger of Worcester Area Association for Retarded Children and the Center for the formation of the Worcester Area Comprehensive Care Center for the Retarded.
- November 1960
to Sept. 1962
- Information Service for the Aging, Worcester, Mass.
Social Work Consultant: Interviewing the elderly and their relatives and referring to appropriate agencies; member of evaluation and planning committees; leader of professional group which evaluated the service. (Part-time.)
- October 1961
to Jan. 1963
- Worcester Area Mental Health Association Social Center, 55 Cedar Street, Worcester, Mass.
Director: Administration of social center for mental patients; work with lay and professional advisory committees and board of directors; established intake policy and treatment programs; recruited and supervised volunteers; program planning. (Part-time.)
- August 1962
to August 1964
- Worcester Area Association for Retarded Children, 162 Chandler Street, Worcester, Mass.
Social Worker: Procurement and development of staff; formulating intake and evaluative processes; responsible for case disposition; developing individual and group counseling program for parents of adult mentally retarded; supervision of shop instructors; development of staff manual and writing of request for continuation of grant (V.R.A.). (Part-time.)
- Sept. 1964
to June 1965
- The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University, Waltham, Mass.
Student: Courses--Social Policy; Sociological Concepts; Social Research and Statistics; Urban Politics; Social Planning; Administration; Formal Organization.
- June 1965
to August 1965
- Camp Kingswood, Bridgton, Maine
Unit Leader: Administration and program planning for fifty campers and ten staff.

Donald M. Traunstein

Sept. 1965
to Sept. 1967

National Association for Retarded Children,
420 Lexington Avenue, New York, New York 10017
Regional Representative, Northeast Region:
Consultant in community services; assisting
state and local units in the development of
sound organizational and administrative struc-
tures related to community planning; consulta-
tion with private and public agencies and
professional groups in the development of program
and services; consultant to NARC in national
policy development.

Sept. 1967
to Sept. 1968

Boston University, 264 Bay State Road, Boston,
Mass.
Assistant Professor, School of Social Work;
Assistant Director, B.U.S.S.W. Annual Institute;
Consultant, Medical School, Dept. of Mental
Health: Responsibilities included teaching
courses in methods of social action and advanced
courses in community organization, student
advising, participating in faculty committees,
developing field work placements and acting as
liaison between the B.U. Division of Special
Education, the School of Social Work and the
Regional Forum of the President's Committee on
Mental Retardation.

Sept. 1968
to present

The Florence Heller Graduate School for Advanced
Studies in Social Welfare, Brandeis University,
Waltham, Mass.
Doctoral Candidate: Concentration in Social
Welfare Planning and Mental Retardation.

1970 to present

Assistant Professor, School of Social Welfare, State
University of New York at Albany.

March 1959
to August 1959

Rhode Island Department of Health (Office of
Mental Retardation)
Consultant for long range planning of mental
retardation services, including the reorgani-
zation of the Office of Mental Retardation.

March 1969
to Sept. 1969

The Florence Heller Graduate School for Advanced
Studies in Social Welfare, Brandeis University,
Waltham, Mass.
Research Assistant: The project, federally-
funded, was designed to describe statistically
the Bureau of Retardation in the Executive Office
of the Massachusetts Governor. Responsibilities
included the development and utilization of the
research instrument, report writing, etc.

ADDENDUM

PAPERS:

"Establishing and Developing Child Guidance Services," delivered at New Hampshire Conference on Social Welfare, 1961.

"Some Problems, Principles and Techniques in Vocational Rehabilitation of the Mentally Retarded," delivered to Massachusetts Psychology Trainee Group of the Judge Baker Child Guidance Clinic, April, 1963.

"Positive and Negative Constraints on the Viability of the Association for Retarded Children," delivered at the Pennsylvania Association for Retarded Children Annual Meeting, Philadelphia, May, 1966.

"State Comprehensive Planning for the Mentally Retarded--A Guide for the Systematic Development of Services," delivered at the National Association for Retarded Children State Legislation-Implementation Meeting in Philadelphia, May, 1966.

"Legal and Social Contracts as Tools in Planning Services for the Mentally Retarded," presented at the National Association for Retarded Children National Convention at Kansas City, October, 1966.

"The Role of the Clergy in Assisting the Mentally Retarded," presented at the New England Confraternity Congress, University of New Hampshire, August, 1967.

"Role Hang-ups in the Partnership of Parents and Professionals: Politics and Transference," presented at the Child Development Center, Providence, Rhode Island, October, 1967.

MISCELLANEOUS

1. Guest Lecturer

Worcester State College--Problems in the Organization and Delivery of Services to the Adult Mentally Retarded (1964)

Boston College School of Social Work--Organizational and Administrative Theory (1966)

Boston University School of Education--Socio-Cultural Factors in Mental Illness

2. Discussion Leader

Teachers' College, Columbia University, Institute on Social Work and Rehabilitation in Mental Retardation, August, 1967
(Sponsored by the Vocational Rehabilitation Administration)

Paul L. Barnard - Assistant Professor, School of Social Welfare

Career Experience

(9/67 to present) SUNYA School of Social Welfare

- 9/67 - 6/68 Faculty field instructor for student unit consisting of three first year and three second year social work students Montgomery County Dept. of Social Services.
- 9/68 - 6/69 Faculty field instructor for student unit -Montgomery County Dept. of Social Services- four first year students; three second year students
- Classroom instructor- 2nd semester -three credit undergrad. course: SSW 302, Programs in Social Welfare
- 7/69 - 8/69 Full time summer teaching assignment
SSW 301 Introduction to Social Welfare
SSW 302 Programs in Social Welfare
- 9/69 - 6/70 Faculty field instructor: 4(2nd year)students-Montgomery Co.
3(1st year)students-Saratoga Co.
- 7/70 - 8/70 Full time summer teaching assignment
SSW 301 Introduction to Social Welfare
SSW 302 Programs in Social Welfare
- 9/70 - 6/71 Faculty field instructor at Social Service Study Unit for two units consisting of four first year students and four second year students.
- First semester- Instructor for Option Program
Weekly seminar and practicum in Reality Therapy
Second semester. Instructor- Taught and demonstrated basics of interviewing in two hour weekly seminar for undergraduates taking field work placement course.

Education

- 6/68 - 8/68 Full time Study- Summer session of 10 weeks- Earning grad. credit
School of Social Service Administration
University of Chicago
Courses taken: Advanced Casework
Classroom Methods in Teaching Casework
Social Policy
American Intellectual History
- 6/69 One week conference and course: Seminar on Reality Therapy
School of Social Work, Tulane University

Conferences

- 1968 Council of Social Work Education, Minneapolis, Minn.
1969 Council of Social Work Education, Cleveland, Ohio

Lectures Given

Annually since 1967 participated in the teaching program for the training of voluntary case aide therapists in course developed by the American Association of University Women, Schenectady, N.Y.

School Committee Work

Participated in following committees: Field Manual Committee,

School Committee Work (cont.)

Chairman, Ad Hoc Committee for Determining a Students Academic Standing,
10-10 Faculty-Student Committee, Chairman, Policy Manual Committee,
Student-Faculty Negotiating Committee



STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue, Albany, N. Y. 12203

PROPOSAL OF THE SCHOOL OF SOCIAL WELFARE FOR AN EXPANDED UNDERGRADUATE PROGRAM

LIBRARY FACILITIES

The report of the evaluating committee on the Library by the Commission on Accreditation of the CSWE in 1967 in part was as follows:

"A bibliographer has been assigned...and has moved rapidly and wisely in building up the basic collection, with appropriate concern for the need for extensive serial holdings".

Subsequently, Library facilities have been found adequate for a doctoral program by the University Senate Committee for Graduate Affairs and by an outside consultant, Dr. Benjamin Schlesinger of the University of Toronto, who included in his report the statement that "I was impressed by the good facilities of the Library and believe that the doctoral students will find the material that they need in it". Attached is the section of the Proposal for a Doctoral Program concerning the Library.

These same facilities will be available for undergraduate students. The fact that a separate Library is now in operation at the Downtown Campus will not adversely effect the operation of an undergraduate program in Social Welfare at the Main Campus.

Until very recently it was Library policy to consider the material in the Downtown Branch as a revolving collection. Books were sent down as needed and then returned to the Main Library. This policy has been abandoned and the Downtown Branch is receiving books as permanent holdings. In order to facilitate this change, whenever necessary or desirable, books are being ordered in duplicate-- one copy for the University Library and one copy for the Downtown Branch. The bulk of the Social Welfare collection has always been in the Main Library. If it becomes necessary, additional copies of individual titles will be purchased. Because of the fact there are so many overlapping disciplines (Urban Renewal in GSP, ghetto and racial subject matter in African Studies, Public Health in the School of Nursing, mental care in Psychology, marriage and the family in Sociology and juvenile delinquency in the School of Criminal Justice) the collection for the School of Social Welfare of necessity has been built to a point well in excess of the needs of its graduate students.

RCC:kgh
Attach.
3/17/71



STATE UNIVERSITY OF NEW YORK AT ALBANY
1400 Washington Avenue, Albany, N. Y. 12203

PROPOSAL FOR A DOCTORAL PROGRAM IN SOCIAL WELFARE
LIBRARY SUPPORT

Liaison between the University Library and the School of Social Welfare is maintained through the Social Welfare Bibliographer (shared with Business and Economics). It is the duty of the Bibliographer to acquire both current and out-of-print books appropriate to the needs of the School, as well as periodical subscriptions and back files and documents. The present Bibliographer has been responsible for the collection since September 1965, with exception of the year 1967-68.

UNIVERSITY LIBRARY

In addition to the Social Welfare field itself, there are many overlapping areas which are maintained by budgets of other departments. Such fields include:

Business	Public Administration
Criminal Justice	Political Science
Economics	Psychology
Nursing	Reference
	Sociology

These related fields probably have more volumes on the shelves of interest to Social Welfare than those bought expressly for the School. Examples are the Encyclopedias in the Reference Section, the Codes of the Fifty States (all the laws of the country at the State level currently in effect) in the Legal Area, and most of the abstracts, services, and indexes listed in Appendix No. 1.

The University Library now has in excess of 500,000 volumes, which is the standard figure regarded as adequate for doctoral programs.

PERIODICALS

The 225 periodicals of direct interest to the School of Social Welfare listed in Appendix No. 2 are only a fraction of the 6,000 periodicals now subscribed to by the Library, many of which are in overlapping fields. As an example, the Legal section subscribes to most of the important Law School

Journals, making any articles included in them readily available for Social Welfare. These subscriptions are not included in the Social Welfare budget.

BOOK COLLECTION

The critical area for Social Welfare in the Library of Congress Classification Schedule is HD through HV. The Library now has the following volumes in this area:

Catalogued and on the shelves	<u>7,500</u>
Available but uncatalogued	<u>2,000</u>
Out-of-print and classed as rare	<u>200</u>
TOTAL	<u>9,700</u>

Appendix No. 3 includes books from other areas of major interest. The titles on this list represent 19,000 volumes.

PAMPHLETS

A vertical file of pamphlets directly related to Social Welfare is maintained in the Pierce Hall Library and contains approximately 8,000 items. Vertical files in the Reference, Education and Business areas of the University Library contain additional related material.

DOCUMENTS

The University Library is now a selective depository for U. S. Government Documents and all such publications of interest to the School of Social Welfare are automatically received on a depository basis. This has been in effect since 1965.

A microcard subscription has been started, to begin with the year 1968, which will make available ALL depository and non-depository publications of the U. S. Government. There is about a six month lag between the time of publication and receipt of the microform. This subscription does not imply cancellation of any hard copy material.

It is expected that we will obtain a back file on microform for at least a ten year period. This, however, will be done gradually since the expense is great, and will be charged entirely to the Library's general fund.

Documents of the Fifty State Governments of interest to the School are received on standing order. Approximately 7,000 documents of interest to Social Welfare are on file in Pierce Hall.

ACQUISITION POLICY

Current book selections, for the most part, are made from Library of Congress proofslips, which cover books published in the major countries of the world. In addition, there are blanket orders, memberships, or subscriptions with the important Social Welfare Associations, all University Presses, and for important serial publications.

Dealers catalogs are continuously checked for out-of-print items available, not only in this country, but in Canada and England as well. Periodical back files are purchased as they become available.

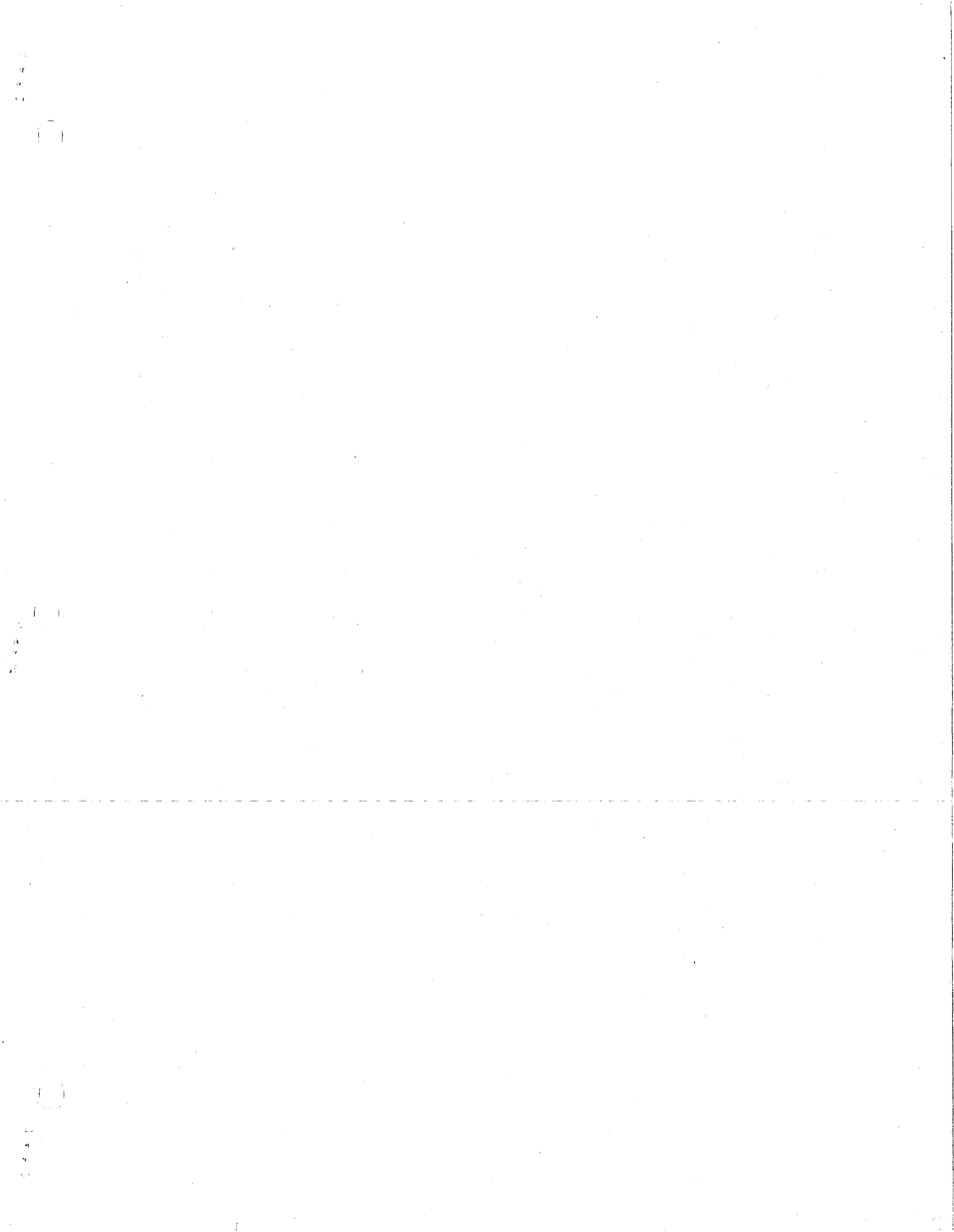
BUDGET

The Social Welfare budget for the 1969-70 fiscal year (beginning April 1), for discretionary purchases, i.e. material other than that received by subscription, standing order, blanket order, membership, etc. was \$6,000. In as much as the Library has a strong, basic collection in the field of Social Welfare these funds are entirely adequate for the purchase of newly published books, and such out-of-print material that comes on the market. Subscription renewals come from the general fund as well as standing orders and association memberships. Library accounting procedures do not separate these items by department and the share attributable to Social Welfare, therefore, is not available.

CONCLUSION

As nearly as can be judged under the present conditions, it does not appear that there will be a major decrease in the budget allotment for the School of Social Welfare. A doctoral program can be adequately supported on the present materials budget and will, of itself, require no increase in Library personnel.

RGC:kh
1/13/70



UNIVERSITY SENATE

STATE UNIVERSITY OF NEW YORK AT ALBANY

A Proposed Resolution
Regarding Student Evaluations

INTRODUCED BY: Senator A. Morrissey
May 6, 1971

Following the suggestion of the Chair, the following resolution is offered for consideration by the Senate.

- I. The summaries of student evaluations of faculty mandated by Bill No. 197071-37 are to be made available to all members of the University.
- II. It is recommended that all other student evaluations conducted by campus groups also be made available to all members of the University.
- III. It is recommended that should, in the future, an organized structure for the collection and/or publication of student evaluations come into existence, full cooperation be given to these efforts.

MAY 3, 1971

WATSON

Rank

Time In

Time Out

Name	Rank	Time In	Time Out
Acosta, Vincent		3:05	
Alexander, Douglas			
Ariza, Richard			
Aronson, John		3:00	5:30
Ashton, Jonathan		2:59	
Benezet, Louis		2:57	
Blanchard, Carroll			
Blount, Stanley		2:55	
Blumenstark, Jan			
Bowler, Charles			
Briskman, Carol		3:15	
Brown, Neil		XCB 3:00 PM	
Brown, Shirley			
Bruno, Marianne			
Cannon, Harold		3:05	
Cantor, Ed		3:10	
Carrino, Frank		3:11	5:55
Chatterton, Robert			
Chen, Tony			
Chesin, Scirell E.		3:02	
Chi, Benjamin		3:00	4:00 returns at 5:00
Cole, Dorothy		3:00	
Collins, Arthur		3:00	
Collins, Mary		3:00	
Corbett, James		3:00	
Donovan, Robert		3:00	
Dressler, Earl		3:00	



Anderson, Donald

2:58:30

Anderson, Alton

3:00 pm

Beiser, Webb

2:55

Blanton, Edgar

Boutcher, Arnold

Bradford, Richard

3:00

Calan, Maria

Callahan, Michael

3:05

Glenn, Jay

Grimes, William

3:10

5:35

Hamilton, Harry

3:40

Hardt, Robert

3:40

Hawkins, Lester

3:00

Haynes, Warren

Hubert, Steve

Jacobs, Lowell

3:30

Kemp, Claire

3:05

Kemp, Richard

3:05

Kendall, Kathleen

3:16

Kendall, Richard

3:21

Kirschner, Barry

3:00

Klages, Roy A.

2:58:30

Knotts, Walter

Kopp, Leonard

3 pm

Labarbera, Thomas

Larson, Richard

McDonough, Patrick

3:15

5:10

Middlefield, Thomas

3:00

Murphy, Robert

3:15

Nagy, Joseph

Name

Time In

Time Out

~~Smith, David~~

3:00

~~Smith, Robert~~

3:00

~~Stinson, Alan~~

3:00

5:30

~~Nixon, Richard~~

~~Harfield, David~~

3:00

~~Barton, Joseph L.~~

3:00

~~Olsen, Milton~~

~~Parliament, O. William~~

3:00

~~Richardson, Richard~~

3:00

~~Phillips, Murray~~

3:00

~~Salkover, Louis~~

3:00

5:55

~~Shaw, Anthony~~

~~Schmitt, Ruth~~

~~Sinacotti, Donna~~

~~Strotman, Phillip L.~~

~~Dunlop, Malcolm~~

3:10

~~Spillman, Seth~~

3:45

~~Stuffer, Donald~~

3:00 p.m.

5:30

~~Tedeschi, Henry~~

~~Teerun, Richard~~

3:00 p.m.

6:00 p.m.

~~Thompson, Gordon~~

3:05 p.m.

~~Thorne, Clifton~~

3:05 P.M.

~~Tibbatts, Ralph~~

3:05

~~Tiogo, Renato~~

~~Tol, Mitchell~~

~~Tranter, Frederick~~

3:00 a.m.

~~Tygal, Douglas~~

3.04

Hand

Time

Notes

Stevens, Steve

3:00

5:30

Conner, Keith

Forley, Richard

3:30

Wilson, Donald

3:05

Wilson, Willard

Wilson, Don

4:00

Hartley, John

3:02

Berger, M. I.

3:10

~~Green~~
Green

3:00

MAY 6, 1971

MEMORANDUM FOR THE RECORD

TO :

FROM :

DATE :

NAME

No.	Name	Time	Time out
1	Aceto, Vincent	3:30	
2	Alexander, Douglas		
3	Ariza, Richard		
4	Arumson, John	3:05	4:30
5	Ashton, Josephine		
6	Avenet, Louis		
7	Blauchard, Carroll		
8	Blount, Stanley	3:06	4:06
9	Blumentalk, Jan		
10	Bowler, Charles	3:12	
11	Brimman, Carol		
12	Brown, Mark	3:10	NEB
13	Brown, Stanley	3:00	4:48
14	Brown, Barbara		
15	Cannon, Harold	2:50	4:30
16	Cantor, Bill	3:10	
17	Carriano, Frank		
18	Chatterton, Robert	3	4:45
19	Chen, Tony		
20	Chen, Maxwell E.	3:10 pm	
21	Chen, Benjamin	3:00	
22	Cole, Dorothy	3:10	4:40
23	Collins, Arthur	3:00	
24	Collins, Mary		
25	Cook, Janet	3:00	
26	Cook, Robert	3:00	
27	Cook, John	3:00 pm	

Time

Date

Time

28	Robbitt, Howell	3:02	4:30
29	Wassenaar, Alfred		
30	Floor, Webb		
31	Clinton, Edgar		
32	Postor, Arnold		
33	Friedlander, Richard	3:00	
34	Geiss, Boris		
35	Wolterbaum, Michael	3:25	
36	Glasser, Jay		
37	Grimes, William		
38	Hamilton, Harry		
39	Hardt, Robert	3:00	
40	Hawkins, Lester	3:15	
41	Raynes, Warren		
42	Wilbert, Steve	3:05	4:30
43	Jacobs, Lowell	3:05	4:30
44	Kemp, Claire	3:05	4:40
45	Kemp, Richard	3:05	4:40
46	Rendall, Kathleen	3:10	
47	Rendall, Richard	3:00 pm.	
48	Kirschner, Barry		
49	Klages, Ray A.		
50	Kuets, Walter	3:00	4:40
51	Kopp, Leonard	3 pm	
52	LeBarbara, Thomas		
53	Lechner, Michael	M. 2. 3 P.M.	
54	Leibson, Mitch		
55	Littlefield, Thomas	2.56	
56	Loroff, Robert	P.L. 3:06	
57	Kajava, Jeffrey	3:10	

Line	Name	Time	Time
58	...		3:10
59	... Monick, Harold		
60	... Robert	3:10	
61	... Wasey, John	3:15	4:40
62	... Richard		
63	... David		
64	... Joseph B.		
65	... St. Martin	3:00	4:40
66	... Richard	3:00	
67	... Murray		
68	... James	3:00	
69	... Anthony	3:15	4:30
70	... Herb	3:00	4:31
71	... Brian		
72	... Phillip A.	2:58	
73	... Linda	2:57	4:40
74	... John	2:57	
75	... Mary V.		
76	... James		
77	... Robert		
78	... Gordon		
79	... John		
80	... John		
81	... John		
82	... John		
83	... John	3:20	4:20
84	... John	3:00	4:40

85 Wilson, Edward

86 Wilson, David

87 Dudley, Richard

88 Wilson, Donald

89 Wilson, William

AW

3:00

90 Wilson, Eva

3:00

4:30

91 Hartley, John

92 Berger, M.

2:58