

UNIVERSITY FACULTY SENATE

SUMMARY OF AGENDA

September 8, 1986

- I. ADOPTION OF THE AGENDA
 - II. APPROVAL OF THE MINUTES: May 5 and May 16, 1986
 - III. REMARKS BY PRESIDENT TRABANT and/or PROVOST CAMPBELL
 - IV. ANNOUNCEMENTS
 1. Senate President Callahan
- ANNOUNCEMENTS FOR CHALLENGE
1. Revision of B.S. in Elementary Teacher Education
 2. Revision of B.A. in Educational Studies
- V. OLD BUSINESS
 - A. Report from the Library Committee.
 - B. Confirmation of Committee on Committees' appointments.
- VI. NEW BUSINESS
 - A. Election of the chair of the Committee on Committees
 - B. Recommendation on transition to the plus and minus grading system.
 - C. Recommendation to add a question about multi-cultural perspectives to the course approval form.
 - D. Recommendation to add a multi-cultural course requirement to the baccalaureate degree curricula.
 - E. Recommendations pertaining to Field Experience Programs:
 1. Differentiation between Independent Study and Field Experience Courses.
 2. Uniform Numbering System for Field Experience Courses.
 3. Department Guidelines for Field Experience Programs.
 4. Work for Credit and Pay.
 5. Time - Credit Requirements.
 6. Grading of Field Experience.

- F. Recommendation changing the charge to the Committee on Academic Appeals.
- G. Recommendation changing the charge to the Committee on Promotions and Tenure.
- H. Resolution to change a section in the Student Guide to Policies to provide parallel judicial procedures for graduate students.
- I. Introduction of new business.



University of Delaware

UNIVERSITY FACULTY SENATE
301 HULLIHEN HALL
NEWARK, DELAWARE 19716

(302) 451-2921

August 12, 1986

TO: All Faculty Members

FROM: Thomas F. Merrill, Vice President,
University Faculty Senate

A handwritten signature in cursive script that reads "Thomas F. Merrill".

SUBJECT: Regular Faculty Senate Meeting, September 8, 1986

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, September 8, 1986 at 4:00 p.m. in room 110 Memorial Hall.

AGENDA

- I. Adoption of the Agenda.
- II. Approval of the minutes of the Senate meetings of May 5 and May 16, 1986.
- III. Remarks by President Trabant and/or Provost Campbell.
- IV. Announcements
 1. Senate President CallahanAnnouncements for Challenge
 1. Revision of B.S. in Elementary Teacher Education (Attachment 1)
 2. Revision of B.A. in Educational Studies (Attachment 2)
- V. Old Business
 - A. Report from the Library Committee. (Attachment 3)

[Note: This report was tabled from the May 5, 1986 Senate meeting to the September 8, 1986 Senate meeting.]
 - B. Request from the Committee on Committees (L. Goldstein, chair) for Senate confirmation of committee appointments. (Attachment 4)

VI. New Business

- A. Election of a chair of the Committee on Committees from among the committee members elected by the Senate. Eligible members are:

Anna L. DeHaven (Nursing)
Malcolm Taylor (Life & Health Sciences)

- B. Recommendation from the Committee on Undergraduate Studies (R. Brown, past chair), with the concurrence of the Committee on Graduate Studies (J. Raffel, past chair) on transition to the plus and minus grading system.

WHEREAS: transition to the new plus and minus grading system may result in unfairness to (or provoke possible legal action by) certain students whose cumulative grade averages dip below stated norms, be it therefore

RESOLVED: that the undergraduate and graduate students who matriculate prior to the term in which the plus and minus grading system is implemented, and whose final cumulative grade average is lower than the minimum standard for graduation (2.000 for undergraduates, 3.000 for graduate students), will be eligible for graduation if their cumulative averages meet or exceed the standard when recomputed disregarding the effects of both plus and minus point values on their transcripts. The same procedure will be used for these students in determinations involving imposition or removal of academic probation, or involving dismissal from the University for academic deficiency.

- C. A recommendation from the Committee on Undergraduate Studies (R. Brown, past chair) to add a question about multicultural perspectives to the course approval form.

BE IT RESOLVED: that an additional item be added to the supplement (page two) of the course approval form. It will read as follows:

For informational purposes only, please identify, where appropriate, the multicultural perspective of the course content.

- D. A recommendation from the Committee on Undergraduate Studies (R. Brown, past chair) to add a multicultural course requirement to the baccalaureate degree curricula.

WHEREAS: being an educated person today requires some awareness and appreciation of the diversity of the world's human cultures, and

WHEREAS: guiding students in the process of becoming educated obliges a University faculty to establish at least a minimal requirement in multicultural education for its students, be it therefore

RESOLVED: that each baccalaureate degree curriculum in the University must include the requirement of three credits in a course or courses having a primary focus on multicultural education. The intent of this requirement will be satisfied by courses focusing on human cultures and values other than those deriving from the androcentric aspects of European culture, its historical antecedents, or its extension elsewhere on the globe (to such lands as the United States, Canada, or Australia). The Committee on Undergraduate Studies shall decide which courses satisfy this requirement. Acceptable courses will include courses with a demonstrably primary focus on Black Studies, Women's Studies, or non-western civilization(s), and such other courses as the Committee will approve.

This requirement applies to all students first matriculating on or after September 1, 1987.

E. Recommendations from the Committee on Undergraduate Studies (R. Brown, past chair) pertaining to Field Experience Programs:

1. Differentiation between Independent Study and Field Experience Courses.

WHEREAS, independent student course numbers are often used to sponsor students engaged in field experiences, and

WHEREAS, a clearer distinction between independent and field experiences would be beneficial in identifying and categorizing field experience endeavors,

BE IT RESOLVED, that a field experience course be defined as those experiences sponsored by a faculty member/department in which students have a regular (set hours per week) and continuous involvement with ongoing work-related responsibilities in an off-campus organization or agency.

2. Uniform Numbering System for Field Experience Courses.

WHEREAS, there is no uniform numbering system for field experience courses currently offered at the University of Delaware, and

WHEREAS, the lack of a uniform numbering system for field experience courses increases the difficulty for students and faculty to identify such courses in other majors and other departments, and

WHEREAS, the lack of a uniform numbering system for field experience courses makes it difficult to obtain reliable information regarding course offerings and student enrollment, and

WHEREAS, a precedent exists for the use of a university-wide uniform numbering system for seminar courses (-65), independent study courses (-66), research (-67) and thesis (-89),

BE IT RESOLVED, that a university-wide numbering system for field experience be established by utilizing two common terminal digits.

3. Department Guidelines for Field Experience Programs.

It is recommended that each department establish guidelines for the operation of field experience programs sponsored by faculty in the department. These guidelines should be based on the resolutions and recommendations approved by the University Faculty Senate and should allow for flexibility and creativity by individual faculty supervisors. Resolutions and recommendations to be considered are as follows:

a. Evaluation of Field Experience

WHEREAS, evaluation is a crucial component of field experience learning and is clearly the responsibility of the faculty, and

WHEREAS, significant variability exists in field experience situations, and

WHEREAS, it is crucial that in order to maximize student learning the student, faculty and agency have a common understanding concerning evaluation.

BE IT RESOLVED that:

1. Prior written agreement be established between the student and faculty sponsor as to the nature of the evaluation process. The contract form to be used for this purpose is attached. (Attachment 5)
2. A regular reporting system be established between faculty sponsor and student prior to beginning the field experience.
3. Faculty sponsor communicate the evaluation process to be used to the agency.
4. Faculty sponsor periodically contact the agency supervisor concerning student progress.

5. The weight attached to input from the agency will be at the faculty sponsor's discretion.

b. Work for Credit and Pay

WHEREAS, the University has no general policy regarding students receiving payment for work (field experience, internship, cooperative education) for which they may also receive credit, and

WHEREAS, individual faculty and departments have adopted various positions regarding whether students can receive pay and credit resulting in a wide diversity of operating procedures, and

WHEREAS, University students from different departments may be in the same placement with one receiving credit while the other doesn't because of differing department policies or faculty interpretation of the pay/credit issue.

BE IT RESOLVED, that the department/faculty determine appropriate standards for learning obtained and that students not be denied the opportunity to earn credit solely because they receive payment from the agency.

c. Time - Credit Requirements

WHEREAS, there is considerable difference among departments regarding the amount of time a student spends in a field placement and credit received, and

WHEREAS, time/credit standards have been established by the University for on-campus courses.

BE IT RESOLVED, that a student shall spend at least three (3) hours per week on the job in a field placement for each credit earned.

d. Grading of Field Experience

WHEREAS, there are no uniform grading policies for the various field experience courses currently offered at the University of Delaware.

BE IT RESOLVED, that each academic unit define the grading policy for field experience courses in which students receive credit for regular and continuous involvement in an off-campus organization or agency.

- F. Resolution from the Committee on Committees (L. Goldstein, chair) changing the charge to the Committee on Academic Appeals at its request. [Changes are in bold type]

RESOLVED, that Step 4 of the "Student Grievance Procedure" approved by the Faculty Senate at its March 14, 1983 meeting be amended (on p. 1, paragraph 2) as follows:

"For purposes of a hearing the Chairperson of the Academic Appeals Committee **may**¹ appoint an ad hoc hearing panel from among the current members of the Committee consisting of three faculty members and two students, or at its discretion **may** serve as the entire hearing panel."²

- G. Resolution from the Committee on Committees (L. Goldstein, chair) changing the charge to the Committee on Promotions and Tenure at its request. [Additions are underlined]

RESOLVED, that the charge to the Committee on Promotions and Tenure as it appears in Section III of the University of Delaware Faculty Handbook (p. I-23) be amended to read as follows effective September 8, 1986:

"This Committee shall recommend to the Senate University-wide policies and procedures relating to promotion and tenure and shall advise the faculties of the colleges and departments and the President of the University on the formulations of these policies. It shall ensure that these University-wide policies and procedures are made known within each department and throughout the University, and that unit criteria are roughly comparable throughout the University. The committee shall review proposed promotions and the granting of tenure to ensure compliance with the units' published criteria, and shall either endorse or question recommendations. The committee shall also review adverse recommendations by departments, colleges, or other administrative units that are formally brought to its attention by individual faculty members, and shall advise the appropriate departments and colleges in such cases. In all cases considered, the committee's formal recommendation shall be made known to all appropriate faculty and officers of the University, but unendorsed recommendations and the reasons thereof shall be made known only to the individual faculty member concerned, the department chairperson and/or dean of the college, and the provost."

No individual (including department chairs) serving on this committee may vote on candidates from their own department, although they may participate in the discussion of such

¹Formerly "shall."

²Section added.

candidates. No individual may serve on this committee during the same year in which s/he serves on a college-level promotion and tenure committee.

"This committee shall consist of three tenured professors, two tenured associate professors, and one tenured faculty member (rank unspecified). Two of these six shall be from the College of Arts and Science. At least one member of the committee shall be a woman and at least one member shall be a man."

- H. Resolution from the Committee on Student Life (John Beer, Chair) with the concurrence of the Committee on Graduate Studies, to change a section in the Student Guide to Policies to provide parallel judicial procedures for graduate students.

WHEREAS: the current Student Guide to Policies asserts that the University may take action (against a student) "if the student's behavior is judged to be contrary to the pursuit of the educational mission of the University or if the continued presence of the student on the campus poses a threat...."

WHEREAS: in the implementation of this prerogative the Student Guide to Policies specifies judicial procedures which only apply to undergraduate students, be it therefore

RESOLVED: that the Student Guide to Policies section entitled "Students Arrested on Felony Charges" (p. 12) be changed where appropriate to provide parallel judicial procedures for graduate students by:

1. authorizing the "Office of Graduate Studies and its administrator" to act and proceed in a manner analogous to the Office of the Dean of Students:
2. establishing a "Graduate Behavior Review Committee" with responsibilities, authority and appellate procedures analogous to those now specified for the (undergraduate) "Behavior Review Committee."

The revised section on "Students Arrested on Felony charges" would read as follows (with the new wording underlined):

STUDENTS ARRESTED ON FELONY CHARGES

Students at the University of Delaware are expected and required to abide by University regulations and local, state and federal laws. While the University will not act as a policing agent for students when they are off the campus the University may take action if a student's behavior is judged to be contrary to the pursuit of the educational mission of the University or if the continued presence of the student poses a treat to his or her well-being or to the rights and property of other members of the University community.

When the Office of the Dean of Students or the Office of Graduate Studies is informed of the arrest of a student, the University department of Public Safety will be asked to forward a detailed report of the incident, including recommendations, to the Assistant Dean of Students for undergraduate students or to the Administrator for Graduate Student Academic Affairs. A letter will then be sent to the student requiring that he or she make an appointment for an interview with the Assistant Dean of Students or with the Administrator for Graduate Student Academic Affairs. During this interview, the situation leading to the student's arrest will be discussed along with the student's obligation to keep the Office of the Dean of Students or the Office of Graduate Studies informed of the progress of the case. The student will also be clearly charged with the responsibility of notifying the Office of the Dean of Students or the Office of Graduate Studies of the final outcome of the case.

Upon receipt of the information regarding the final outcome of the case, the Assistant Dean of Students or the Administrator for Graduate Student Academic Affairs will review the nature of the charges and the findings of the court. The Department of Public Safety will be asked to assist in obtaining appropriate information. If, as a result of this review, it appears that the student's conviction and actions may be contrary to the pursuit of the educational mission of the University or whose presence on campus poses a threat to his or her well-being or to the rights and property of other members of the University community, a meeting will be called of the Behavior Review Committee described below. The student involved may be present at the Committee meeting and will be guaranteed the simple requirements of due process.

The Undergraduate Behavior Review Committee shall consist of:

- (a) The Dean of Students who shall serve as Chairperson
- (b) The Associate Provost for Instruction
- (c) The Director of Public Safety or his designee
- (d) A faculty representative of the Faculty Senate Committee on Student Life
- (e) Director of Housing and Residence Life or his designee (if student charged is a resident)
- (f) A dean of a College or department chairperson
- (g) Assistant Dean of Students

The Graduate Behavior Review Committee shall consist of:

- (a) The Associate Provost for Graduate Studies who shall serve as Chairperson
- (b) The Administrator for Graduate Student Academic Affairs
- (c) The Director of Public Safety or his designee
- (d) The Dean of Students
- (e) A faculty representative of the Faculty Senate Committee on Student Life
- (f) Director of Housing and Residence Life, or his designee, (if student charged is a resident)

(g) Student's department chairperson or his designee

These Committees shall be charged with the responsibility of reviewing information collected by the Assistant Dean of Students or Administrator for Graduate Student Academic Affairs related to the student's conviction on felony charges within the off-campus court system. The appropriate Committee will ascertain whether or not the student's actions and conviction constitute a situation contrary to the pursuit of the educational mission of the University, or whether the student's presence on campus poses a threat to his or her well-being or to the rights and property of other members of the University community.

These Committees have the authority to take any of the following actions:

- (1) Clear the student to return to the University community in good standing
- (2) Clear the student to return to the University community but place the student on a specified period of probation
- (3) Clear the student to return to the University community but require the student to obtain off-campus housing (if a resident student)
- (4) Deny the student the privilege of returning to the University community for a specified period of time. If either Committee elects this option, the student will be given opportunity to:
 - (a) Voluntarily withdraw from the University; or,
 - (b) Be involuntarily withdrawn from the University by Committee action

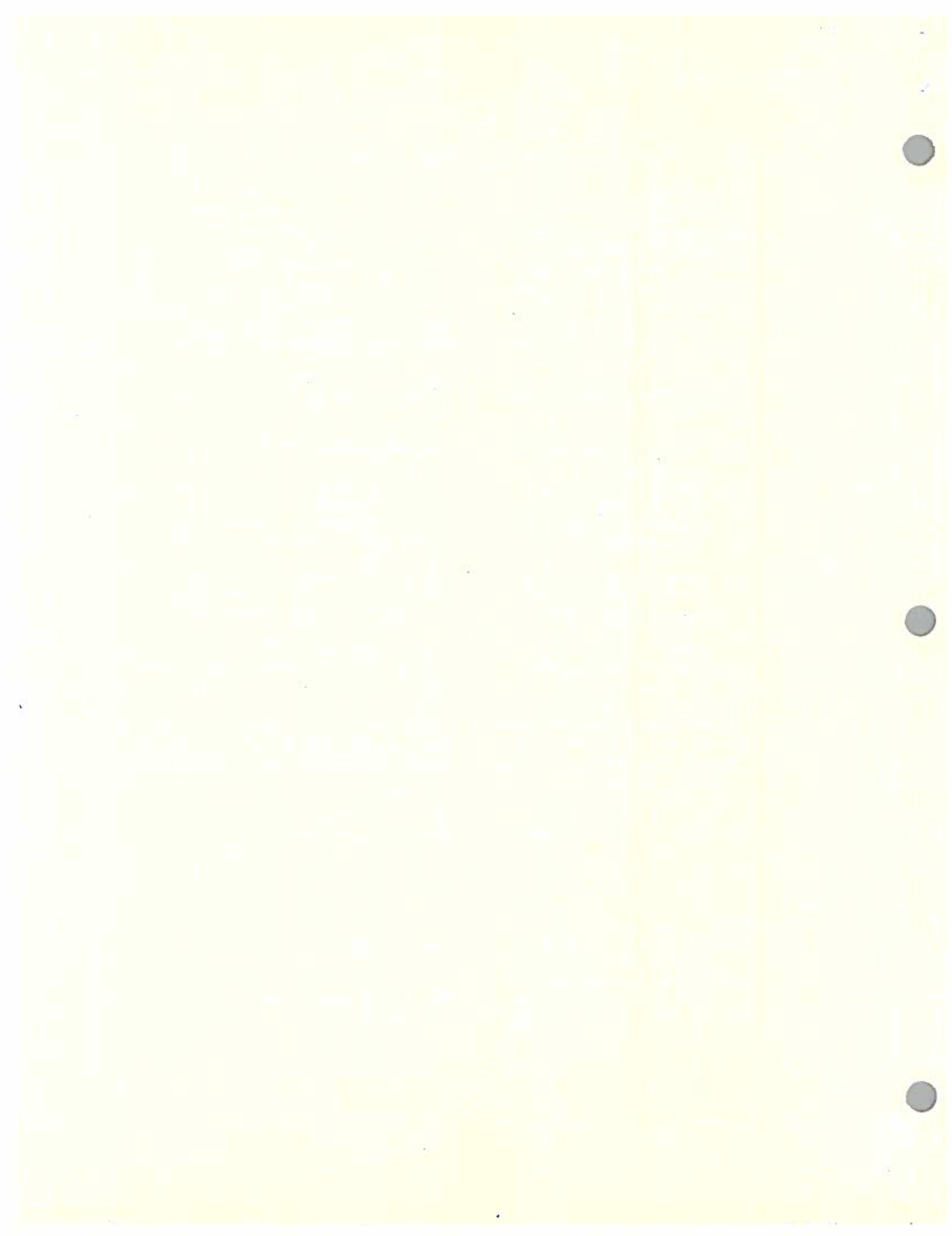
Decisions of the Undergraduate Committee may be appealed to the Vice President for Student Affairs. Decisions of the Graduate Committee may be appealed to the Chairperson of the Faculty Senate Committee on Graduate Studies.

I. Such items as may come before the Senate. (No motion introduced at this time may be acted upon until the next meeting of the Senate.)

rg

Attachments:

1. Revision of B.S. in Elementary Teacher Education
2. Revision of B.A. in Educational Studies
3. Report from the Library Committee
4. Committee Appointments from the Committee on Committees
5. Contract Form for Field Experience Program



COLLEGE: EDUCATION
 DEPARTMENT: EDUCATIONAL DEVELOPMENT
 DEGREE: BACHELOR OF SCIENCE IN EDUCATION
 MAJOR: ELEMENTARY TEACHER EDUCATION
 CONCENTRATION: ELEMENTARY EDUCATION (ETE/ELEM ED)

<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
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UNIVERSITY REQUIREMENTS

E 110 Critical Reading and Writing 3 X

MAJOR REQUIREMENTS

External to the College

Natural Science

GEO 113 Earth Science 4
 SC 101 Physical Science 4
 or
 SC 102 Physical Science 4
 B 103 General Biology 3
 B 113 General Biology Laboratory 1
 or
 B 207 Introductory Biology I 4

Mathematics

M 251 Mathematics for the Elementary School I 3
 M 252 Mathematics for the Elementary School II 3

Social Science

9
~~Six of the nine credits must be completed in either Economics, Political Science, Anthropology, Geography or History. Three credit hours may be completed in Psychology, Sociology or Philosophy.~~

English/Communication

3
 Three credits from either English or Communication.

Fine Arts

6
 Six credits from the Fine Arts to include courses in Art, Art History, Music or Theatre.

THIS SINGLE CHANGE IS TO BE MADE IN ALL THREE CONCENTRATION AREAS OF THIS MAJOR:

- ① ELEMENTARY EDUCATION (ETE/ELEM ED)
- ② SPECIAL EDUCATION AND ELEMENTARY EDUCATION (ETE/SPEC ED - EL ED)
- ③ SPECIAL EDUCATION (ETE/SPEC ED)

H 205 United States History - - - - 3 cr.

G102 Human Geography

or
 G120 World Regional Geography - - - - 3 cr.

2.5^{or} Economic
 G150 ~~Introductory~~ to Geography → OR G203 Cultural Geography
 Additional
 Three Credits in Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology, or Sociology.] - - - 3 cr.

Memorandum



March 10, 1986

TO: Chuck Marler, C.U.S.E.

FROM: Steve Thornton, Instructor EDD346 (Elementary Curric: Social Studies) *Steve*

SUBJECT: Social Science and History Requirements for ETE Majors

At present, as part of college requirements, all students are required to take at least nine credits in the social sciences (including history). I think it urgent that we specify which courses ETE students take. In particular I think that six credits (two courses) should be required for all ETE majors: History 205 (United States History - 17th, 18th, 19th centuries) and an introductory course in geography — one of G102 (Human Geography), G120 (World Regional Geography), G150 (Introduction to Geography).

I make this recommendation because many, perhaps most, students presently have inadequate command of the subject matters that form the core of the elementary school social studies curriculum. Many students find great difficulty with EDD 346 because of their inadequate subject matter knowledge — this is apparent from my own appraisal and from students who have expressed this concern to me. History and geography constitute the two major disciplinary foundations of elementary social studies.

Of course, there are many other social science and history courses that it would be desirable for ETE majors to take (e.g. economics, studies of non-Western cultures). Nevertheless, it is probably a good idea to allow the remaining three credits in social science requirements to be taken in an area of special interest to the students. I think H205 and an introductory geography course, however, constitute an irreducible minimum in terms of subject matter background.

in Anthropology, Economics, Geography, history, political science, psychology, or sociology — as is presently the case.

SJT/dm

cc: Dr. William Moody, Chair
C.U.S.E. Faculty Subcommittee

Barbara Hopkins, Director
Student Services

Passed: 4-8-86

W Marler

Chair, College of Education Committee
on Undergraduate Studies in Education

cf., 1985-86 Undergraduate Academic Programs + Policies Catalog, pp. 222, 223, & 224.

* Changes cleared with the Department of Geography and History. CWM/4-17-86
CONSERVE ENERGY SO ENERGY CAN SERVE YOU



COLLEGE: EDUCATION
 DEPARTMENT: EDUCATIONAL STUDIES
 DEGREE: BACHELOR OF ARTS IN EDUCATIONAL STUDIES
 MAJOR: EDUCATIONAL STUDIES (EDS)

<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
<u>Group C.</u> Empirically based study of human beings and their environment. Twelve credits representing at least two departments.	12	X	X	X	X
<u>Group D.</u> The study of natural phenomena through experimentation and analysis. A minimum of thirteen credits representing at least two departments including a minimum of one course with an associated laboratory.	13	X	X	X	X

Within the Department

EDS 147 Historical Foundations of Education†	3	X			
EDS 205 Psychological Foundations of Education†	3	X			
EDS 258 Sociological Foundations of Education†	3		X		
EDS 340 Philosophical Foundations of Education†	3			X	
EDS 365 Educational Measurement and Evaluation	3			X	
EDS 390 Instructional Strategies	3		X		
EDS 469 Research Project/Internship‡	3-9				X
EDS 475 Senior Seminar in Education‡	3				X
EDS 4xx Educational Studies courses	9-0			X	X

(A minimum grade of C must be earned in all courses required within the Department.)

ELECTIVES

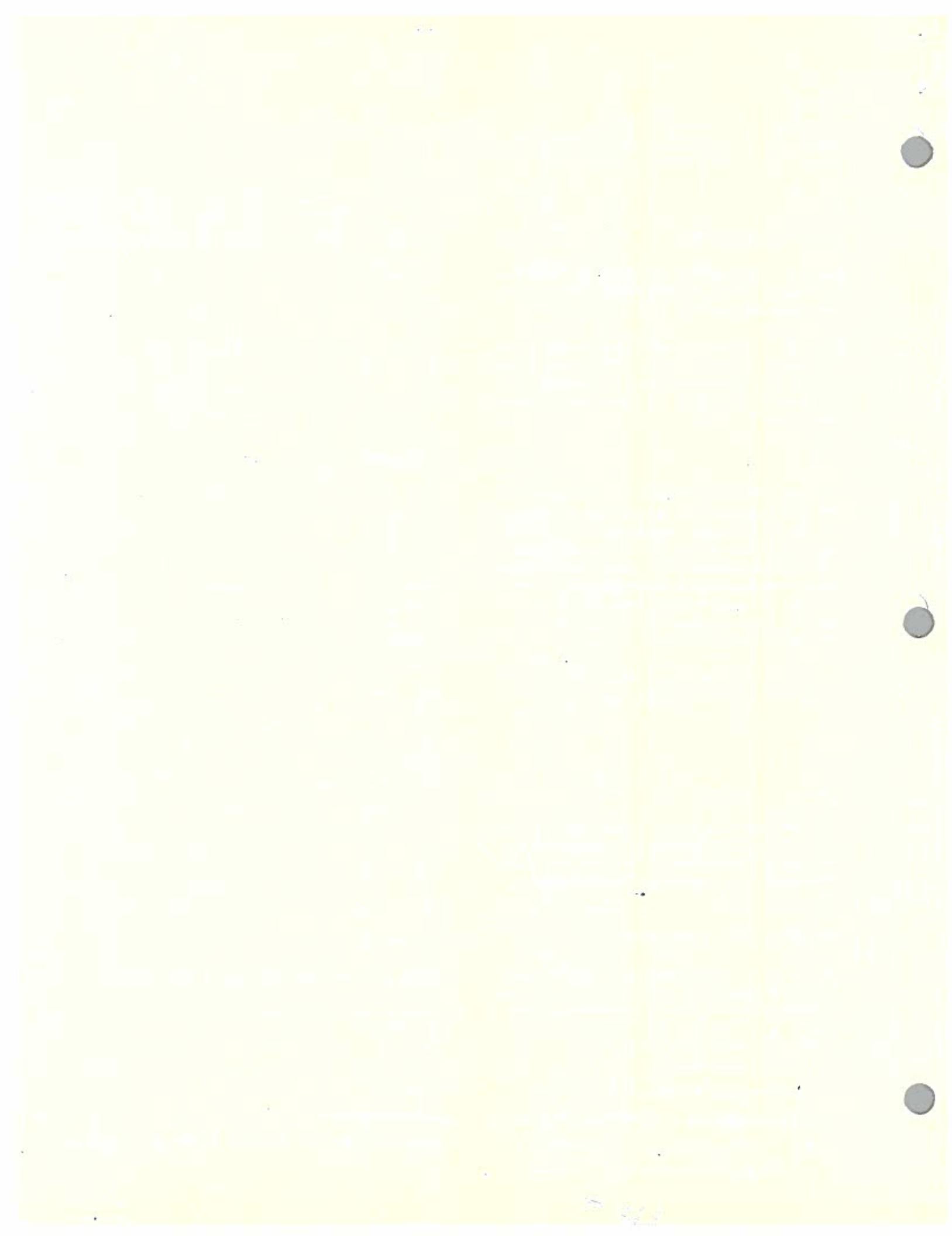
<u>Electives</u>	27-33	X	X	X
Elective course work must be approved. At least eighteen of these credits must consist of courses taken outside of the College of Education that contribute directly to the Educational Studies major.	21-39			

CREDITS TO TOTAL A MINIMUM OF ~~127~~ 124

*A course may be applied both towards the major requirement and a breadth requirement, but credits are counted only once towards the total credits for graduation.

See the next page for:

- 1) Notes on changes
- 2) A suggested revision of the "Within the Department" section
- 3) Two additions to "notes" at the end of the "Suggested Curriculum"
- 4) A paragraph for addition immediately before the "Suggested Curriculum" on p. 226 of the 1985-86 Undergraduate Academic Program & Policies Catalog.



BACHELOR OF ARTS IN EDUCATIONAL STUDIES

Suggested Changes

"Within the Department"

- EDS 209 has already been officially renumbered as EDS 301. (No other changes...)
- Replace EDS 365 (Educational Measurement and Evaluation, 3) with EDS 665 (Elementary Statistics, 3). Justification attached. As is the case with EDS 365, EDS 665 will commonly be taken in the junior year.
- Delete EDS 390 (Instructional Strategies, 3). Justification attached.
- The credit hours for EDS 469 (Research Project/Internship) should read "3-9". Justification: consistency with the 1985 Course Catalog.
- The credit hours for the last item in this section should be changed to "9" and the following notation should be added:

Either three additional EDS courses at the 400-level or above, or two such courses and one EDS Honors course at the 300-level or above.

"Electives"

~~29~~ (to reconcile other changes).

21-39

"Credits to total a minimum of . . . "

124 (to bring the Program requirements into line with all Arts and Science B.A. majors--and to fulfill the original intent of the Department prior to action by the Senate on the initial proposal).

Proposed Additions to Notes (at the end of the "suggested curriculum")

† Majors may substitute Department Committee approved EDS Honors courses for required Foundations courses. However, any Honors course taken to fulfill the additional upper division EDS course requirement may not also substitute for a Foundations course. Students taking this option are held accountable for basic literacy in the course(s) not taken and should consult with the Program coordinator for guidelines.

‡ Majors must have an overall g.p.a. of at least 2.25 to enroll in EDS 469 and EDS 475.

Proposed Paragraph for Addition Immediately before the "Suggested Curriculum" on Page 226 of the 1985-86 Undergraduate Academic Programs & Policies Catalog

TRANSFER STUDENTS

Students may transfer to the Department of Educational Studies from any other department in the University. An application form must be completed and submitted to the Coordinator of the Bachelor of Arts in Educational Studies Program, and an interview arranged. Minimum requirements for transfer include a cumulative grade point average of 2.5 in all courses and grades of no less than 2.0 in required EDS courses. Compliance with the minimum requirements does not guarantee acceptance for transfer.

EDUCATION
 EDUCATIONAL STUDIES
 BACHELOR OR ARTS IN EDUCATIONAL STUDIES
 EDUCATIONAL STUDIES (EDS)

PROPOSED REVISIONS, cont.
 2.

Proposed Revision of the "Within the Department" Section

Frsh Soph Junr Senr

Within the Department

EDS 147	Historical Foundations of Education †	3	X			
EDS 258	Sociological Foundations of Education †	3	X			
EDS 301	Psychological Foundations of Education †	3		X		
EDS 340	Philosophical Foundations of Education †	3			X	
EDS 665	Elementary Statistics	3			X	
EDS 469	Research Project/Internship ‡	3-9				X
EDS 475	Senior Seminar in Education ‡	3				X
EDS	Educational Studies courses	9			X	X

Either three additional EDS courses at the 400-level or above,
 or two such courses and one EDS Honors course at the 300-level
 or above.

(A minimum grade of "C-" must be earned in all courses
 required within the Department.)

Memorandum



April 16, 1986

TO: Professor Charles D. Marler
Chair, Committee on Undergraduate
Studies in Education

FROM: Daniel C. Neale

SUBJECT: EDS 390 Requirement

The rationale for dropping EDS 390, Instructional Strategies, as a required course in the BAES Program was as follows. EDS 390 was specifically designed for the Elementary Teacher Education Program to relate educational psychology to the elementary methods classes and to deal with the topic of classroom management in elementary teaching. While this content may be appropriate for some BAES students, many others are not focusing on elementary school teaching. Therefore, it appeared wise to make EDS 390 an option rather than a required course.

DCN:b1o



Memorandum



April 15, 1986

TO: Charles Marler, Chairman
College Undergraduate Studies Committee

FROM: Lou Mosberg, Acting Chairman *LM*
Department of Educational Studies

SUBJECT: Change in BAES Requirements

Some time ago the Department agreed to substitute EDS 665 "Elementary Statistics" for EDS 365 "Educational Measurement & Evaluation." The Department felt the overlap between the two courses did not warrant offering both courses and that EDS 665 was actually the more appropriate course for our BAES majors. A course deletion form for EDS 365 has been filed.

I would appreciate it if this change can be made effective as soon as possible.

LM:blo





Memorandum

FACULTY SENATE

April 21, 1986

TO: James R. Soles, President
University Faculty Senate

FROM: George Basalla, Chairperson *in Basalla*
Library Committee

SUBJECT: Photocopying in Morris Library

This is written in response to a resolution read by Senator John Morgan (March 14, 1986) concerning the quality of photocopying services in Morris Library.

The Library Committee met on April 7, 1986 to consider this resolution. After discussing the attached memorandum (dated March 21, 1986) from the Director of University Libraries on the matter, the Committee concluded that the quality of photocopying has suffered under the dual strains of Library renovation and overcrowding. Some unavoidable diminution of Library services are to be expected at a time when the Library's staff and physical facilities are being drastically relocated. The Committee felt that, despite these problems, the Library has made an heroic effort to maintain a high level of service for its patrons.

However, the Committee feels that the copying facilities in the Library are in need of improvement and believes that steps should be taken to insure that high-quality photocopying in the new, expanded Morris Library be given a high priority. Therefore, it has drafted a letter to Provost Campbell (attached) to that effect.

GB/wc
Attachments





University of Delaware

THE UNIVERSITY LIBRARY
OFFICE OF THE DIRECTOR
NEWARK, DELAWARE 19717-5267

(302) 451 2231

March 21, 1986

MEMORANDUM

TO: George Basalla
Chair, Faculty Senate Library Committee

FROM: Susan Brynteson *Susan Brynteson*
Director of Libraries

I am responding to the concerns of the Faculty Senate Library Committee and to the resolution introduced at the Faculty Senate on March 3, 1986, by Faculty Senator John Morgan concerning photocopying facilities in the Morris Library.

The library has been aware for some time that its photocopying facilities are inadequate, both its self-service copiers and its staffed Copy Center. The Morris Library has been greatly overcrowded for the past several years. A severe lack of space both for library users and library staff has been extremely visible. During this period of severe building constraints including space for staff, equipment, or electrical facilities, it has not been possible for the library to either add additional self-service copiers or to add to the facilities of the staffed Copy Center.

Initial Plans

Upon completion of the second phase of the library construction project, that is the renovation of the existing Morris Library building, the library expects to have the space to provide appropriate photocopying facilities. Plans have been in place from the day the initial construction plans were drawn to move the Copy Center to the main floor, and to expand services. Plans are also underway to increase the number of self-service machines in the completed building.

Temporary Location During Renovation

In late spring, the current staffed Copy Center containing one machine expected to be moved to a temporary location on the main floor, specifically within the Interlibrary Loan unit. Services will not be expanded at this point, but the temporary location will afford more visibility and accessibility in a newly renovated area.

George Basalla
Page Two
March 21, 1986

Facilities To Expand

With the end of the renovation, the Copy Center facilities are expected to be expanded to include a high-speed, heavy duty, state-of-the-art copier and additional staff. The new facility will be on the main floor in a new area devoted to Copy Center functions.

In addition, during the fall 1986 semester, other copying functions are expected to be available. At the same time the Copy Center is expanded, additional self-service machines are expected to be placed at multiple locations throughout the building. The nature of these machines is still under review; maintenance service is a high priority and there is presently no maintenance service commercially available so there is no easy solution.

SB/lar

xc: James Soles, President, Faculty Senate
Jack Levine, Library Faculty Senator
Sue Golden, Assistant Director of Libraries for Technical Services
and Automation
Paul Anderson, Head, Access Services Department

Memorandum



April 21, 1986

FACULTY SENATE

TO: L. Leon Campbell
Provost

FROM: George Basalla, Chairperson *George Basalla*
Library Committee

SUBJECT: Photocopying in Morris Library

At two of its meetings this past year the Faculty Senate Library Committee has discussed the quality of photocopying services in Morris Library. We understand that Library services must suffer to a degree when a major relocation of the Library's physical plant is taking place, and we appreciate the efforts made by the administration and staff at Morris to meet its patrons' needs under these trying conditions. While there is a general consensus that the present photocopying facilities in the Library are capable of considerable improvement, our concern is not with current photocopying facilities but with those which are appropriate and necessary in a new and expanded library.

Library photocopying is a service that touches a wide range of patrons — from the undergraduate duplicating material for a term paper to graduate students and faculty researchers working on their projects. Therefore, we are writing this letter to announce formally our support for any effort undertaken by the Library to improve the quality of its photocopying facilities. Our Committee wishes you to understand that photocopying is high on the list of its priorities and that students and faculty alike will benefit from any policy or budgetary action you are able to take that will insure that Morris Library is able to provide superior photocopy service to its patrons in the future.

GB/wc



COMMITTEE APPOINTMENTS FOR SENATE CONFIRMATION

BUDGET REVIEW, COMMITTEE ON

Chair: Araya Debessay

GRADUATE STUDIES, COMMITTEE ON

Chair: Leo Lemay

LIBRARY COMMITTEE

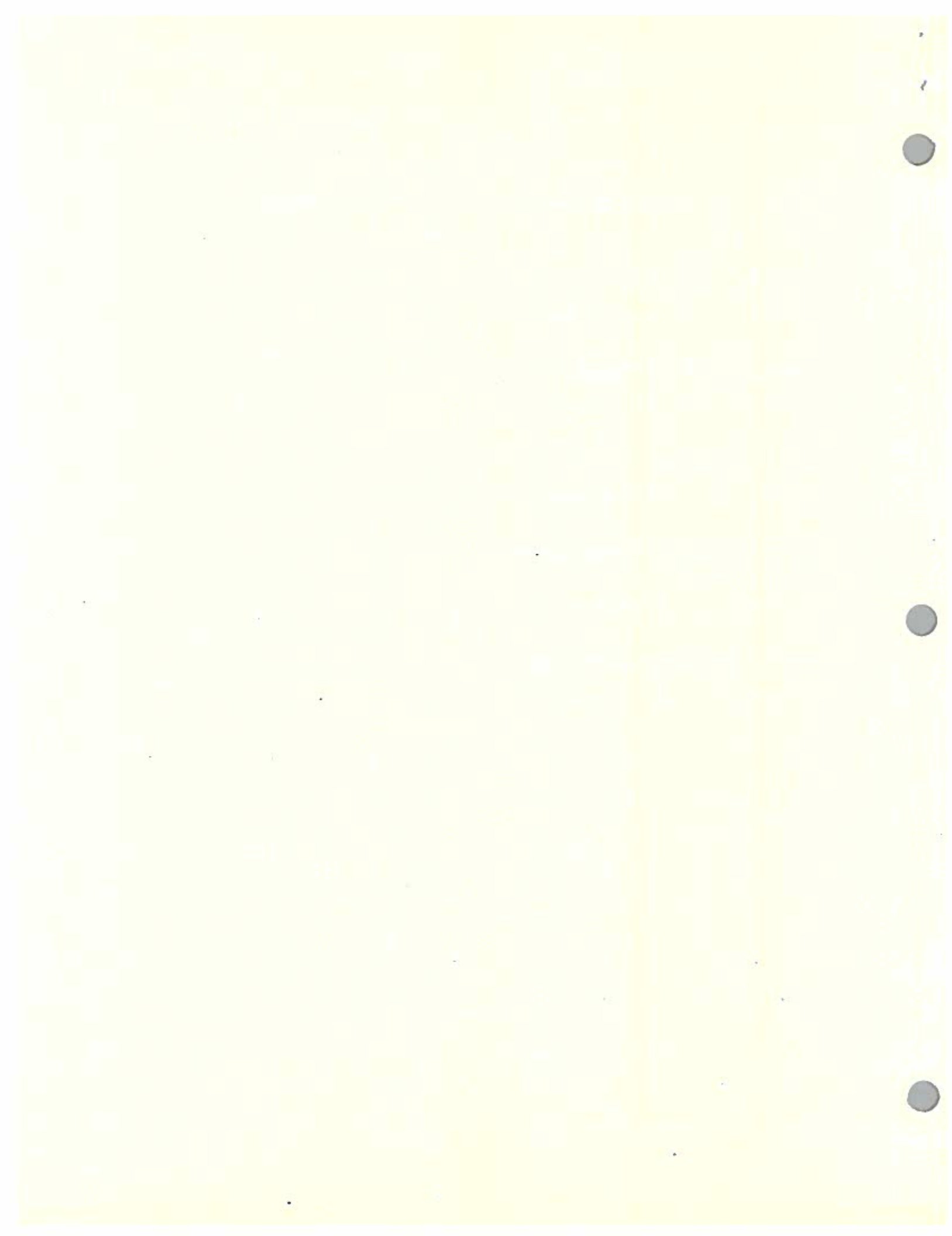
Member: Kieran Donaghy

RETIRING, RETIRED AND EMERITI FACULTY,
SUBCOMMITTEE ON

Member: Anne Clark

STUDENT AND FACULTY HONORS, COMMITTEE ON

Chair and member: Michael Rewa



College _____
Department _____

FIELD EXPERIENCE CONTRACT
UNIVERSITY OF DELAWARE

SECTION I - STUDENT IDENTIFICATION

Name _____ Social Security No. _____
Local Address _____ Telephone No. _____
Permanent Address _____ Classification _____

SECTION II - INTERNSHIP PLAN

Course Number and Title _____ Credits _____
Instructor Name _____ Grade Option: Graded _____ P/F _____

1. List objectives for field experience. _____

2. What methods will be utilized to accomplish these objectives? _____

3. How will these accomplishments be documented? _____

4. What evaluation criteria will be used? _____

SECTION III - INTERNSHIP DESCRIPTION/RESPONSIBILITIES

Student's Title _____ Supervisor Name/Title _____

Agency Name _____ Agency Phone _____

Agency Address _____

Dates of Assignment _____ to _____ Hours per week _____

Brief description of intern responsibilities _____

SECTION IV - ON-SITE SUPERVISOR'S RESPONSIBILITIES

SECTION V - FACULTY SPONSOR'S RESPONSIBILITIES

SECTION VI - SIGNATURES

Student _____ Date _____

Instructor _____ Date _____

Agency Supervisor _____ Date _____

Chair/Designee _____ Date _____

Students are responsible for the completion of this contract and its return to their Departmental Office by the ADD/DROP deadline.

Copies: Student - white, Instructor - gold, Chair - pink, Career Planning and Placement - green.