

UNIVERSITY FACULTY SENATE

SUMMARY OF AGENDA

February 2, 1987

- I. ADOPTION OF THE AGENDA
- II. APPROVAL OF THE MINUTES: December 1, 1986
- III. REMARKS BY PRESIDENT TRABANT and/or PROVOST CAMPBELL
- IV. ANNOUNCEMENTS
  1. Senate President Callahan
- V. OLD BUSINESS - none
- VI. NEW BUSINESS
  - A. Request for confirmation of COPE appointment
  - B. Recommendations altering the charges of various committees
  - C. Recommendation for permanent status of an M.A. degree in School Psychology and the Specialist Certificate in School Psychology
  - D. Recommendation for the disestablishment of the following graduate majors:
    - Applied Sciences/Climatology (Ph.D.)
    - Applied Sciences/Mathematics (MAS, Ph.D.)
    - Applied Sciences/Physics (MAS, Ph.D.)
    - Applied Sciences/Chemical Engineering (MAS, Ph.D.)
    - Applied Sciences/Civil Engineering (Ph.D.)
    - Applied Sciences/Electrical Engineering (MAS, Ph.D.)
    - Applied Sciences/Mechanical Engineering (MAS, Ph.D.)
    - Applied Sciences/Metallurgy (MAS, Ph.D.)

And recommendation for the establishment of Doctor of Philosophy programs in the following graduate majors:

Climatology  
Civil Engineering  
Electrical Engineering  
Mechanical Engineering

And recommendation for the establishment of Doctor of Philosophy and Master of Science programs in the graduate major of Materials (previously designated Metallurgy)

- E. Recommendation for the establishment of a course prefix
- F. Introduction of new business.



# University of Delaware

UNIVERSITY FACULTY SENATE  
301 HULLIHEN HALL  
NEWARK, DELAWARE 19716

(302) 451-2921

January 20, 1987

TO: All Faculty Members

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

*Thomas F. Merrill*

SUBJECT: Regular Faculty Senate Meeting, February 2, 1987

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, February 2, 1987 at 4:00 p.m. in room 110 Memorial Hall.

## AGENDA

- I. Adoption of the Agenda.
- II. Approval of the minutes of the Senate meeting of December 1, 1986.
- III. Remarks by President Trabant and/or Provost Campbell.
- IV. Announcements
  1. Senate President Callahan
- V. Old Business - none.
- VI. New Business
  - A. Request from the Provost for confirmation of an appointment to the Council on Program Evaluation (COPE).

RESOLVED, that the appointment of Professor Kenneth A. Lewis, Department of Economics, to replace Professor Zack Bowen on the Council on Program Evaluation, is hereby confirmed.
  - B. Resolutions from the Committee on Committees (A. DeHaven, Chairperson) altering the charges of the Committee on Undergraduate Admissions and Standing, the Committee on Undergraduate Studies, and the Committee on Undergraduate Records and Certification.

1. RESOLVED, that the charge to the Committee on Undergraduate Admissions and Standing as it appears in Section III, pages I-24 through I-25, of the Faculty Handbook be changed to read:

This committee shall recommend, for final determination by the faculty or its Senate, the undergraduate educational and academic admissions policies, and, in consultation with the Committee on Undergraduate Records and Certification, the policies of academic standing of undergraduates. The committee shall advise the Dean of Admissions and the University Registrar<sup>1</sup> in implementing these policies, and may from time to time sit with the staff which reviews individual applications for admission. This committee, in consultation with the Foreign Student Advisor, shall also advise on the admission of foreign students and shall seek to develop means for encouraging qualified foreign applicants. The committee shall additionally review and consider matters relating to foreign study arrangements for University undergraduates, and other off-campus study arrangements, as regards academic standing.

This committee shall consist of an appointee of the President; the Associate Provost for Instruction; the Dean of Admissions and the University Registrar as ex officio non-voting members; two undergraduate students; and a faculty member from each college enrolling undergraduate majors, one of whom shall be chairperson.

2. RESOLVED, that paragraph 3 in the charge to the Committee on Undergraduate Studies as it appears in Section III, page I-26 of the Faculty Handbook be changed to read:

This committee shall consist of an appointee of the Vice President for Academic Affairs; three faculty members from the College of Arts and Science (if feasible, one each from the areas of hard sciences, humanities, and social sciences)<sup>2</sup> and one faculty member from each other undergraduate college, of whom one shall be chairperson; one representative of the Committee on Graduate Studies, three undergraduate students; the University Registrar; the Dean of Counseling and Career Services<sup>3</sup>; and the Assistant Registrar for Scheduling and Registration<sup>4</sup>.

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<sup>1</sup>Formerly "Director of Records."

<sup>2</sup>Stipulation added.

<sup>3</sup>Formerly "Director of Student Counseling."

<sup>4</sup>Formerly "University Scheduling Officer."

3. RESOLVED, that paragraphs 2 and 3 in the charge to the Committee on Undergraduate Records and Certification as it appears in Section III, page I-25 of the Faculty Handbook be changed to read:

This committee shall consist of two faculty members, appointed for staggered two-year terms, one of whom shall serve as chair; an appointee of the Vice President for Academic Affairs; the University Registrar; and one designee of the Dean of each college enrolling undergraduate majors.

In dismissing a student for academic deficiency, the committee shall advise him/her of the right to petition for reinstatement and of the form and required content of such appeals. Petitions may be decided by subcommittees comprised of: the chairperson; the appointee of the Vice President for Academic Affairs; the University Registrar; and the designee(s) of the Dean(s) of the petitioning student's college(s). The committee shall, however, meet as a whole at least twice each academic year to discuss the decisions of such subcommittees, for the purpose of establishing and maintaining reasonable uniformity in the petition process.

- C. Recommendation from the Committee on Graduate Studies (L. Lemay, Chairperson), with the concurrence of the Coordinating Committee on Education (J. Crawford, Chairperson), for permanent status of the M.A. degree in School Psychology and the Specialist Certificate in School Psychology. (Attachment 1). [Provisional approval was given for four years in September 1981.]

RESOLVED, that the Faculty Senate approves the proposal that the program leading to the Master of Arts degree in School Psychology and the Specialist Certificate in School Psychology be granted permanent status.

- D. Recommendation from the Committee on Graduate Studies (L. Lemay, Chairperson), with the concurrence of the Coordinating Committee on Education, (J. Crawford, Chairperson), that a series of graduate majors in Applied Sciences be disestablished and a series of new graduate majors be established as replacement. (Attachment 2).

RESOLVED, that the Faculty Senate approves the disestablishment of the following graduate majors leading to the degrees shown:

Applied Sciences/Climatology (Ph.D.)  
Applied Sciences/Mathematics (MAS, Ph.D.)  
Applied Sciences/Physics (MAS, Ph.D.)  
Applied Sciences/Chemical Engineering (MAS, Ph.D.)  
Applied Sciences/Civil Engineering (Ph.D.)  
Applied Sciences/Electrical Engineering (MAS, Ph.D.)  
Applied Sciences/Mechanical Engineering (MAS, Ph.D.)

Applied Sciences/Metallurgy (MAS, Ph.D.)

and the establishment of Doctor of Philosophy programs in the following graduate majors:

Climatology  
Civil Engineering  
Electrical Engineering  
Mechanical Engineering

and the establishment of Doctor of Philosophy and Master of Science programs in the graduate major of Materials (previously designated Metallurgy).

The effective date of the change will be the date of Senate approval. Students enrolled in one of the Applied Sciences programs on that date will have a choice of fulfilling the requirements under either the old or new program.

- E. Recommendation from the Committee on Graduate Studies (L. Lemay, Chairperson) for the establishment of a course prefix. (Attachment 3).

RESOLVED, that the Faculty Senate approves the establishment of a course prefix (VS) that will be used to designate courses offered for students in the Vocational Studies graduate major. Only graduate-level courses will be so designated.

- F. 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.)

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Attachments: Committee Activity List

1. Review of Graduate Program for Permanent Status M.A. in School Psychology and Specialist Certificate in School Psychology
2. Disestablishment of graduate majors
3. Memo recommending the establishment of a course prefix

## COMMITTEE ACTIVITIES REPORT

### ACADEMIC COMPLAINTS, UNIVERSITY REVIEW COMMITTEE FOR (William Nichol)

No items currently before the committee.

### ADJUNCT ACADEMIC AFFAIRS, COMMITTEE ON (James Sills)

Committee has suspended meetings, pending review of its charge by the Committee on Committees.

### BEVERAGE ALCOHOL, COMMITTEE TO REGULATE THE USE OF (James Fischer)

No items currently before the committee.

### COMMITTEES, COMMITTEE ON (Anna L. De Haven)

1. Filling vacancies on standing committees of the Faculty Senate.
2. Reviewing all current committee charges.

### COMPUTER COMMITTEE (James Damewood)

Potential goals have been established and committee members are in the process of prioritizing said goals.

### CULTURAL ACTIVITIES AND PUBLIC EVENTS, COMMITTEE ON (Ronald Vukelich)

Reviewing request for funding from Visiting Scholars and Speakers Subcommittee.

### EDUCATIONAL INNOVATION AND PLANNING, COMMITTEE ON (Gary Laverty)

No items currently before the committee.

### RETIRING, RETIRED AND EMERITI FACULTY, SUBCOMMITTEE ON (Elizabeth Bohning)

At our meeting on January 12 we composed a letter to be sent to retired faculty members. In this letter we solicited their reactions to some of the benefits we have discussed with Vice President Carey, and we also asked them to let us know of any possible benefits they would like to have us work on.

### STUDENT LIFE, COMMITTEE ON (John Beer)

Discussing possible ways to lessen academic dishonesty by students.

### UNDERGRADUATE STUDIES, COMMITTEE ON (Charles Marler)

1. Discussing drop/add policies and implementation.
2. Discussing multicultural requirements.

VISITING SCHOLARS AND SPEAKERS SUBCOMMITTEE (Frank Dilley)

Requesting additional support from Committee on Cultural Activities and  
Public Events.

/wc



REPORT OF ASSOCIATE PROVOST FOR GRADUATE STUDIES

REVIEW OF GRADUATE PROGRAM FOR PERMANENT STATUS

M.A. IN SCHOOL PSYCHOLOGY

SPECIALIST CERTIFICATE IN SCHOOL PSYCHOLOGY

August, 1986

REPORT OF ASSOCIATE PROVOST FOR GRADUATE STUDIES

REVIEW OF GRADUATE PROGRAM FOR PERMANENT STATUS

M.A. IN SCHOOL PSYCHOLOGY

SPECIALIST CERTIFICATE IN SCHOOL PSYCHOLOGY

Introduction

At its meeting of September 14, 1981, the University Faculty Senate approved the proposal for an MA degree in School Psychology. This program requires earning two credentials. First, students complete a 30-hour Master of Arts degree in School Psychology (MA). Second, upon successful completion of the MA requirements, students are admitted to a 36-hour Educational Specialist curriculum which culminates with a 1,200 hour internship and a Specialist Certificate in School Psychology. Both the Master's degree and the Specialist Certificate are necessary to obtain state certification as a school psychologist.

Approval was on a provisional basis for four years. The first class was admitted in Fall, 1982. This report presents the review of this program to determine whether it should be retained in permanent status.

A comprehensive review of the operation of the program since its inception was prepared by the program faculty and this review has been distributed to members of the Senate Committee on Graduate Studies.

An external review panel of two persons was appointed by the Associate Provost for Graduate Studies. Panel members were selected from a list of candidates prepared by the program faculty and Dr. Wiggins, department chair, as well as a list of panelists maintained by the Council of Graduate Schools in the U.S. Panel members were:

Dr. Harriet Cobb  
Psychology Department  
James Madison University  
Harrisonburg, VA 22807

Dr. Richard J. Hess, Jr.  
Conestoga High School  
Berwyn, PA 19312

Panel members were provided before their arrival with copies of the internal report on operation of the program in its first years, as well as copies of University catalogs. The agenda for the panel visit is given on the next page.

### Panel Report

The panel report follows. The report recommends unambiguously that the program be given permanent status. Various recommendations are given on the third page of the panel report dealing with administrative matters and recommending the implementation of an Educational Specialist Degree in place of the certificate that follows the MA program. The report also notes that the development of a doctoral program (in School Psychology) is an appropriate goal.

The Committee on Graduate Studies may wish to consider the concept of new degrees in the Department of Educational Studies in the context of the 12 graduate majors and concentrations currently offered by the department. See the attached Supplement Sheet listing the various programs currently in place.

Finally, the panel report offers various recommendations associated with the curriculum. The report refers to these recommendations as "further refinement", and does not tie permanent status to the adoption of any of the recommendations.

RBM/dhs

GRADUATE PROGRAM REVIEW FOR PERMANENT STATUS

MA in School Psychology  
Specialist's Certificate in School Psychology

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Monday, May 19, 1986

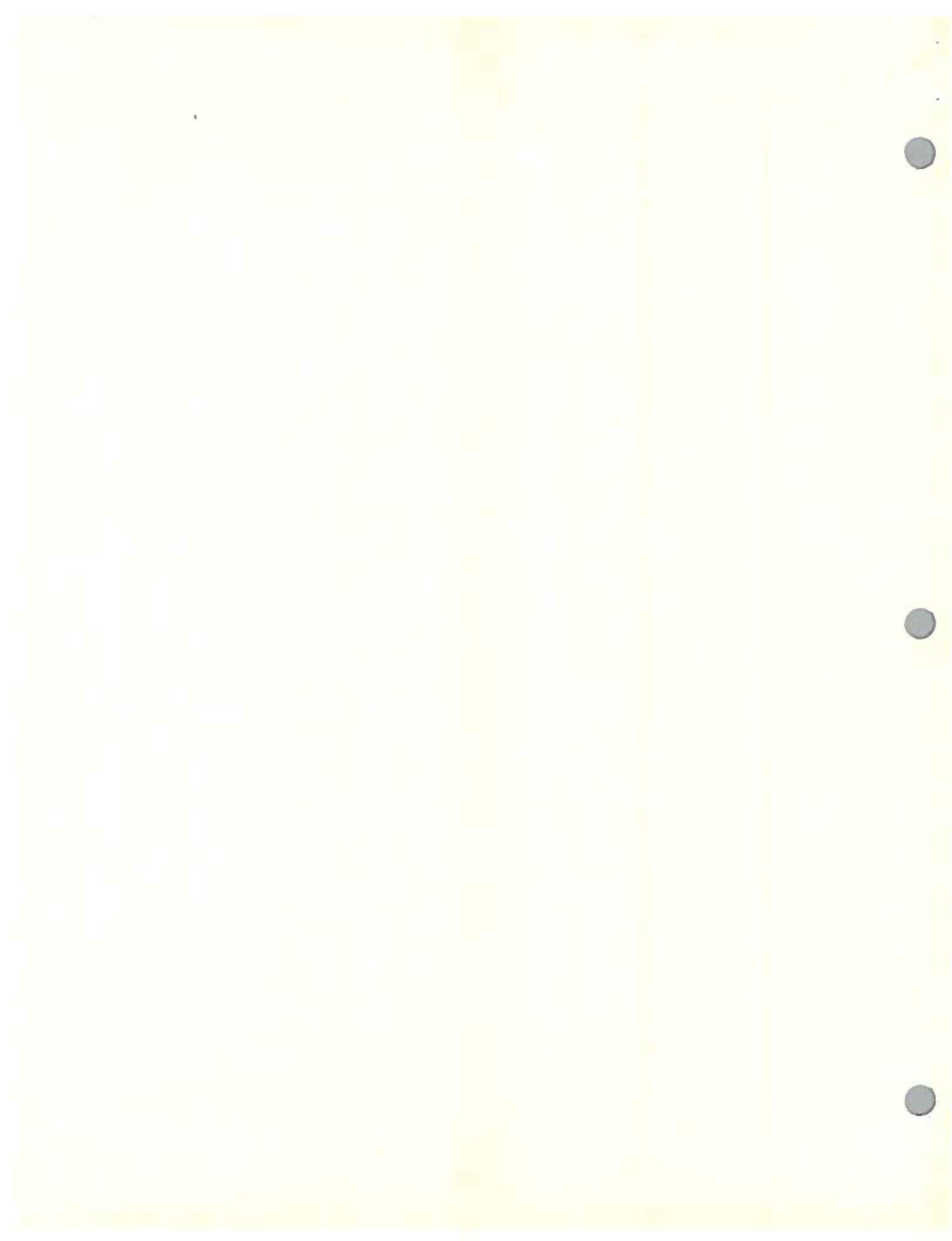
- 7:50AM Pick up review panel at Newark Travelodge registration desk (Richard Murray).
- 8:00 - 9:00 Breakfast, Read Room of Student Center. Charge to review panel, overview of program. Panel, Lou Mosberg, George Bear, Richard Murray.
- 9:15 - 10:30 Panel with George Bear, Hall Education Building
- 10:30 - 11:30 Panel with graduate students, 207 Hall Education Building.
- Noon - 1:30PM Lunch, Charter Room of Blue and Gold, panel with Bear, Linda Perosa (faculty), Dr. Ervin Marsh (State Supervisor of Certification and Personnel), and Dr. David Pearl (President, Delaware Association of School Psychologists).
- 1:45 - 2:30 Panel with Linda Perosa, 206 Hall Education Building.
- 2:30 - 3:30 Panel with Lou Mosberg, 221 Hall Education Building.
- 3:30 - 4:00 Panel with Dean Frank Murray, Dean's Office, Hall Education Building.
- 4:00 - 5:00 Panel with School Psychology Advisory Committee, 207 Hall Education Building.
- 5:00 Return panel to Travelodge (Bear).
- 6:45 Pick up panel at Travelodge (Bear).
- 7:00 Cocktails followed by dinner at 7:30, 121 and 122 Clayton Hall. Panel, Mosberg, Bear, Perosa three school psychologists on advisory committee (Janine Carello, David Jefferson, Katherine Carroll), Janet Hayden (student representative on advisory committee), Ed Kepka (intern in program), Patricia Uniatowski (alumna), Julius Meisel (faculty).

Tuesday, May 20

7:50AM Pick up panel at Travelodge (Richard Murray)

8:00 Exit interview, breakfast, Read Room of Student Center, meeting with Richard Murray and three members of Senate Committee on Graduate Studies.

9:30 Adjourn, return to airport, etc.



Evaluation Report:  
Program in School Psychology  
Department of Educational Studies  
University of Delaware

Panel Members: Harriet Cobb, Ed.D.  
Psychology Department  
James Madison University  
Harrisonburg, Virginia 22807

Richard J. Hess, Jr., Ed.D.  
Conestoga High School  
Berwyn, Pennsylvania 19312

This report is a summary of findings based on an on-site review of the School Psychology Program at the University of Delaware, conducted May 19, 1986.

Charge to the Panel: The panel was asked to determine whether the program in school psychology should be given permanent status by the University. If so, the panel was asked to consider whether any changes in program structure were indicated.

Procedures: Toward this effort, written documentation (including statements of program goals and descriptions relating to program organization and operation, course sequence and syllabi) were reviewed. Student work samples were briefly reviewed. In addition, faculty, administration, students, alumnae, the School Psychology Advisory Committee, the State

Supervisor of Certification and Personnel and the President of the Delaware Association of School Psychology were interviewed.

The panel referred to the National Association of School Psychologists (NASP) Standards for Training and Field Placement Programs in School Psychology (1984), the proposed Delaware Certification Standards (currently under legislative consideration), and the Summary Report of Accredited School Psychology Programs in PA (1986) in assessing the extent to which Delaware University's School Psychology Program meets current standards for training.

#### Findings

The panel found this young program overall to be of excellent quality. Support for the program was strong throughout the Department of Educational Studies as well as from the State Department and the field. It is the only graduate program in the state of Delaware organized specifically to train school psychologists. It therefore has the potential to meet the needs of the state for providing well trained professionals capable of meeting the psychological services needs of the public and private schools in the state.

There are several aspects of the program to be commended. The leadership and enthusiasm that Dr. George Bear brings to the program are necessary resources for stability and growth. His commitment to quality and his rapport with his colleagues, the professional community, and the students are impressive. His experience as a practitioner as well as his scholarly



productivity should contribute to the excellent reputation of the program and the university.

The availability of instructional resources throughout the department and the cooperation among the faculty are also seen as strengths. Of the faculty interviewed, within the department and across departments, all expressed enthusiastic support for the School Psychology program. Since the program depends upon drawing from a variety of disciplines, this cooperation will continue to be essential.

The quality of students was found to be very high, and reports from interns and graduates indicate that they perceive their preparation as excellent. Their professional orientation and wealth of knowledge confirm the picture of well prepared students. The students' descriptions of field experiences, including practicum and internship placements suggests appropriate supervision and depth of experience.

#### Recommendations

1. The panel strongly recommends that the School Psychology Program receive permanent status within the University.
2. It is important to recognize the demand for time and energy involved in administering a practitioner oriented program, and that appropriate support for these activities be given to the coordinator. The university has clearly recruited quality faculty and should make every effort to retain them in order to ensure stability of the program.
3. In order to ensure proper recognition of the program, it is recommended that the university pursue national

accreditation for the School Psychology Program. It is our opinion that the present program structure would meet or exceed most accepted standards of the profession for training.

4. It is recommended that the conferring of the Educational Specialist Degree be explored to more formally acknowledge this 66 graduate hour level of training.
5. Within the department, there was support for the development of a doctoral program. The panel finds this an appropriate goal, given the national trend toward this level of training in school psychology. The panel foresees a need for the School Psychology Program, the department, and the College of Education to understand the similarities and differences between a practitioner oriented focus and a research oriented focus at the doctoral level to allow the integration of departmental and program goals.
6. The panel strongly recommends the development of a multidisciplinary clinic for the purpose of training school psychology students as well as those from other programs. This would provide the students with the type of intensive supervised practice that is encouraged by the training standards of the profession. It would also model the kind of interdisciplinary cooperation mandated by law in professional practice.
7. It is recommended that the program continue to identify sources of financial support for students in the program. These may include research or teaching assistantships as

well as paid internships. This effort is particularly important to students who are considering making a three year commitment to graduate study in a nondoctoral program.

#### Recommendations Related to Curriculum

The panel found the curriculum to be generally well-integrated and appropriately sequenced. We would recommend that the curriculum be examined in the following areas for further refinement. (Although these recommendations may reduce the number of credit hours available for elective courses, we believe they are consistent with the most current trends in training.)

1. Increase emphasis on the development of consultation skills. The newly added course in Consultation is a positive effort in this direction.
2. Consider the inclusion of an applied research project associated with the Ed.S. degree.
3. Expand the development of counseling skills in students to include basic interviewing/listening skills as well as theory and practice applied to child and adolescent populations, e.g., play therapy, bibliotherapy, group counseling, suicide/crisis intervention, working with children of divorce, etc.
4. Review the curriculum for places to include human learning theory and biological and social bases of behavior. (These areas are explicitly named in the NASP standards.)
5. Examine the assessment sequence to eliminate areas of redundancy and to include new developments in the field related to adaptive behavior, vocationally-oriented

assessment, assessment of lower incidence and pre-school populations, and assessment from a neuropsychological perspective.

6. Continue to carefully choose practicum and intern supervisors to ensure the quality of the student's field experiences.
7. Continue to periodically assess whether program goals and objectives are being met, using a variety of evaluation procedures. The panel suggests employing evaluation by students at various levels of advancement through the program as well as evaluation by field supervisors based on their observation of skills exhibited by student interns from the Delaware School Psychology Program.

It is further suggested that the university recognize the role of graduate program leadership in providing ongoing in-service training and continuing education. Practitioners in the field often lose touch with developments in research and technological advances in the discipline. Recent legislative and judicial actions in special education and basic education have mandated adjustments to provision of psychological services in the schools. Psychologists in the field expect training programs to provide leadership and instruction in keeping skills and practices up-to-date. This important service can be recognized by the University by providing adequate faculty (and/or adjunct faculty) training and organizational support is important to the

School Psychology Program at Delaware, since it is the only training program in the state.

Finally, we would like to express our appreciation for the cooperation of the faculty, staff, students and others who contributed time and energy to this evaluation. Their hospitality and helpfulness certainly made our task easier.

**1987  
SUPPLEMENT SHEET  
EDUCATION (ED)  
PLEASE CHECK PREFERRED MAJOR PROGRAM OF GRADUATE STUDY**

**Department of Educational Development**

Major/Concentration

- 082 Education/College Counseling (MEd)
- 369 Education/Curriculum and Instruction (MEd, PhD)
- 309 Education/Economics Education (MI)
- 353 Education/Educational Leadership (MEd)
- 224 Education/Instruction (MI)
- 197 Education/Occupational Teacher Education (MS)
- 114 Education/Secondary Education (MEd)
- 219 Educational Leadership (EdD)

**Department of Educational Studies**

Major/Concentration

- 305 Agency Counseling (MC)
- 308 Education/School Counseling (MEd)
- 348 Education/Exceptional Children (MEd)
- 366 Education/Cognition and Instruction (PhD)
- 312 Education/Computer Based Education (MA)
- 257 Education/Educational History (MA)
- 258 Education/Educational Philosophy (MA)
- 265 Education/Educational Psychology (MA)
- 259 Education/Educational Sociology (MA)
- 367 Education/Applied Human Development (MA, PhD)
- 260 Education/Research and Evaluation (MA, PhD)
- 314 School Psychology (MA)

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APPLICANT'S NAME

(last)

(first)

(middle)

# Memorandum



September 5, 1986

MEMO TO: R. Murray, Director  
Office of Graduate Studies

FROM: Victor Martuza, Chair *VM*  
Educational Studies

SUBJECT: EDS Response to the School Psychology Evaluation Report

Enclosed is our response to the recommendation made by the external evaluation team. Call me if you have any questions about it.

VM:cc

Enclosure

RECEIVED

SEP 8 1986

GRADUATE OFFICE



RESPONSE TO EXTERNAL EVALUATION OF SCHOOL PSYCHOLOGY PROGRAM  
DEPARTMENT OF EDUCATIONAL STUDIES

The Department of Educational Studies is very pleased with the positive evaluation presented by the School Psychology Program Evaluation Team. We believe that the evaluation report reflects an accurate view of the many strengths of the program and strongly agree that the program merits permanent status. Likewise, recommendations in the report are realistic and for the most part coincide with recommendations that have been made by other recent reviewers (e.g.: NASP, 1983; NASTEC, 1985; School Psychology Advisory Committee, 1985).

Responses to the recommendations contained within the report follow:

1. Permanent status.

The Department strongly supports this recommendation.

2. Recognition of the time required of faculty in administering a practitioner oriented program.

The Department has reduced the College and University committee assignments of those individuals responsible for the coordination of practitioner oriented programs.

3. National accreditation.

Although the school psychology program is NASTEC approved, we have not sought the more widely recognized NCATE/NASP accreditation because NCATE will not accredit separate programs. NCATE requires the accreditation of all teacher training programs within a University. Thus, in order to receive NCATE/NASP accreditation, other University programs would need to seek NCATE/NASP approval. The Department is presently exploring the possibility of accreditation by the American Psychological Association.

4. Educational Specialist Degree.

The University does not offer an Ed.S. degree in any area of study. We agree that the 36 hours of required coursework beyond the Master's degree should receive formal acknowledgement and are therefore studying the feasibility of establishing an Ed.D. program in Educational Leadership for those school psychology students who continue beyond the Master's degree but are not enrolled in the Ph.d. program in Educational Studies.

5. Recognize similarities and differences between a practitioner oriented focus and a research oriented focus at the doctoral level.

A research oriented specialization in school psychology has been included in the recently revised Ph.D. program in Applied Human Development and curriculum adaptations are now being made to accommodate such specialization. School



psychology faculty and the School Psychology Advisory Committee are in the process of developing recommendations that pertain to the issue of practitioner-researcher focus. As noted above, an alternative that is being investigated is the granting of a practitioner oriented Ed.D. degree in Educational Leadership and a research oriented Ph.D. degree in Educational Studies.

6. Multidisciplinary clinic.

A clinic for college students with learning disabilities was established in the College of Education this fall. The Department is exploring limited usage of this clinic for the training of school psychologists. However, we believe that the present training arrangements in which students are trained in nearby schools under the close supervision of practicing school psychologists satisfies training standards in the profession and we plan to continue to emphasize this form of practicum training.

7. Financial support for students.

The Department provides adequate support for its school psychology students. Of the nine full-time students, two receive 20-hour assistantships (including one minority fellowship and one research fellowship), three receive tuition remission, and three receive internship stipends of \$12,000-\$13,000. The five part-time students in the program do not receive financial support.

Responses to Recommendations Related to Curriculum.

1. Increase emphasis on consultation skills.

A new course "Consultation and Intervention" has been added to the required curriculum. In addition, consultation skills will be emphasized in the required practica and internship.

2. Inclusion of applied research project with the Ed.S. degree.

As noted in response to item #5 above, an Ed.S. degree is not recommended by the department at this time.

3. Expand counseling skills.

The newly revised course "Counseling and Interviewing" reflects the recommendations of the evaluation team. Also, students are strongly encouraged to take an additional course in counseling as an elective.

4. Review the curriculum for places to include additional subject areas.

The Department believes that human learning theory is adequately covered in two existing courses: "Techniques of Behavior Change" and "Seminar in Human Development". Two courses cover the social bases of behavior: "Introduction to School Psychology" and the new course "Consultation and

Intervention." The biological bases of behavior is not adequately covered in existing courses. We are considering the addition of this topic as part of the required course "Childhood Psychopathology" or the offering of a new course "Neuropsychology in the Schools."

5. Examine the assessment sequence to eliminate areas of redundancy and to include new developments in the field.

Instructors of the three required assessment courses are examining their course content in response to this recommendation. In addition, new courses on the assessment of lower incidence and preschool populations and the assessment from a neuropsychological perspective are being considered. Another alternative that is being explored is the incorporation of these topics into existing assessment and practicum courses.

6. Continue to carefully choose practicum and intern supervisors.

The program agrees with this recommendation.

7. Continue to periodically assess whether program goals and objectives are being met.

The Department agrees with this recommendation and will continue to seek student evaluations of courses and program goals. In addition, the school psychology program faculty will develop an evaluation form to be used by on-site field supervisors in the evaluation of training provided to students.

8. Recognize the role of graduate program leadership in providing ongoing inservice training and continuing education.

The Department presently offers one course annually that is specifically designed for school psychologists in the field. Additionally, school psychology faculty will continue to present papers and workshops for school psychologists in the field.



OFFICE OF GRADUATE STUDIES  
234 HULLIHEN HALL  
NEWARK, DELAWARE 19716

(302) 451-2129

August 26, 1986

M E M O R A N D U M

To : Senate Committee on Graduate Studies

From: Richard B. Murray  
Associate Provost for RBM  
Graduate Studies

Re : Applied Sciences Programs

Applied Sciences was initiated at the University in 1959 at a time when our graduate and research activities were on a much smaller scale than today. Applied Sciences was begun as an umbrella program for offering the Ph.D. in various engineering disciplines. Today the Ph.D. in Climatology, Civil Engineering, Electrical Engineering, Mechanical Engineering, and Materials and Metallurgy is available only through Applied Sciences.

Several meetings have been held with representatives of the departments involved, and there is a consensus that the time has come to do away with Applied Sciences in its present form and to offer the various degree programs through the individual academic units. The changes proposed are outlined in the attached letter of December 4, 1985.

Action required at the present time is the following:

- a) Disestablish the following graduate majors (degrees shown in parentheses):
  - Applied Sciences/Climatology (Ph.D.)
  - Applied Sciences/Mathematics (MAS, Ph.D.)
  - Applied Sciences/Physics (MAS, Ph.D.)
  - Applied Sciences/Chemical Eng. (MAS, Ph.D.)
  - Applied Sciences/Civil Eng. (MAS, Ph.D.)
  - Applied Sciences/Electrical Eng. (MAS, Ph.D.)
  - Applied Sciences/Mechanical Eng. (MAS, Ph.D.)
  - Applied Sciences/Metallurgy (MAS, Ph.D.)

- b) Establish new graduate majors:
- |                        |             |
|------------------------|-------------|
| Climatology            | (Ph.D.)     |
| Civil Engineering      | (Ph.D.)     |
| Electrical Engineering | (Ph.D.)     |
| Mechanical Engineering | (Ph.D.)     |
| Materials              | (MS, Ph.D.) |

The effective date of the change will be the date of Senate approval. Students enrolled in one of the Applied Sciences programs on that date will have a choice of fulfilling the requirements under either the old or new program.

In connection with the establishment of new graduate majors:

Climatology was approved for permanent status by the Graduate Committee on June 27, 1986, as a program to be offered by the Geography Department, no longer under Applied Sciences. No changes in the Graduate Program Policy Statement were necessary.

Mechanical Engineering wishes to keep the requirements for the Ph.D. currently in their Graduate Program Policy Statement

Civil Engineering, Electrical Engineering, and Materials have submitted revised Graduate Program Policy Statements for approval by the Graduate Committee

The final aspect of this restructuring will be the development of a new, interdisciplinary major called Applied Sciences that will involve the various engineering and science departments. (Note that we do not have a major of Applied Sciences now. Majors are currently designated Applied Science/Electrical Engineering, etc.). This major will be developed by a faculty committee in the Fall of 1986.

RBM/dhs

# Memorandum



RECEIVED

NOV 26 1986

GRADUATE OFFICE

November 24, 1986

TO: Dr. Richard Murray, Associate Provost  
Graduate Programs

FROM: Hester R. Stewart, Coordinator  
Vocational Studies Graduate Program

The Faculty Governing Committee for the M.S. in Vocational Studies is beginning to develop appropriate courses, such as Seminar and Field Experiences, and will need a prefix and number for registration for those courses. This is to request the prefix, VS, which can be used in two ways: 1) for new courses as mentioned and 2) for crosslisting of some courses which have the content appropriate to vocational studies, yet which enhance the transcript with the preceding VS. Of course any crosslisting will be pending the approval of the appropriate department and the University graduate committee.

cc Faculty Governing Committee



