

UNIVERSITY FACULTY SENATE

SUMMARY OF AGENDA

May 3, 1993

I. ADOPTION OF THE AGENDA

II. APPROVAL OF THE MINUTES: April 5, 1993

III. REMARKS BY UNIVERSITY PROVOST PIPES and/or VICE PROVOST ANDERSEN

IV. ANNOUNCEMENTS: Senate President Lomax

ANNOUNCEMENTS FOR CHALLENGE

1. Revision of the M.S. in Operations Research
2. Revision of the M.S. in Life Span Development (Department of Individual and Family Studies)
3. Retitling of graduate degrees in the Department of Chemistry and Biochemistry (M.A., M.S. and Ph.D. in Chemistry and Biochemistry) and change of course requirements in five existing concentrations
4. Revision of the B.S. in Human Resources:
 - a. Apparel Design
 - b. Textiles and Clothing: Merchandising

V. OLD BUSINESS

- A. Resolution, introduced by Dean Frank Murray at the April 5, 1993 Faculty Senate meeting, on the establishment of an A+ grade
- B. Recommendation on a Statement of Responsibility for the University of Delaware
- C. Resolution, submitted by Senator M. Shapiro, DUSC, to alter the charge to the Committee on Committees and Nominations

VI. NEW BUSINESS

- A. Election of Senate officers and certain committee members and chairs
- B. Request for confirmation of committee appointments
- C. Recommendation for the reorganization of the College of Nursing
- D. Recommendation for permanent status of the Master of Arts in Liberal Studies (MALS) Program

- E. Recommendation for provisional approval of a new major in Physical Education leading to the B.S. in Athletic Training
- F. Recommendation for the establishment of a new Honors Degree leading to the Honors B.S. in Athletic Training
- G. Recommendation for approval of a policy for the use of videotaped courses
- H. Recommendation for permanent status of the B.S. degree in Human Resources with a major in Hotel, Restaurant and Institutional Management
- I. Introduction of new business



University of Delaware

UNIVERSITY FACULTY SENATE
219 MCDOWELL HALL
NEWARK, DELAWARE 19716

(302) 451-2921
(302) 451-2922

April 21, 1993

TO: All Faculty Members

FROM: David G. Sperry, Vice President
University Faculty Senate

SUBJECT: Regular Faculty Senate Meeting, May 3, 1993

A handwritten signature in black ink, appearing to read "David G. Sperry", written over the "FROM:" line.

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, May 3, 1993 at 4:00 p.m. in room 110 Memorial Hall. The agenda will be as follows:

AGENDA

- I. Adoption of the Agenda.
- II. Approval of the minutes of the Senate meeting of April 5, 1993.
- III. Remarks by University Provost Pipes and/or Vice Provost Andersen.
- IV. Announcements: Senate President Lomax
Announcements for Challenge
 1. Revision of the M.S. in Operations Research (Attachment 1)
 2. Revision of the M.S. in Life Span Development (Department of Individual and Family Studies): retitle degree "M.S. in Individual and Family Studies;" recognize specializations in Applied Family Studies, Early Childhood Development and Education, and Gerontology; revise curriculum (Attachment 2)
 3. Retitling of graduate degrees in the Department of Chemistry and Biochemistry (M.A., M.S. and Ph.D. in Chemistry and Biochemistry) and change of course requirements in five existing concentrations (Attachment 3)
 4. Revision of the B.S. in Human Resources: (Attachment 4)
 - a. Apparel Design
 - b. Textiles and Clothing: Merchandising

V. Old Business

- A. Resolution, introduced by Dean Frank Murray at the April 5, 1993 Faculty Senate meeting, on the establishment of an A+ grade.

RESOLVED, that a grade of A+, with the weighted numerical value of 4.33, be established effective September 1993, and be it further

RESOLVED, that the GPI will be calculated, as it is now, on the weighted numerical values of each letter grade with the restriction that GPIs' greater than 4.0 will be rounded down to 4.0, and be it further

RESOLVED, that all other policies and procedures regarding the +/- grading system will remain in place.

- B. Recommendation from the Faculty Senate Executive Committee on a Statement of Responsibility for the University of Delaware.

WHEREAS, the University does not have a concise statement that communicates ideals to which the community should aspire, and

WHEREAS, the University Faculty Senate is interested in the campus community as it influences the learning and social growth of individuals, and

WHEREAS, the University Faculty Senate at its November 2, 1992 meeting approved the preparation of a Statement expressing our collective aspirations for respect, responsibility, and community, and

WHEREAS, the Statement of Responsibility was finalized with the assistance of an invited representative committee on March 22, 1993, be it therefore

RESOLVED, that the following version of the Statement of Responsibility be approved:

STATEMENT OF RESPONSIBILITY

The University of Delaware community values both personal and academic freedom. All members of the campus community have the personal responsibility to promote an atmosphere of civility in which the free exchange of ideas and opinions can flourish. We do so by learning from individual and collective differences and respecting every human being.

- C. Resolution, submitted by M. Shapiro, DUSC, to alter the charge to the Committee on Committees and Nominations. [This is a revision of the resolution returned to DUSC at the April 5, 1993 Senate meeting.]

WHEREAS, the Faculty Senate deals with issues directly affecting the student body of the University of Delaware, and

WHEREAS, the perspective of informed and experienced students participating in the policy-making process of the subcommittees, task forces, and study panels of the Faculty Senate which deal directly with student issues may enhance and strengthen the decisions made by these groups, and

WHEREAS, the purpose of certain committees is to deal predominantly or fully with issues pertaining to student life, and

WHEREAS, the purpose of these committees warrants the equal representation of faculty and student members, be it therefore

RESOLVED, that the first paragraph of the charge to the Committee on Committees and Nominations, as it appears in the Faculty Handbook, Section I, page I-14, be changed to read as follows: [Added text is in bold type.] "It is authorized directly to constitute on an interim basis such subcommittees, task forces, or study panels as may be requested by faculty committees to help carry out their work, in each case promptly recording through faculty or Senate minutes the membership and charges of such subgroups. **Such subgroups which directly concern themselves with issues falling under the jurisdiction of the Division of Student Life shall consist of an equal number of faculty and student members.**"

VI. New Business

- A. Election of Senate officers, two members of the Committee on Committees and Nominations, and one member of the Rules Committee. [Note: A slate of nominees prepared by the Committee on Committees and Nominations, (D. Smith, Chairperson), is presented in Attachment 5. Biographies of the nominees are presented in Attachment 6. Senators are reminded that additional nominations may be made from the floor and that senators making such nominations are responsible for determining that a nominee would serve if elected.]
- B. Request from the Committee on Committees and Nominations (D. Smith, Chairperson), for Senate confirmation of committee appointments. (Attachment 7)

RESOLVED, that the appointments to Senate committees and the appointments of Senate committee chairpersons, as presented in Attachment 7 of this Agenda, are hereby confirmed.

C. Recommendation from the Coordinating Committee on Education (B. Scott, Chairperson), for the reorganization of the College of Nursing. (Attachment 8)

WHEREAS, programmatic changes in the nursing curricula have been approved, and

WHEREAS, the current separation of faculty into undergraduate and graduate departments seems less efficient, and

WHEREAS, the faculty and administration of the College of Nursing have developed a new plan for organizational structure, and

WHEREAS, the Coordinating Committee on Education held an Open Hearing on the Reorganization of the College of Nursing on April 7, 1993, be it therefore

RESOLVED, that effective July 1, 1993, the existing Departments of Advanced Nursing Science and Nursing Science are dissolved and that the College of Nursing will have a department called "Department of Nursing" and a "Division of Special Programs."

D. Recommendation from the Committee on Graduate Studies (R. Dalrymple, Chairperson '91-'92) with the concurrence of the Coordinating Committee on Education (B. Scott, Chairperson), for the permanent status of the Master of Arts in Liberal Studies (MALS) Program. (Attachment 9)

WHEREAS, the MALS Program was provisionally approved on November 3, 1986, and

WHEREAS, at the end of the provisional period an external review team recommended that the MALS Program be given permanent status, be it therefore

RESOLVED, that, effective immediately, the Master of Arts in Liberal Studies (MALS) Program be granted permanent status.

E. Recommendation from the Committee on Undergraduate Studies (M. Keefe, Chairperson), with the concurrence of the Coordinating Committee on Education (B. Scott, Chairperson), for provisional approval of a new major in Physical Education leading to the B.S. in Athletic Training. (Attachment 10)

RESOLVED, that the Faculty Senate approves provisionally, for four years, the establishment of a new major in Physical Education leading to the B.S. in Athletic Training, effective September 1, 1993.

- F. Recommendation from the Committee on Undergraduate Studies (M. Keefe, Chairperson), with the concurrence of the Coordinating Committee on Education (B. Scott, Chairperson), for the establishment of a new Honors Degree leading to the Honors B.S. in Athletic Training. (Attachment 11)

RESOLVED, that the Faculty Senate approves the establishment of a new Honors Degree leading to the Honors B.S. in Athletic Training, effective September 1, 1993.

- G. Recommendation from the Coordinating Committee on Education (B. Scott, Chairperson), for approval of a policy for the use of videotaped courses. (Attachment 12)

WHEREAS, the presentation and availability of courses via videotape can be effective for selected learning situations, and

WHEREAS, existing guidelines and policies in the Faculty Handbook emphasize production and development of videotape (and other techniques of) instruction, be it therefore

RESOLVED, that the attached policy entitled "Policy for the Use of Videotaped Courses, University of Delaware" be approved effective immediately, and be it further

RESOLVED, that the above policy be added to the Faculty Handbook, Section II, Conduct of the Academic Program, Article II, Selected Academic Policy Statements, as a new number 8 (with appropriate renumbering of subsequent policies), and be it further

RESOLVED, that the title for existing number 17c., "Audiovisual Policy" be change to "Policy on Audiovisual Works."

- H. Recommendation from the Committee on Undergraduate Studies (M. Keefe, Chairperson), with the concurrence of the Coordinating Committee on Education (B. Scott, Chairperson), for permanent status of the B.S. degree in Human Resources with a major in Hotel, Restaurant and Institutional Management. (Attachment 13)

WHEREAS, the Bachelor of Science degree in Human Resources with a major in Hotel, Restaurant and Institutional Management was provisionally approved on May 4, 1987, and

WHEREAS, at the end of the provisional period an external review team recommended that the major in Hotel, Restaurant and Institutional Management be given permanent status, be it therefore

RESOLVED, that, effective immediately, the Bachelor of Science degree in Human Resources with a major in Hotel, Restaurant and Institutional Management be granted permanent status.

- I. Such items as may come before the Senate. (No motion introduced under new business, except a motion to refer to committee, shall be acted upon until the next meeting of the Senate.)

DS/rg

Attachments: Committee Activities Report

1. Revision of the M.S. in Operations Research
2. Revision of the M.S. in Life Span Development
3. Graduate degrees in Chemistry and Biochemistry
4. Revision of the B.S. in Human Resources
5. Slate of nominees
6. Biographies of nominees
7. Committee appointments
8. Reorganization of the College of Nursing
9. Master of Arts in Liberal Studies Program
10. B.S. in Athletic Training
11. Honors Degree in Athletic Training
12. Policy for the Use of Videotaped Courses
13. B.S. degree in Human Resources

COMMITTEE ACTIVITIES REPORT

Budgetary and Space Priorities, Cte. on (Henry T. Reynolds)

1. Discussing smoke-free work place
2. Discussing faculty participation in setting building priorities
3. Discussing "generic" classroom building

Cultural Activities and Public Events, Cte. on (Bill Lawson)

No items currently before the Committee

Education, Coordinating Cte. on (Bonnie K. Scott)

1. Discussing Faculty Senate guidelines for establishment of new programs and majors, disestablishment of programs and majors and curricular revisions
2. Discussing overview of University priorities, particularly for new programs, and resources for general education

Faculty Welfare and Privileges, Cte. on (Reed Geiger)

1. Discussing revision of hearing procedures
2. Discussing revision of Faculty Handbook academic freedom policy

Graduate Studies, Cte. on (Paul Hooper)

1. Discussing Ph.D. program guidelines for Economics
2. Discussing exception to minority fellowship distribution policy from History
3. Discussing Library impact statement for new graduate program proposals
4. Discussing Ph.D. program proposal in Food Science from Agricultural Sciences
5. Discussing Graduate Program Policy Statement and addition of concentrations for Physical Education
6. Discussing external evaluator's report on Physical Therapy master's program
7. Discussing Provost Pipes' letter about exam week
8. Discussing requirements and standards for doctoral dissertations

Instructional, Computing and Research Support Services, Cte. on (Suresh Advani)

Discussing results on Questionnaire on Computing Use by Faculty

Student and Faculty Honors, Cte. on (Michael Rewa)

Processing nominations for Alison Award

Undergraduate Studies, Cte. on (Michael Keefe)

1. Discussing multicultural courses under review
2. Discussing revision: B.F.A.
3. Undergoing COCAN review of Committee on Undergraduate Studies



INTERDEPARTMENTAL
MEMORANDUM

March 8, 1993

TO: Dr. Paul Hooper, Chairman
Graduate Curriculum Committee
FAX: 6750

FROM: Dr. Joachim Elterich, Director
Operations Research

elch

RE: OR degree changes

I hereby submit for your committee's consideration and approval, changes in the Operations Research graduate degree hopefully to be put into effect by Fall 1993:

1. We wish to increase the MS credit requirements from 30 to 33 hours.
 - a. Justification: Basically, the student gets exposure to at least two disciplines, i.e., OR in conjunction with either Math/Statistics, Business Administration, Economics, Engineering or any of the other departments or Colleges (Urban Affairs and Marine Studies) that are represented in the program. As the OR discipline has matured, we feel that the students need additional exposure to the methods and applications in OR without short-changing the current interdisciplinary content of the program.

Furthermore, our students should better compete in the competitive market place of graduates from other well respected institutions around us.

2. We wish to introduce a non-thesis option. The current 6 credit hours for the thesis may be replaced by either:
 - a. a hands-on project (worth 3 credits--which could be in conjunction with an internship), and a research paper (worth an additional 3 credits), or
 - b. an independent study, supervised by an on-campus professor that includes a research paper for three credit hours, and three credits obtained in an elective OR-related course or 603 (currently ORES 667). The latter is a case-oriented course in which students are exposed to real problems in industry or government, which students must structure, model and solve.

The six hours credit under option a. (for both the supervised internship and a research paper) and three credits under option b. (a research paper) above could be earned under ORES 868.

Please do not hesitate to contact me if any questions should arise.

Att: Current policy statement from Graduate Catalog, P. 206 and 207

cc: Dr. Carol E. Hoeffcker, Associate Provost (FAX 2828)
Dr. Pam Brown, Chair, OR Instruction Committee

JE/em

| | | |
|-----|-----------------------|------|
| 666 | Research | 1-6 |
| 669 | Master's Thesis | 1-6 |
| 870 | Readings | 1-6 |
| 969 | Doctoral Dissertation | 1-12 |
| 100 | Master's Sustaining | 0 |
| 100 | Ph.D. Sustaining | 0 |

INTERDISCIPLINARY PROGRAMS

• Program in Operations Research (M.S., Ph.D.)

The University offers several interdisciplinary programs which have been established to provide courses of study that demand intensive academic work in more than one department or that draw on faculty resources from various related disciplines. The Longwood Graduate Program in Public Horticulture Administration is described in the College of Agricultural Sciences. The Neuroscience Program is described in the College of Arts and Science. The Program in Operations Research at the University of Delaware is an interdisciplinary graduate program that draws its faculty and students from six colleges.

PROGRAM IN OPERATIONS RESEARCH

Telephone: (302) 831-6842

- LEE C. ANDERSON, Ph.D. (WASHINGTON, SEATTLE), *Professor, Department of Economics, College of Business and Economics, also, Professor, College of Marine Studies*; Natural resources and environmental economics, fishery management, benefit-cost analysis.
- JONATHAN C. ELLERICH, Ph.D. (MICHIGAN STATE), *Director of Operations Research Program and Professor, Department of Food and Resource Economics, College of Agricultural Sciences*; Quantitative supply analysis, risk programming agricultural production functions, labor market and social program analysis, development economics (macroeconomics).
- WILLIAM V. GIERULINI, Ph.D. (PENNSYLVANIA STATE), *Professor, Department of Business Administration, College of Business and Economics*; Social choice theory (economics and political science), mathematical psychology.
- DAVID L. MILLS, Ph.D. (MICHIGAN), *Professor, Department of Electrical Engineering, College of Engineering*; Data communications, computer networks and protocol engineering.
- M. ZUMAR NASTAR, Ph.D. (MICHIGAN), *Professor, Department of Mathematical Sciences, College of Arts and Science*; Optimization and approximation theory, numerical analysis, ill-posed problems, generalized inverses, control and system theory.
- EDWIN M. SANICA, Ph.D. (PENNSYLVANIA STATE), *Professor, Department of Business Administration, College of Business and Economics*; Quality control, portfolio theory, applied statistics.
- TUNCAN SANDAK, Ph.D. (INSTANBUL TECHNICAL UNIVERSITY), *Professor, Department of Computer and Information Science, College of Arts and Science*; Performance evaluation of complex systems, computer communication networks, discrete systems, modeling and simulation.
- CARROLL W. SLOVER, JR., Ph.D. (LEHIGH), *Professor, Department of Mathematical Sciences, College of Arts and Science*; Operations research in public systems and utility companies, topology.
- ROBERT M. STONE, Ph.D. (DELAWARE), *Professor, Department of Mathematical Sciences, College of Arts and Science, also, Professor, Department of Civil Engineering, College of Engineering*; Probability models, civil engineering systems, management science.
- FRANCIS X. TANNAN, Ph.D. (VIRGINIA), *Professor, College of Urban Affairs and Public Policy*; Political economy, model development and applications, externalities.
- HOWARD M. TAYLOR, Ph.D. (STANFORD), *Professor, Department of Mathematical Sciences, College of Arts and Science*; Applied probability.
- HENRY B. TWICKER, Ph.D. (MINNESOTA), *Professor, Department of Mathematical Sciences, College of Arts and Science*; Statistical and mathematical modeling.
- RICHARD J. ACHENBACH, Ph.D. (JOHNS HOPKINS), *Associate Professor, Department of Economics, College of Business and Economics*; Econometrics and forecasting, fisheries and transportation economics.
- PATRICK C. BROWN, Ph.D. (STANFORD), *Associate Professor, Department of Business Administration, College of Business and Economics*; Economics of information, contracting and incentives.
- CONRAD M. GABREZAW II, Ph.D. (PENNSYLVANIA STATE), *Associate Professor, Department of Food and Resource Economics, College of Agricultural Economics*; Production economics, agricultural finance.
- SHINYA KUROUCH, Ph.D. (PENNSYLVANIA), *Associate Professor, Department of Civil Engineering, College of Engineering*; Optimization of transportation systems and logistics.
- AYUK K. MARWA, Ph.D. (NORTHWESTERN), *Associate Professor, Department of Business Administration, College of Business and Economics*; Econometrics, optimization theory.

ATTACHMENT 1
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MICHAEL F. PORTER, Ph.D. (OHIO STATE), *Associate Professor, Department of Business Administration, College of Business and Economics*; Production and inventory control systems and models, manufacturing policy, project management.

RICHARD S. SACHS, Ph.D. (STANFORD), *Associate Professor, Department of Mathematical Sciences, College of Arts and Sciences*; *Mathematical Applications, Academic Computing Support*; Mathematical programming, statistical computation.

ANDREW L. SMITH, Ph.D. (JONAH INSTITUTE OF TECHNOLOGY, KANAWHA), *Associate Professor, Department of Computer and Information Sciences*; Performance evaluation and modeling, network management and control, local area networks, distributed systems.

PAUL L. SOLASO, Ph.D. (MARIANO), *Associate Professor, College of Urban Affairs and Public Policy*; Political economy, public finance, public financial management, public choice.

RICHARD L. VITA, Ph.D. (CINCINNATI), *Assistant Professor, Department of Food and Resource Economics, College of Agricultural Sciences*; Production scheduling, inventory management.

CRAIG C. BURRICK, Ph.D. (TOWSON STATE), *Assistant Professor, Department of Agricultural Engineering, College of Agricultural Sciences*; Soil and water.

PAULANUS KASIMAN, Ph.D. (ILLINOIS), *Assistant Professor, Department of Agricultural Engineering, College of Agricultural Sciences*; Operations research in agriculture, power and machinery management.

PHILIP M. PHIL, Ph.D. (NEW YORK UNIVERSITY), *Assistant Professor, Department of Business Administration, College of Business and Economics*; Interactive model management and information science.

JAMES S. PATE, Ph.D. (KENTUCKY), *Assistant Professor, Department of Food Science, College of Agricultural Sciences*; Food packaging technology, process engineering, package/product interaction, food extraction and dehydration.

PHILIP KOTMAN, Ph.D. (NEW YORK UNIVERSITY), *Assistant Professor, Department of Economics, College of Business and Economics*; Forecasting, time series analysis.

PROGRAM OF STUDY

The Program in Operations Research is an interdisciplinary graduate program that draws its faculty and students from participating academic units, including the Departments of Agricultural Engineering, Food and Resource Economics, and Food Science in the College of Agricultural Sciences; the Departments of Computer and Information Sciences and Mathematical Sciences in the College of Arts and Sciences; the Departments of Business Administration and Economics in the College of Business and Economics; the Departments of Civil Engineering and Electrical Engineering in the College of Engineering; and the Colleges of Urban Affairs and Public Policy and Marine Studies. Programs of study, tailored to student and faculty interests, emphasize research. Course work includes a core in operations research, optimization, statistics, and applied probability, and supporting courses related to areas of application.

The master's program requires a research-oriented thesis (6 credits) plus 24 credits of course work about equally divided between the ORES 600 sequence and ORES related courses, one year of seminar attendance, and courses from the offerings of the other subject matter disciplines. A thesis committee consisting of at least 4 members, two of which are from the ORES faculty, should be formed after the first year of study to advise the candidate and administer the final public exam.

The Ph.D. program is intended to prepare well-qualified students for management, research or teaching careers in industry, government or academia. Dissertations for the Ph.D. degree are a blend of empirical and theoretical research combining ORES methodologies with application from a particular discipline. A dissertation committee consisting of at least 5 members, three of whom should be from the ORES faculty, should be formed after the second year of study to advise the candidate and administer the comprehensive and the final public exam. The degree requires at least 51 credit hours, 9 of which are for the dissertation and the remainder are equally divided among ORES/ORES-related courses and the other offerings of the subject matter discipline. Candidates must take the 800-level sequence and two years of seminar attendance. Comprehensive exams are administered in 3 areas (ORES and the other areas of concentration) after most of the course work has been successfully completed.

REQUIREMENTS FOR ADMISSION

Students should apply to the Operations Research program whose faculty will help choose a suitable unit. Applicants should meet that unit's admission requirements. In addition, a student must have a minimum average grade of B in undergraduate studies with a grade of B or higher in calculus and linear algebra and a minimum combined verbal and quantitative score of 1150 on the Graduate Record Examination.

Foreign students must have a minimum TOEFL score of 600 for admission to the Operations Research Program.

FINANCIAL AID

Various forms of partial and comprehensive financial aid are available on a competitive basis to students with excellent credentials. Applications for aid should be made along with the application for admission. Postdoctoral and research associate positions are available periodically. In most cases individual departments are responsible for granting assistantships. Teaching assistantships provide a stipend plus tuition remission for fall and spring semesters. Additional stipends are sometimes available for summer. At present, a high proportion of full-time students receive some financial support after having established satisfactory academic records at Delaware. Research assistants work up to 20

hours per week (partially funded students 10 hours per week) on faculty projects and are expected to maintain full-time status. Teaching assistants help with departmental instruction and are also expected to maintain full-time status. Assistantships are normally awarded for a year but are reviewed after each semester and are renewed if the student's overall performance in the program is satisfactory.

A graduate assistant financially supported by the home department has the obligation to work for and finish his or her degree in that department. If in an exceptional and compelling case a transfer is in the interest of all parties (current and future home department, the OR Program, and the student), an orderly transfer should be sought after discussion among the principals involved. Under no circumstances will the OR Program endorse any ill-founded transfers.

COURSE DESCRIPTIONS - OPERATIONS RESEARCH

- ORES 601 Survey Operations Research I 3
Covers various deterministic mathematical programming methods (LP, integer dynamic nonlinear, goal) network models and Markov chain analysis.
PREFREQ: Linear algebra.
- ORES 602 Survey Operations Research II 3
Continued towards developing analysis of dynamic production decision processes primarily within stochastic settings. Examination of linear and nonlinear systems of equations along with transportation models.
PREFREQ: Linear algebra.
- ORES 640 Urban Transportation Systems 3
See CIEB 650 for course description.

- ORES 690 Operations Research Seminar 0 PF
Seminars to be given by faculty and by visiting academics, industry and government personnel. Graduate students provide topical insights in significant methods and results of current research in operations research.
- ORES 801 Operations Research Principles 3
Models and principles of linear, network, and queueing models of operations research. Graduate students provide topical insights in significant methods and results of current research in operations research.
- ORES 802 Operations Research Applications 3
Applications of models and principles of linear, network, and queueing models of operations research. Graduate students provide topical insights in significant methods and results of current research in operations research.
- ORES 803 Operations Research Seminar 0 PF
Seminars to be given by faculty and by visiting academics, industry and government personnel. Graduate students provide topical insights in significant methods and results of current research in operations research.
- ORES 804 Research Techniques and Procedures 3
See PREG 606 for course description.
- ORES 810 International Agricultural Trade Special Topics 3
See PREG 610 for course description.
- ORES 827 Advanced Production Economics 3
See PREG 827 for course description.
- ORES 834 Seminar in Resource Economics 3
See PREG 834 for course description.
- ORES 899 Master's Thesis 1-6
ORES 899 Doctoral Dissertation 1-12 PF
UNIV 899 Master's Sustaining 0 PF
UNIV 899 Ph.D. Sustaining 0 PF

M E M O R A N D U M

October 22, 1992

TO: The Office of Graduate Studies

FROM: The Graduate Faculty
Department of Individual and Family Studies

SUBJECT:

**REVISIONS OF THE MASTER'S PROGRAM IN
LIFE SPAN DEVELOPMENT
DEPARTMENT OF INDIVIDUAL AND FAMILY STUDIES**

The Graduate Faculty of the Department of Individual and Family Studies initiated and held a retreat and a series of Graduate Faculty Meetings in order to discuss and evaluate the Department's Master of Science degree. After reviewing the nature and scope of our program, the Graduate Faculty concluded that some changes in the Program Description and catalog listing are appropriate to more fully and accurately reflect the specialized training currently available through the program and to implement minor revisions of the existing program.

Proposed changes to the program are outlined below:

- 1) We recommend that the title of the degree be amended to be a "Master of Science in Individual and Family Studies". We believe that this title is more descriptive of our graduates' preparation than the existing title, "Life Span Development."
- 2) As the program is currently administered, students typically select concentrations of coursework in one of three different areas. The Graduate Faculty in IFS recommend that these areas be officially recognized as Specializations and designated as such on students' transcripts. It should be noted that the specialization areas reflect program emphases already in place and closely parallel degrees currently offered at both the undergraduate and Ph.D. level. The proposed specialization areas include Applied Family Studies, Early Childhood Development and Education, and Gerontology.
- 3) We recommend that each Masters degree option in IFS requires 37 credit hours. This recommendation reflects an addition of 7 hours over the existing Masters Degree in Life Span Development. It is our conviction that appropriate breadth and depth of preparation is facilitated by the additional requirements as outlined in program descriptions (attached).
- 4) We recommend implementation of a wider range of options for appropriate culminating experiences for the Masters Degree in IFS including theses, theoretical papers, and field placement projects. Because of the diversity of background and career goals of our students, a variety of options best serves the objectives of the department and the needs of individual students. Selection and the design of the culminating experience will require the approval of the student's adviser and Masters Program Committee.

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A schematic representation of degree requirements, specialization descriptions, documentation of existing resources, and proposed course additions and revisions are appended. Overall program revisions require only two new courses; one of the two is a proposed core course for all IFS Masters degrees and the other is a specialty requirement for one area and a restricted elective for another.

In conclusion, the Department of Individual and Family Studies has all resources necessary to implement the proposed changes. When approved, the program revisions will better serve students by designating specialty training areas on transcripts and by creating options appropriate to the needs of individuals' preparations and career goals. The community, state and region will reap the benefits of having a cadre of highly qualified professionals in the area. Finally, the Department and University currently enjoy a strongly positive regional reputation in regard to our Masters program. In our estimation, this reputation will be further advanced by implementing the proposed changes.

MASTERS DEGREE PROGRAMS IN
INDIVIDUAL AND FAMILY STUDIES

| IFS CORE COURSES | | | | |
|------------------|---------------|----------------------------------|--|--|
| CREDITS | COURSE NUMBER | TITLE | | |
| (3) | *IFS1601 | Development through the Lifespan | | |
| (3) | **IFS1621 | Family Studies | | |
| (3) | **HURE650 | Research Methods | | |
| (1) | IFS1665 | Seminar | | |
| (10) | TOTAL CORE | | | |

| Unrest. Electives | Restricted Electives | Specialty Requirements | | | |
|---|---|--|---|--|--|
| | | SPECIALIZATION IN APPLIED FAMILY STUDIES | SPECIALIZATION IN EARLY CHILDHOOD DEVELOPMENT AND EDUCATION | SPECIALIZATION IN GERONTOLOGY | |
| (3) (3) (3) (3) | (3) (3) (3) (3) Developmental Theory Research/Statistics Program Development Additional course in area listed above | (3) (3) (6) TOTAL IFS1637 Program Development 600-level statistics course | (12) (12) (12) TOTAL Area of emphasis, e.g.: Child Development, Early Childhood Special Education, Policy & Advocacy, Technology, etc. | (3) (3) (3) (3) (3) (12) TOTAL IFS1603 Concepts in Gerontology IFS1637 Program Development *IFS16XX Skill Development 600-level Statistics Course | |
| (9) TOTAL | (9) TOTAL | (6) TOTAL Family and Development courses (600 or 800 level) Skill Development course (IFS, SOC, PSYC) | (9) TOTAL | (6) TOTAL Special Problems in Gerontology or additional approved coursework from: IFS1665 Seminar: Minority Aging IFS1667 Issues in Sociology IFS1605 Impact of Aging on the Family | |
| (6) IFS1669 Thesis, IFS1868 Theoretical Paper or IFS1669 Field Project | (6) TOTAL | (6) TOTAL IFS1869 Thesis, IFS1868 Theoretical Paper or IFS1669 Field Placement with Project | (6) TOTAL IFS1869 Thesis, IFS1868 Theoretical Paper or IFS1669 Field Placement with Project | (6) TOTAL IFS1869 Thesis, IFS1868 Theoretical Paper or IFS1669 Field Placement with Project | |
| TOTAL HOURS = 37 | TOTAL HOURS = 37 | TOTAL HOURS = 37 | TOTAL HOURS = 37 | TOTAL HOURS = 37 | |

*New Proposed Course
**Course Revision Proposed

M. S. IN INDIVIDUAL AND FAMILY STUDIES
SPECIALIZATION IN APPLIED FAMILY STUDIES

-4-

The Department of Individual and Family Studies offers graduate students the opportunity to obtain an M.S. degree with a specialization in Applied Family Studies. Students pursuing this specialization will focus upon current critical family issues from a variety of theoretical perspectives. The program emphasizes a strong background in development, the study of families in a multicultural context, and the development, administration, and evaluation of programs for families in diverse community settings. Students are prepared for leadership positions within the field of applied family studies where they will have the skills to work directly with families, design and administer high quality programs, and/or conduct research and evaluate family-focused programs.

The specialization requires that students take required courses (10 credits) which are common to the other two specialty areas in the M.S. in Individual and Family Studies. In addition, students are required to take advanced coursework in family studies and development (6 credits), program planning and development (3 credits), statistics (3 credits), and nine credits in the student's area of emphasis within the field of family studies, one of which will be a skill development course. Students have the option of choosing to do a thesis, a theoretical paper, or to be involved in a field placement in which they will conduct a field project; this project is designed in cooperation with the student's advisor as part of the program of study. Thirty-seven credits are required for the M.S. degree.

The Department does not require additional resources to support this specialization. The specialization is consistent with the focus of research conducted by many IFS faculty. In addition, students in this master's specialization will have the opportunity to take courses which are currently part of the IFS doctoral program in Family Studies. Both undergraduate and graduate faculty have close relationships with community agencies and practicum sites throughout the state and in neighboring states which will facilitate course related field work and practicums.

M. S. IN INDIVIDUAL AND FAMILY STUDIES
SPECIALIZATION IN APPLIED FAMILY STUDIES

-5-

Core Courses: (10 credits)

| | | |
|----------|-----|----------------------------------|
| IFST 601 | (3) | Development through the lifespan |
| IFST 621 | (3) | Family development |
| HURE 650 | (3) | Research methods |
| IFST 665 | (1) | Seminar |

Specialty Requirements: (6 credits)

Statistics: (3 credits)

| | | |
|----------|-----|---------------------|
| IFST 637 | (3) | Program development |
|----------|-----|---------------------|

Restricted Electives: (9 credits)

| | | |
|------------|-----|--------------------------------|
| IFST 600 | (6) | Family and development courses |
| IFST 800 | (6) | Family and development courses |
| IFST, SOC, | | |
| PSYC | (3) | Skill development course |

Unrestricted Electives: (6 credits)

Culminating Experience: (6 credits)

Choice of:

| | | |
|----------|-----|----------------------|
| IFST 869 | (6) | Thesis OR |
| IFST 868 | (6) | Theoretical Paper OR |
| IFST 669 | (6) | Field Project |

Regardless of the option selected, the student would need approval of their advisor and committee to complete the culminating experience.

Total credits for the M.S. in IFS with specialization in Family Studies
= 37 credits

M.S. IN INDIVIDUAL AND FAMILY STUDIES
SPECIALIZATION IN EARLY CHILDHOOD DEVELOPMENT AND EDUCATION

-6-

The Department of Individual and Family Studies offers graduate students the opportunity to obtain an M.S. degree with specialization in Early Childhood Development and Education. The program of studies places the care and education of young children within a multicultural, family context. It emphasizes a strong knowledge base in child development and in appropriate curriculum and teaching practices for all children, including young children with disabilities. Students are prepared for leadership positions within the field, either in direct work with young children or in the development and administration of high quality programs.

Students' academic programs are designed to provide breadth and depth. Early Childhood Development and Education students will take 10 hours of core courses in common with all master's students in the department. In addition, Early Childhood Development and Education students will take a total of 9 hours consisting of course work in three key areas: 1) child development, 2) program planning and evaluation, and 3) curriculum and assessment, so as to gain a broad perspective on their field. Each student will define an area of specialization in consultation with his or her academic advisor; these areas include (but are not limited to) child development, early childhood special education, children and technology, and program planning and administration. Within their subspecialty, students may elect course work of interest to graduate students in this field. Students seeking certification or other professional credentials will work closely with faculty advisors to meet both the requirements for the degree and certification/credentialing requirements.

Students will have the option of choosing to do a thesis, theory paper, or to plan and execute a field project. Each of these options will be supervised by a faculty committee and will result in a written product of professional quality.

The Department has resources to support this specialization, which many students already undertake informally. Seven full-time graduate faculty have teaching and research interests in program planning, early childhood education, and early childhood special education, including child life therapy. The University Laboratory Preschool and its staff of master teachers offer students opportunities for field work, research, and training. The Computers as Partners Project provides opportunities for involvement in research and hands-on practice in integrating computers into programs for young children. Children with disabilities are included in both of these programs. The Department has close relationships with Head Start, day care, and early intervention programs throughout the state. Faculty hold key positions in current State and national initiatives in early childhood education.

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M.S. IN INDIVIDUAL AND FAMILY STUDIES
SPECIALIZATION IN: EARLY CHILDHOOD DEVELOPMENT AND EDUCATION

1. Core Courses: (10 credits)
 - IFST 601 (3) Development Through the Lifespan
 - IFST 621 (3) Family Studies
 - HURE 650 (3) Research Methods
 - IFST 665 (1) Seminar
2. Specialty Requirements: 12 credits

With advisement, the student puts together a 12 credit (minimum) area of emphasis. Examples include: child development, early childhood special education, policy and advocacy, technology, etc. Coursework may include courses from other departments. (Students who elect to complete a thesis would include their statistics course here.)
3. Restricted Electives: (9 credits)

Three 3-credit courses selected from the following areas:
(IFS courses are matched to content areas on the next page.)

 - Child Development (3)
 - Curriculum and Assessment (3)
 - Program Planning & Evaluation (3)
4. Culminating Experience: 6 credits

Choice of:

 - IFST 869 (6) Thesis OR
 - IFST 868 (6) Theoretical Paper OR
 - IFST 669 (6) Field Project

Regardless of the option selected, the student would need approval of their advisor and committee to complete the thesis/project.

Total Credits for the M.S. in IFS with Specialization in Early Childhood Development and Education - 37 credits

-9-

**M. S. IN INDIVIDUAL AND FAMILY STUDIES
SPECIALIZATION IN GERONTOLOGY**

The Department of Individual and Family Studies offers graduate students the opportunity to obtain a M.S. degree with specialization in Gerontology. The program of study places the concerns and issues of older individuals within a multi-cultural and family context. It emphasizes a strong knowledge base within the area of adult development and aging, as well as family studies. Students are prepared for leadership positions within the field either in direct services for the elderly or the administration of programs that serve the needs of this population.

Students' academic programs are designed to provide a firm and broad emphasis within the field of Gerontology. Students in the Gerontology specialization are required to take 10 credits of core courses in common with all master's students within the department. In addition, students are required to take 12 credits that build an emphasis within the Gerontology specialization. These courses are key courses in Evaluation, Statistics, Concepts of Gerontology and a Skills Development Course. Students will also select a sub-specialty area consisting of 6 credits from a list of restricted electives. These courses are selected in consultation with the student's academic advisor. Students will also choose 3 credits of elective work relating to their sub-specialty area.

The final requirement for the M.S. specialization in Gerontology is a thesis or theoretical paper within the area of aging and adult development. Students may choose either option. Both options will be supervised by a faculty committee and will result in a written product of professional quality.

The Department has resources to support this specialization, which many students already undertake informally. Six faculty members have teaching and research interests within the areas of aging and adult development. The University Adult Day Care Center and its staff offer students opportunities for field work, research and training. The Department has close relationships and ties with senior citizen centers, the Division on Aging, the National Caucus on Black Aging and local/state/national aging organizations.

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**M. S. IN INDIVIDUAL AND FAMILY STUDIES
SPECIALIZATION IN: GERONTOLOGY**

Course Requirements:

Core Courses: (10 credits)

- IFST 650 (3) Research Methods
- IFST 621 (3) Family Studies
- IFST 601 (3) Development Through the Lifespan
- IFST 665 (1) Seminar

Specialty Requirements: (12 credits)

- (3) 600 Level Statistics Course
- IFST 603 (3) Concepts in Gerontology
- IFST 637 (3) Program Planning and Development
- IFST 6XX (3) Skills Development

Restricted Electives: (6 credits)

Special Problems in Gerontology chosen from list below or courses approved by advisor.

- IFST 665 (3) Seminar: Minority Aging
- IFST 667 (3) Issues in Sociology: (Aging when taught by Dr. Bould)
- IFST 605 (3) Impact of Aging on the Family

Elective Course Work (3 credits)

Culminating Experience: (6 credits)

Choice of:

- IFST 869 (6) Thesis OR
- IFST 868 (6) Theoretical Paper OR
- IFST 669 (6) Field Placement

Regardless of option selected, the student would need the approval of their advisor and committee to complete the thesis/project.

Total Credits for M.S. in IFST with Specialization in Gerontology - 37 hours

ALEXANDER R. DOZEMENZ, Ph.D. (ARIZONA). *Dean*

**Life Span Development
Family Studies (Ph.D.)**

Some of the modern and well-equipped facilities for advanced study and research within the College of Human Resources include preschool laboratories, instructional resources center, nutrition laboratories, food science laboratories, food microbiological laboratories, a nutrition clinic, an adult day care center, and computer laboratories.

Telephone: (302) 451-2969

SALLY BORD, Ph.D. (Calicut, India), *Professor and Professor of English Literature, Department of English and Department of Sociology, College of Arts and Sciences, Southern Illinois University, Carbondale, Illinois*

FRANK L. DAVEN, Ph.D. (Chiba, Japan), *Professor, Young Research Center, Chiba University, Japan*

THOMAS K. HANCOCK, Ph.D. (Ohio State), *United Professor of English Studies, and joint appointments, Department of History, College of Arts and Sciences, Faculty and the Life Course, work and family issues, family history*

PH.D. (ARIZONA), DEGREE

KATHLEEN S. COWAN-TOWERS, Ph.D. (Knox), Associate Professor
Life span development, human sexuality, caregiving issues,
gerontology, black family development.

MICHAEL PERRAUD, Ph.D. (Knox), Associate Professor, also
Associate Professor, Department of Psychology, College of Arts and
Sciences, Pediatric psychology, neuropsychological assess-
ment, chronic illness in childhood, family research and
therapy.

MARY LOUI LEMAY, Ph.D. (OHIO STATE), Associate Professor: Home economics education, adolescence development, curriculum foundations in formal and nonformal education.

PATRICK T. NELSON, Ed.D. (COLUMBIA), Associate Professor: Family stress, family consensus, parenting.

RONALD J. PALACORTZ, Ph.D. (BUTRICK), Associate Professor: Parental development, transitions to parenthood, father involvement in child rearing, life span development.

DONALD G. UNGER, Ph.D. (BUTRICK), Associate Professor: Child and family therapy, pediatric psychology, teenage pregnancy, community support systems.

CAROL J. VANDERKAM, Ph.D. (SOUTHERN ILLINOIS), Associate Professor: *Associate Professor, Department of Educational Development, College of Education:* Parent education, beginning reading, gifted preadolescent children.

THELMA M. COOPER, Ph.D. (TRANSMISSA, STATE), Assistant Professor: Human development and family studies, family relationships, aging.

SUANN R. SANDALL, Ph.D. (WASHINGTON, SEATTLE), *Assistant Professor*: Early childhood special education and family support, infants with special needs, mainstreaming.
DANIEL D. STONE, Ph.D. (NORTH CAROLINA, GREENSBORO), *Assistant Professor*: Children and technology, computers in early childhood education, technology and families, child development.

The Department of Individual and Family Studies offers both the Master of Science and Doctor of Philosophy degrees. The goal of the IFSI graduate programs is for the student to obtain a broad interdisciplinary understanding of individual and family development through the Life Course as well as specialized expertise in an area of professional and research interest.

The Ph.D. program in Family Studies concentrates on the interdisciplinary study of problems, issues and development of individuals and families over the life span. The program emphasizes processes of family adjustment and transitions, interactions among family members and the interrelationships between the family and society. The objective of the program is to prepare researchers, scholars and leaders in family studies for positions in universities, human service agencies, and industry.

Every candidate for the master's and doctoral degree program must submit:

- 1) The University graduate application form.
- 2) Three letters of recommendation from recent academic or professional references.
- 3) Transcripts from all previous undergraduate or graduate work.
- 4) Graduate Record Examination scores.

Applicants from other countries must also submit their score from the TOEFL exam, on which a minimum of 550 is expected.

All applicants will be considered on an individual basis within the general guidelines enumerated; factors such as work experience, change in careers, and years since completion of the undergraduate degree will be weighed. In general, applicants are expected to have an undergraduate cumulative average of at least 3.0 and a major cumulative average of at least 3.25. The cumulative average of prior graduate study is expected to be at least 3.5. GRE scores in the 1050 (Math + Verbal) range or above are expected.

In special cases, provisional admission may be offered for the master's program with specific requirements necessary to receive regular standing articulated in advance of the student's provisional admission.

All admissions are competitive and determined by the number of available vacancies as well as by the qualifications of the applicant. Admissions to the doctoral program occur once per year.

All programs in individual and family studies require courses in research methods and statistics. The minimum total credits for the M.S. in Life Span Development is 30. For the Ph.D. in Family Studies, a minimum of 72 credits are required beyond the baccalaureate degree. All programs in individual and family studies require courses in research methods and statistics.

The M.S. program in Life Span Development includes content in areas such as: individual development (infancy, early childhood, middle childhood, adolescence, adulthood, and gerontology), family studies, community studies, early childhood education, and early childhood special education. Specific course requirements are:

| | |
|--|-------------------|
| Research Methods - HIRE 650 and Statistics (800 Level) | 8 credits |
| Family Dynamics - FST 821 | 3 credits |
| Developmental Theory/Research | 3 credits |
| Program Development/Educational Methods | 6 credits |
| Electives | 6 credits |
| Thesis | 6 credits |
| TOTAL | 30 credits |

The Ph.D. program in Family Studies focuses on the interdisciplinary nature of problems, issues, and the development of individuals and families over the life span. Emphasis is placed on life course transitions and family systems.

Core Credits (Total of 21 credits)

IFST 815 - Research Issues and Designs3 credits
800 Level Statistics3 credits

9 credits selected from:

| | |
|---|-----------|
| IFST 850 - Child and Family Theory | 3 credits |
| IFST 855 - Family Processes | 3 credits |
| IFST 860 - Diversity in Family Structures | 3 credits |
| IFST 875 - The Family and the Life Span | 3 credits |

6 credits selected from:

IFS1 828 - Trends and Issues in IFS3 credits
 IFS1 865 - Advanced Seminar in Family Studies3 credits
 IFS1 870 - Family Crisis and Coping3 credits
 IFS1 880 - Families and Institutions3 credits

In addition to the required credits, a plan of study is completed in consultation with the student's committee



DEPARTMENT OF CHEMISTRY
AND BIOCHEMISTRY

University of Delaware
Newark, Delaware 19716

December 3, 1992

Professor Paul Hooper, Chair
Graduate Studies Committee
B&E Accounting
209 Purnell Hall

Dear Professor Hooper:

I am writing to request a change in designation from "Chemistry" to "Chemistry and Biochemistry" as the major which appears on the University transcript for students enrolled in the M.A., M.S. and Ph.D. academic programs of the Department of Chemistry and Biochemistry. When the name of the Department was changed about five years ago, the designations of the M.A., M.S. and Ph.D. programs were changed to "Chemistry and Biochemistry" in the Graduate Catalog (e.g., p. IX). However, the Registrar was not specifically contacted and the name of the major on the academic record inadvertently remained as "Chemistry." I hope this oversight can now be corrected.

In addition, since we have five major areas within the Department, each of which has different requirements, I request that these distinctions in educational experiences be recognized on the transcript as follows:

Major: Chemistry and Biochemistry, with concentration in Analytical Chemistry

Major: Chemistry and Biochemistry, with concentration in Biochemistry

Major: Chemistry and Biochemistry, with concentration in Inorganic Chemistry

Major: Chemistry and Biochemistry, with concentration in Organic Chemistry

Major: Chemistry and Biochemistry, with concentration in Physical Chemistry

Sincerely,

A handwritten signature in black ink, appearing to read "Jean H. Futrell".

Jean H. Futrell
Chairman and
Willis F. Harrington Professor

JHF/ep

SUMMARY OF REQUIREMENTS FOR ADVANCED DEGREES IN CHEMISTRY AND BIOCHEMISTRY

(Effective September 1, 1992)

Graduate students who are in residence at the University of Delaware are expected to register as a listener for one of the area seminars and to participate each semester in that seminar and all departmental colloquia.

All entering graduate students, full-time or part-time, must take proficiency examinations in analytical, inorganic, organic, and physical chemistry. The proficiency examination in biochemistry is optional. A student who does not pass the proficiency examination in physical chemistry and three other proficiency examinations. A student who does not pass a proficiency examination in a particular subject will be required to take and pass a course or courses in that subject at the University of Delaware as specified by the corresponding division (note Appendix B) or retake (and pass) that examination. The proficiency requirements must be completed within 18 months of the student's matriculation.

Requirements for the M.A. in Chemistry and Biochemistry

The following requirements are for the M.A. in Chemistry and Biochemistry.

I. Admission by the Office of Graduate Studies.

II. Satisfaction of Proficiency Examination requirements.

III. A minimum of 30 credit hours of graduate-level courses, 600 level or greater in chemistry and biochemistry, including research credits, with an overall average of at least a B. A maximum of twelve credit hours, 500 level or greater, may be taken in other departments. No thesis is required.

IV. The Ph.D. core courses in the student's area of concentration must be included in the 30 hours of credit.

V. Passage of the Ph.D. cumulative examinations, as defined by the Department of Chemistry and Biochemistry.

VI. Passage of the Ph.D. Language Examination, as defined by the area committees concerned.

The advisor for this program is the Director of Graduate Studies. All courses must have his/her approval.

Students who have completed some graduate courses at other institutions may transfer up to nine credit hours of acceptable work.

Requirements for the M.S. in Chemistry and Biochemistry

The following requirements are for the M.S. in Chemistry and Biochemistry.

I. Admission by the Office of Graduate Studies.

II. Satisfaction of Proficiency Examination requirements.

III. A minimum of 30 credit hours of graduate-level courses is required. A minimum of 21 credit hours must be at the 600 level or greater in chemistry and biochemistry, including research credits, with an overall average of at least a B. A maximum of nine credit hours, 500 level or greater, taken in other departments may be included in the 30 credit hours minimum. Six credit hours must be obtained in Ph.D. core courses (see below).

IV. Thesis must not represent more than six credit hours. Thesis and/or research must represent a minimum of six and a maximum of twelve credit hours.

V. A thesis is required. It must meet the approval of the Thesis Advisor, the Department Chairperson, and the Associate Provost for Graduate Studies. The requirements for typing of the M.S. thesis are detailed in the "Regulations Governing Theses, Expositions and Dissertations" which may be obtained from the University Bookstore.

Requirements for the Ph.D. in Chemistry and Biochemistry

The following requirements are for the Ph.D. in Chemistry and Biochemistry.

I. Admission by the Office of Graduate Studies.

II. Satisfaction of Proficiency Examination requirements.

III. The departmental core course requirements are nine credits of core courses outside the student's area. These nine credits must be selected from at least two different areas, and must include at least three credits in each area. Six of the nine credits may be taken in courses in appropriate departments outside the Chemistry and Biochemistry Department with the approval of the student's advisor and the Graduate Curriculum Committee. The course requirements in the student's area, as specified by the faculty in that area, are listed in Appendix C. Any core course requirement may be satisfied by means of a competency examination administered by the secretary of the respective division, upon approval of the division.

The core courses in the five areas of concentration in chemistry and biochemistry are as follows:

Analytical Chemistry: C-620, C-621, C-622, C-623, C-624, C-625, C-626
(May be taken in any sequence.)

Biochemistry: C-641, C-642

Inorganic Chemistry: C-651, C-652, C-654

Organic Chemistry: C-633, C-634
(May be taken in any sequence.)

Physical Chemistry: C-671, C-672, C-674, C-677

The student must achieve at least a grade point average of 2.71 in the courses that fulfill the core course requirements, including the area requirements. The core course requirements, including the area requirements, should be satisfied within four semesters of entering the

program with a bachelor's degree. The student must accumulate a grade point average of 2.67 or higher in his/her graduate course work, exclusive of research, seminar, special problem, thesis, and dissertation.

IV. Cumulative Examinations

The cumulative examinations for all Ph.D. students in this department will be given eight times per year in the months of September, October, November, December, February, March, April, and May. Each division will determine the format of its cumulative examinations. To fulfill the cumulative examinations requirements, a student must accumulate ten points on eight consecutive examinations. Students may take exams in any area but must accumulate at least six points in their own area exams. Grading will be on the scale of 3.0, 2.5, 2.0, 1.5, 1.0, 0.5, and 0 for each examination. In no case will the student be allowed to take more than eight examinations (with the exception listed in the second paragraph). The division that is responsible for a student may recommend to the GCC that they excuse for cause a student from completing a series of examinations after the nth exam in the sequence. The excuse is for a specified time. However, when a student resumes taking the examinations again, he/she will only be allowed to take 8-n exams in order to accumulate the balance of his/her points. Unexcused absences will be counted as failures. Students entering with a Bachelor's degree should complete the cumulative requirement during their third and fourth semesters of full-time study. Part-time students are expected to start taking examinations after the equivalent of two full-time semesters. An entering graduate student who already holds a master's, or a student completing an M.S. (Chemistry and Biochemistry) degree at the University of Delaware, will be expected to begin taking the cumulative exams immediately. However, those graduate students who, for some valid reason (e.g., excessive number of undergraduate courses taken during the first year, illness, change of major, etc.), wish to delay the start of their examinations must obtain written permission to this effect from the GCC.

Students who fail to achieve a total of ten points in eight consecutive cumulative examinations may start the series over again after completing the requirements for an M.S. degree, and upon the approval of the GCC.

A schedule of examinations will be posted at the beginning of the year. A student may take an examination outside his/her area consistent with the required point distribution described above. However, the student must inform the Secretary of the Department of Chemistry and Biochemistry of his/her interest in taking such an examination at least two weeks prior to the date of the examination. Additionally, the Proficiency Examination requirement must have been satisfied in the division in which the cumulative examination is to be taken. The exams will normally be designed for two hours, but three hours will be allowed. The preparation and grading of the examinations in any area are under the supervision of the area committee.

V. Ph.D. Advisory Committee

- (a) As is currently the practice, the Department Chairperson shall inform the GCC of his/her approval of the supervision of the student's Ph.D. research by a faculty member of the Department of Chemistry and Biochemistry. Students are not allowed to do senior research, a master's thesis, and a Ph.D. dissertation (or senior research and a Ph.D. dissertation if no master's thesis is written) with the same research advisor. In addition to attending the special seminar program for first year graduate students, each graduate student is required to meet individually with at least three faculty members before choosing a research advisor.
- (b) The research supervisor shall submit nominations for the student's Ph.D. Advisory Committee to the GCC for its approval no later than the beginning of the semester following the student's completion of the cumulative examinations. Members of the Ph.D. Advisory Committee should be consulted with regard to their willingness to serve by the student and/or the student's research supervisor prior to their nomination. Normally, the committee consists of a chairperson and three others with two of these being from the same area as the student. At least half of the committee members must be members of the chemistry and biochemistry faculty. At least one of the

committee members must not be a faculty member in the Department of Chemistry and Biochemistry. Committee members from outside the University must have outstanding credentials as judged by the GCC. In order to convene a meeting of the Ph.D. Advisory Committee, at least 75% of the committee members must be present. A substitute for a regular committee member must be approved by the GCC.

- (c) In order to be continued in the program, the student shall request and hold a meeting of the Ph.D. Advisory Committee no later than the end of the semester following the completion of the cumulative exams, at which time the student will present a brief outline of his/her proposed research program.
- (d) The Ph.D. Advisory Committee shall inform the GCC of the suitability of the proposed research program for a Ph.D. in Chemistry and Biochemistry by means of the "Approval of Ph.D. Research Program" form. This form may be obtained in the office of the secretary of the Department of Chemistry and Biochemistry.

- (e) If the research topic is changed at a later stage, the research supervisor shall convene a meeting of the Ph.D. Advisory Committee to discuss and approve the outline of the new research topic.

VI. Language Examination

This requirement may be fulfilled by demonstrating a reading knowledge of a modern foreign language. The specific language requirements and the method(s) of satisfaction are determined by the area committees from three alternatives (see Appendix A).

VII.

"Recommendation for Candidacy for the Ph.D. Degree" Form

This form must be submitted to the GCC and then to the Department Chairperson and Office of Graduate Studies after the student has fulfilled the following requirements:

- (a) Proficiency examinations

- (b) Foreign language

- (c) Core courses

- (d) Cumulative examinations

- (e) Research project and program of study approval by Ph.D. Advisory Committee, and "Approval of Ph.D. Research Program" submitted to the GCC (see Section V.d)
- (f) Year's residence

This form may be obtained from the secretary of the Department of Chemistry and Biochemistry.

VIII. Preliminary Oral Examination(s) of Research Progress

At least one "Pre-Oral" must be held no less than six months preceding the day of the final oral examination. The Ph.D. Advisory Committee shall inform the GCC of this meeting by means of the "Record of Preliminary Oral Examination" form. This form may be obtained from the secretary of the Department of Chemistry and Biochemistry.

IX.

"Application for Advanced Degree" Form

This form must be submitted to the Advisor, and then to the GCC, Department Chairperson, and Office of Graduate Studies no later than February 15th of the year the degree is to be awarded.

X. Dissertation

A dissertation is required. It must meet the approval of the Dissertation Advisor, the Ph.D. Advisory Committee, the Department Chairperson, and the Associate Provost for Graduate Studies. The requirements for typing of the Ph.D. dissertation are detailed in the "Regulations Governing Theses, Expositions and Dissertations" which may be obtained from the University Bookstore.

XI. Final Oral Defense of Dissertation

The Department of Chemistry and Biochemistry requires that the final oral exam include an oral presentation of the candidate's thesis results. The presentation should be about one hour long. The secretary of the Department of Chemistry and Biochemistry must be notified three weeks in advance of the date of the exam so that the appropriate notification of the University community can be made. A copy of the dissertation must be available for examination in the office of the secretary of the Department of Chemistry and Biochemistry at least two weeks in advance of the date of the exam.

XII. "Certificate of Ph.D. Dissertation Defense" Form

This form must be submitted to the Office of Graduate Studies with the dissertation; it may be obtained from the secretary of the Department of Chemistry and Biochemistry.

APPENDIX A

Language Requirements by Area

The language requirements may be met by any of the following methods:

- (a) Two full years of college-level courses in one of the specified languages with an average grade of C or better. An equivalent undergraduate background may be accepted.
- (b) Submission of evidence of satisfactory performance (a score greater than 500 or one above the 50th percentile) on the

ETS Graduate School Foreign Language Test for one of the specified languages. Students will make arrangements to take these examinations directly with ETS.

- (c) Satisfactory performance in a departmental reading examination in one of the specified languages. Responsibility for determining the frequency and content of these examinations, as well as their grading, will rest with each of the five divisions of the Department

(analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry), and the examinations program will be administered by the appropriate divisional secretaries. The use of a dictionary will be permitted throughout each examination.

A student wishing to use options (a) or (b) should consult with the departmental secretary who will verify grades or test scores. A student wishing to use option (c) should consult with the division secretary who will arrange for an examination and communicate the result to the department secretary who will see that it is recorded in the student's file.

APPENDIX B

Proficiency may be satisfied by earning the grade(s) shown in the course(s) listed in lieu of a passing performance on a Proficiency Examination.

Analytical Chemistry: C-220 and C-437 (grades of "B-" or better required).
Biochemistry: C-527 ("B" grade), C-641 ("C" grade) or C-642 ("C" grade).
Inorganic Chemistry: C-457 ("C" grade) or C-651 ("B" grade).

APPENDIX C

A course is defined as a unit of three credit hours. In the case of an area core course requirement where a particular course is not specified, this "course" may be satisfied by a combination of graduate level courses whose value equals or exceeds three credit hours. This alternative is limited to the replacement of one three-credit hour course except in analytical chemistry where any combination of core courses is acceptable for meeting the six credit hour requirement. Other stipulations of the area concerning the nature of core courses must be satisfied.

Course requirements in the major area of concentration for students majoring in the various areas of chemistry and biochemistry are as follows:

The languages in which the requirement is to be met as determined by the area committees are:

(a) Analytical, Organic, and Physical

Any modern foreign language is acceptable and proficiency may be established by any one of the three methods.

(b) Biochemistry, Inorganic

Alternative languages are French, German or Russian. Other languages by appeal to the area committee. Proficiency may be established by any one of the three methods.

Organic Chemistry: C-331 and C-332 ("B" grades) or C-633 and C-634 ("C" grades).

Physical Chemistry: Fall Part I (Thermo): C-443 or C-677 ("B" grade), Fall Part II (Quantum Mechanics): C-444, C-671* or C-672* ("B" grade), Fall Part III (Kinetics): C-444 or C-674* ("B" grade).

* Instructor's permission must be obtained to take these courses.

Analytical

Six credit hours of analytical core courses and one additional graduate level chemistry and biochemistry course designated by the research advisor. Two graduate level courses (six credit hours) at the 500 level or above outside the department may be substituted for three credit hours of analytical core courses with the consent of the advisor.

Biochemistry

Two graduate level biochemistry courses (six credit hours). One additional graduate level course approved by the research advisor (three credit hours).

Inorganic C-651, C-652, and C-654.

Organic

C-633 and C-634. Two additional courses (six credit hours) with a C-63X or C-63X designation. One of these additional courses may be audited.

General Office of Graduate Studies Requirements

APPENDIX D

Physical

Two physical chemistry core courses. Two additional courses in physical chemistry or a related area as approved by the advisor.

A teaching or research assistant must be registered each semester for at least six hours of graduate credit, not including courses for which he/she is registered as a listener or courses which are not for graduate credit (400 series and lower courses). Similarly, a research fellow or scholarship holder must be registered for at least nine credits of graduate work, not including courses for which he/she is registered as a listener or undergraduate courses.

After admission to candidacy, the candidate shall register for a total of nine hours of either C-969 (Ph.D. Dissertation) or C-866 (Research) or a combination of both. Following these registrations, if the dissertation has not been submitted to the Office of Graduate Studies, the candidate shall register for three credits of C-866 or C-969 each semester in the fall or spring semesters if carrying on research that utilizes University resources, or register as full-time if on contract during these periods. If the candidate who has not submitted the dissertation is not using University resources, the appropriate registration for fall or spring semesters only is U-959 (Sustaining). If the dissertation is submitted before the close of late registration in either academic semester, the candidate shall not be required to register further. Sustaining or other registrations shall not be required for summer or winter sessions.

The student must register continuously or he/she will be charged in the semester before he/she graduates for the missing semester(s) unless he/she is on a leave of absence.

A student who receives a master's degree and wishes to continue for the Ph.D. must submit a Graduate Student Change of Classification form to his/her Ph.D. advisor requesting reclassification as Gt (graduate pre-candidacy). The form is approved in turn by the Chairperson of the GSC, the Director of Graduate Studies, Department Chairperson, and the Office of Graduate Studies. If the form is not submitted with the Application for Advanced Degree, the student is

2.50 - 2.99 cumulative -- warning
2.00 - 2.49 cumulative -- probation
below 2.00 cumulative -- drop

If the index is not raised by the following nine-hour increment, the student is placed in the next lower category (warning to probation -- probation to drop).

If the index places the student on probation, and that index of 2.00 - 2.49 is not raised to the next higher category after one nine-hour increment, the student is

automatically reclassified CEND (Continuing Education Non-Degree).

Office of Graduate Studies Academic Standards

For full-time students, the index shall be computed after the first semester and for every semester increment thereafter with the qualification that to be classified as a full-time student there must be a minimum of nine hours for credit in each semester. The following degrees of substandard cumulative indices will obtain:

2.50 - 2.99 cumulative -- warning
2.00 - 2.49 cumulative -- probation
below 2.00 cumulative -- drop

If the index is not raised to the next higher category by the following semester, the student is placed in the next lower category (warning to probation -- probation to drop). If the index places the student on probation, and that index is not raised to the next higher category after one additional semester, the student is terminated. If the index places the student on warning, and that index of 2.50 - 2.99 is not raised to the next higher category after an additional semester increment, the student is placed on probation for one semester. If the student fails to achieve a 3.00 after one semester on warning and one semester on probation, he/she is terminated.

In the case of graduate teaching or research assistants, a six-hour semester course load is the minimum although graduate teaching or research assistants may take more hours per semester if they wish to do so and are permitted by their advisor.

If a student does not take a minimum of nine hours a semester or six hours as a graduate teaching or research assistant, he/she becomes a part-time student and the following rules apply:

The index shall be computed after the first nine hours and for every nine-hour increment thereafter. The following degrees of substandard cumulative indices will obtain:

terminated. If the index places the student on warning, and that index of 2.50 - 2.99 is not raised to the next higher category after one nine-hour increment, the student is placed on probation for one semester. If the student fails to achieve a 3.00 after one nine-hour increment on probation, he/she is then terminated.

In the case of graduate teaching assistants on a six-hour per semester course load, the increment shall consist of six hours as soon as the graduate teaching assistantship is in force.

**Proposed Curriculum Revisions for
APPAREL DESIGN
TEXTILES AND CLOTHING: MERCHANDISING**

The Apparel Design (APD) and Textiles and Clothing: Merchandising (TC) faculty are proposing curricula revisions for two reasons. First, the faculty seek to keep both programs at the forefront of current industry trends. Second, the faculty want to build upon present strengths to maintain the quality of both programs in the Department. The new curricula are expected to:

- a. *better meet the needs of graduates seeking careers in both areas. Many progressive companies already have or are in the process of developing positions in which apparel designers and merchandisers are inexorably linked.*
- b. *make the APD and TC curricula more compatible, so there is a common foundation or core supplemented by courses specific to each major.*
- c. *better meet the needs of students who will live and work in a global community.*

Recommendations for curricula changes evolved from several sources. The APD and TC faculty reviewed recent articles focused on design and merchandising curricula, interacted with executives and designers currently in the fashion industry, analyzed job acquisition data of graduates, and discussed societal trends as background for curriculum strategizing.

The Common Core

Rationale: The principal change in the two curricula is reflected in a *common core* proposed for both APD and TC majors. The common humanities, social science, science, human resources, foreign language, and apparel/textile course blocks provide a mutual foundation in these areas for APD and TC majors. The common core totals 79 credits.

The common core will enhance compatibility of both programs by:

- *making it easier for students to major in both fields if they desire*
- *clarifying advisement of students*
- *facilitating transfer from either major to the other.*

Proposed Common Core: Merchandising and Apparel Design
79 Credits

| COMMON CORE | | | |
|---------------------------------------|---|----------------------------|----|
| Humanities Block | | 12 credits | |
| ART 129 or ART 130 | 3 | | |
| ENGL 110 | 3 | | |
| COMM 255 or COMM 312 | 3 | | |
| ENGLISH Writing Course | 3 | | |
| Science Block | | 15 credits | |
| CHEM 101 | 4 | | |
| CHEM 102 | 4 | | |
| BISC 106 | 3 | | |
| BISC 116 | 1 | | |
| MATH 114 or higher level | 3 | | |
| Apparel & Textile Block | | 23-26 credits ¹ | |
| TDCE 114 | 3 | | |
| TDCE Beginning Textile Course | 3 | | |
| TDCE 211 or higher level ³ | 3 | | |
| TDCE 218 | 3 | | |
| TDCE Costume History Course | 3 | | |
| TDCE 419 | 3 | | |
| TDCE 455 | 3 | | |
| TDCE Advanced Textile Course | 3 | | |
| TDCE 365 | 1 | | |
| TDCE 444 | 1 | | |
| Social Science Block | | 12 credits | |
| ECON 151 | 3 | | |
| HISTory Course | 3 | | |
| PSYCH 201 | 3 | | |
| SOCI 201 | 3 | | |
| Human Resources Block | | 6 credits | |
| Human Resources Course | 3 | | |
| Human Resources Course | 3 | | |
| Foreign Language Block | | 0-8 credits ² | |
| Foreign Language Course | 4 | | |
| Foreign Language Course | 4 | | |
| Total Credits from Common Core | | | 79 |

¹ Students exempt from TDCE 211 will have 23 credits.

² APD and TC students who have had four or more years of high school work in a single foreign language may fulfill the requirement in that language by taking an exemption examination. These students will have four to eight additional free elective credits. Students who have up to four years of high school work in a single foreign language may be able to complete the foreign language requirement at the intermediate level by completing four credits, giving them four additional free elective credits.

³ APD students testing out of TDCE 211 will have additional FREE ELECTIVE credits. In the TC major, students will be required to complete TDCE 211 or higher level TDCE 216.

See 1/19/93 memo to Karen Schaeffer
 from John Hurt - LAST PAGE OF THIS ATTACHMENT

| MAJORS | | | |
|----------------------|---------------|-------------------------------|--------------|
| Merchandising Block | | Apparel Design Block | |
| | 13 credits | | 25 credits |
| TDCE 318 | 3 | TDCE 216 | 3 |
| TDCE 418 | 4 | TDCE 233 | 3 |
| TDCE Course | 3 | TDCE Costume History Course | 3 |
| TDCE Course | 3 | TDCE 314 | 3 |
| | | TDCE 324 | 3 |
| | | TDCE 333 | 3 |
| | | TDCE 424 | 3 |
| | | TDCE 433 | 4 |
| Business Block | | Business Block | |
| | 24 credits | | 6 credits |
| ECON 152 | 3 | Business Course Elective | 3 |
| ACCT 207 or TDCE 217 | 3 | Business Course Elective | 3 |
| ACCT 352 | 3 | | |
| ACCT 260 | 3 | Art/Art History/Theatre Block | 12 credits |
| BUAD 301 | 3 | ART/ARTH/THEA Course | 3 |
| BUAD 309 | 3 | ART/ARTH/THEA Course | 3 |
| BUAD 471 | 3 | ART/ARTH/THEA Course | 3 |
| BUAD 474 | 3 | ART/ARTH/THEA Course | 3 |
| Free Elective Block | | Free Elective Block | |
| | 13-21 credits | | 7-18 credits |
| Elective Course | 3 | Elective Course | 3 |
| Elective Course | 3 | Elective Course | 3 |
| Elective Course | 3 | Elective Course | 1 |
| Elective Course | 3 | | |
| Elective Course | 1 | | |
| Total ¹ | 129 credits | Total ² | 129 credits |

¹ All students must take a 3-credit multicultural course.

² All students must take a 3-credit multicultural course.

Appendix

Rationale for Common Core Courses in APPAREL DESIGN & MERCHANDISING:**Humanities Block**

- A change from *English Writing/Communications Course* to *English Writing Course* is recommended.

Rationale: The change provides a common humanities core for both APD and TC majors. The credit requirement within this block is not being changed.

- A change from *ART 129, Design in Visual Arts* to *ART 129, Design in Visual Arts* or *ART 130, Drawing I: Tools and Techniques*.

Rationale: The change provides students with flexibility in course selection.

Social Science Block

- Change from *Psychology Course* to *Psychology 201*.
Change from *Sociology Course* to *Sociology 201*.

Rationale: The courses are specified by number to correspond with prerequisites for TDCE 419, Social Psychological Aspects of Clothing, a required course.

- Change from *Social Science Course* to *Foreign Language Course*.

Rationale: Because the fashion industry is international in scope, designers are typically required to travel overseas to conduct design research, source for fabrics, and to oversee production. Exposure to a foreign language is recommended.

Science Block

- Change in course requirements from *Science Course* to *Chemistry 102*.

Rationale: The specification provides APD majors with a stronger chemistry background for textiles courses and it ensures a common prerequisite foundation for textile courses taken by both TC and APD majors. It also provides a common science core for both majors. The common requirement will facilitate double majoring between APD and TC students and simplify transfers/minoring between the two majors. The credit requirement within the science block is not being changed.

- A change in course requirements from *Math Course* to *Math 114 Elementary Math and Statistics or higher level*.

Rationale: Math 114 is a prerequisite for ECON 151, a required course. Students testing at higher level may choose to complete a more advanced mathematics course.

Human Resources Block

- No changes are proposed. Credits reflected in this block are the same as in the current curriculum.

Apparel & Textile Block

Topic coverage and competency levels are proposed for three courses included in the current curriculum. One new course is proposed.

- Beginning Textile Course

A beginning level textile course is recommended.

Rationale: The course will establish a basic understanding of textiles. It is essential for providing TC and APD students with a fundamental understanding of fiber, yarn and fabric names, finishes and behavior.

- Advanced Textile Course

An advanced textile course which builds upon the information acquired in the beginning level course is proposed.

Rationale: The course will provide additional exposure and understanding of textiles. It is essential so students will be able to apply textile knowledge to selection, use and care, and related performance requirements.

- A Costume History Course

A change from TDCE 214 *History of Costume* to a TDCE *Costume History Course*.

Rationale: Provides APD students with the opportunity to select among three TDCE costume history courses, including TDCE 214 *History of Costume*, TDCE 224 *Clothing Design and Production Since 1700*, and TDCE 213, a multicultural ethnic costume course.

- TDCE 365 Apparel Design and Fashion Merchandising Seminar. 1 credit

A change from TDCE 465 *Seminar* to TDCE 365 *Apparel Design and Fashion Merchandising Seminar*.

Rationale: Provides common professionally-oriented seminar for APD and TC majors. This course is prerequisite to TDCE 444.

- TDCE 444 Fashion Presentation. 1 credit

This proposed new course that will be required by APD and TC majors.

Rationale: The course focuses on portfolio preparation and fashion show production for APD and TC majors. Joint and integrated team projects will be required. The course is for majors of senior status only. Prerequisites for APD majors: TDCE 333, 424, and 365 or consent of instructor.

Foreign Language Block

- A change from no language requirement to two required Foreign Language Courses (8 credits) is proposed.

Rationale: Because the fashion industry is international in scope, designers are typically required to travel overseas to conduct design research, source for fabrics, and to oversee production. Exposure to a foreign language(s) is recommended.

APPAREL DESIGN CHANGES

ADDITIONS

- 2 Foreign Language courses (8)
- TDCE 444 Fashion Presentation (1)

NOTATIONS

- Social Science course (3)
- Free Electives from 17-20 to 7-18

APPAREL DESIGN

MODIFICATIONS TO COURSE SELECTION:

- Mathematics course (3) to MATH 114 or MATH 115 or higher (3)
 - Psychology course (3) to PSYC 201 General Psychology (3)
 - Sociology course (3) to SOCI 201 Intro. to Sociology (3)
 - Science course (4) to CHEM 102 General Chemistry (4)
 - English Writing/Communications course (3) to English Writing course (3)
 - Art 129 Design in Visual Arts (3) to ART 129 or ART 130 (3)
 - TDCE 115 Introduction to Textiles (3) to TDCE Beginning Textile course (3)
 - TDCE 425 Textile Performance (3) to TDCE Advanced Textile course (3)
 - TDCE 214 Costume History Before 1700 (3) and
TDCE 224 Clothing Design and Production Since 1700 (3)
to
 - TDCE Costume History Course (3)
 - TDCE Costume History Course (3)
- Free Electives 17-20 to 7-18

***For further clarification see Rationales in Appendix**

D CONSUMER ECONOMICS • COLLEGE OF HUMAN RESOURCES

Science course selected from..... 4¹

Natural Sciences
Geography (Physical)
Geology
Mathematical Sciences
Computer and Information Sciences
~~Chestry~~
Life and Health Sciences
Physical Science
Physics and Astronomy
Psychology (physiological)

Social Sciences

ECON 151 Introduction to Microeconomics 3¹

HISTORY course 3¹

Sociology course 3¹

Psychology course 3¹

~~Social Science courses selected from:~~

American Studies, Anthropology (cultural/social), Black American Studies, BPAAD 509, Capital Joints Economics (including FREC 120), Geography (economic and social), History, Political Science and International Relations, Psychology, and Sociology.

Business

Business courses 6⁴

Within the College

Human Resources (BSET, NDTI, FOSSC, TDCE) at credit 6^{1,4}
from two departments other than TDCE

Within the Department

TDCE 114 Clothing in Contemporary Society 3¹

TDCE 116 Introduction-to-Fashion, FKA, TKATLAS, CEMARK 3¹

TDCE 211 Basic Clothing Processes or exemption 3¹

TDCE 216 Advanced Clothing Processes 3¹

TDCE 218 Fashion Merchandising 3¹

FRECE-214 Consumer History Before 1700, WTC, 25 CRYMARC 3¹

FRECE-214 Clothing Design-and-Presentation Since 1700, with a seminar 3¹

TDCE 235 Fashion Illustration and Coordination 3¹

TDCE 333 Fashion Illustration and Coordination 3¹

TDCE 314 Apparel Design I 3¹

TDCE 324 Apparel Design II 3¹

TDCE 419 Social-Psychological Aspects of Clothing 3¹

FRECE-419 Social-Psychological Aspects of Clothing, TRV, LARVAE 3¹

TDCE 455 Textiles, Clothing and the Economy 3¹

TDCE 505 Sewing, PAB, MKCAT & APPAREL, MCKCAT 3¹

Elective hours FASHION & TEXTILES 1¹

Electives 1¹

May include Military Science, Music, or Physical Education (Only two credits of activity-type Physical Education and four credits of Music organization credits and four credits of 100- and 200-level courses in Military Science/Air Force may be counted toward the degree).

CREDITS TO TOTAL A MINIMUM OF 129

DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES
MAJOR: APPAREL DESIGN

CURRICULUM

CREDITS*

UNIVERSITY REQUIREMENTS

ENGL 110 Critical Reading and Writing 3¹
Three credits in an approved course or courses exceeding multicultural, ethnic, and/or gender-related contents 3^{1,4}

MAJOR REQUIREMENTS

External to the College

Foreign Language Courses O-4¹⁻⁴

Humanities Foreign Language Courses 3¹

English Writing/Grammar/Composition 3¹

COMM 255 Fundamentals of Communication II, COMM 311, ART 129 Design in Visual Arts, IV, ART, 129 3¹

Twelve credits selected from Art, Art History, Theatre 12^{1,4}

Sciences

CHEM 101 General Chemistry 4¹

BISC 106 Elementary Human Physiology 3¹

BISC 116 Elementary Human Physiology/Laboratory 1¹

Mathematics courses 3¹

MATH 114 or MATH 115 or NUMBER THEORY 3¹

CHEM 102 GENERAL CHEMISTRY 4²

*Superior figures indicate years or years in which the course is normally taken, i.e., freshman year,¹ sophomore year, etc.
This requirement may be fulfilled through a course taken to complete major, group, breadth, or elective requirements. See page 26.
ECON 151 Introduction to Microeconomics has MATH 114 or MATH 115 as a consequence.

MERCHANDISING CHANGES

ADDITIONS

- 2 Foreign Language courses (5)
- TDCE 444 Fashion Presentation (1)
- ACCT 260 Business Information Systems (3)

DEFINITIONS

- English Literature course (3)
- Free Electives from 17 to 13-24

MERCHANDISING

MODIFICATIONS TO COURSE SELECTION:

- ACCT 207 Accounting I (3) to ACCT 207 Accounting I or TDCE 217 Accounting for Merchandising (3)
- Art/Art History course (3) to ART 129 or ART 130 (3)
- CHEM 213 Elementary Organic Chemistry (4) to BISC 106/116 Elementary Human Physiology and Lab (4)
- MATH 114 Elementary Math and Statistics to MATH 114 or MATH 115 or equivalent
- TDCE 115 Introduction to Textiles (3) to TDCE Beginning Textiles course (3)
- TDCE 418 Advanced Fashion Merchandising (3) to (4)
- TDCE 415 Textile Performance to TDCE Advanced Textiles course
- TDCE 224 Clothing Design and Production Since 1700 (3) to TDCE Costume History course (3)
- TDCE 315 Textile Analysis (3) credits divided between
 - TDCE 418 - one additional unit
 - TDCE 444 - new course, one credit
 - 1 credit shifted to Foreign Languages Requirement

*For further clarification see Rationales in Appendix

[illegible]

*Superior figures indicate year or years in which the course is normally taken; i.e., "freshman year," "sophomore year," etc. If the requirements may be fulfilled through a course taken to complete major, general, breadth, or elective requirements. See page 86. **ECN 151 introduction to Microeconomics has MATH 114 or MATH 115 as a prerequisite.

**Rationale for Course Revisions in APPAREL DESIGN:**

- A Costume History Course

A change from TDCE 224 *Clothing Design and Production Since 1700* to a TDCE *Costume History Course*.

Rationale: Provides APD students with the opportunity to select a *second required costume history course* from among the three offered in TDCE, including TDCE 214 *History of Costume*, TDCE 224 *Clothing Design and Production Since 1700*, and TDCE 213, a multicultural ethnic costume course.

- TDCE 324. Apparel Design II

Course Content Change.

Rationale: Expands upon drafting of a torso pattern block currently included in TDCE 324. Students will learn to use the block to design and execute tailored garments. Tailoring skills are more universally useful to future designers than the current bias project. Design of apparel using the bias cut will be covered through demonstration because this technique is used less often industry due to the excessive costs involved. Design of apparel using stretch will remain in the course. The change in the description supports APD/TC goals to incorporate design experiences with an industry orientation.

- TDCE 333.

Name and Course Description Changes: From *Fashion Design* to *CAD: Fashion Design & Forecasting*.

Rationale: The course description revision clarifies and updates the description so it corresponds more closely with the current course content as it has evolved. The course introduces students to computer graphics for fashion design by emphasizing concept development, visualization, storyboard layout, and design presentation. Focuses on a) trend research and presentation and b) collection design for targeted markets. Prereq: TDCE 233. The name change also improves visibility of CAD instruction in APD, thus making our program more competitive with other institutions. CAD experience is a key factor in entry-level job acquisition and commands higher starting salaries for our graduates.

- TDCE 424. Apparel Design III

Course Description and Prerequisite Change.

Rationale: The course description revision clarifies and updates the description so it corresponds more closely with the current course content. Students will conceptualize, design, and execute a coordinated apparel collection. The course will advance and expand upon knowledge and skills from previous courses. Because this is a culmination course, the prerequisite has been changed to TDCE 324.

- TDCE 433.

Name, Course Description, and Prerequisite Changes: From *Mass Market Apparel* to *CAD: Mass Market Apparel*.

Rationale: The course description revision clarifies and updates the description so it corresponds more closely with the current course content and newly acquired software. The course focuses specifically on apparel product development for a targeted market from conceptualization through execution of sample garments for production. It introduces students to computer-aided pattern designing, grading, marker making, and data management. Because students in this course typically work directly with an apparel company, the recommended prerequisite for the course is TDCE 324.

The proposed course title change improves visibility of CAD instruction in APD courses, thus making our program more competitive with other institutions (e.g., course catalogs, graduates' résumés). CAD experience is a key factor in entry-level job acquisition and commands higher starting salaries for our graduates.

Business Block

- No changes are recommended in the Business Block.

Free Elective Block

- *Reduction in elective credits* from 17-20 to 7-18.

Rationale: The reduction in elective credits was necessary to accommodate the additional proposed course requirements.

Rationale for Course Revisions in MERCHANDISING:

- TDCE 217 Accounting Practice for Merchandise

A new course providing an alternative to ACCT 207.

Rationale: Course provides alternative to Accounting 207 that meets the more specific needs of Fashion Merchandising majors.

- TDCE 418 Advanced Fashion Merchandising

An increase of credits from three to four is proposed.

Rationale: The increase in credits will allow students more classroom computer time. Current issues related to the changing retail environment, as they relate to merchandise planning and control, will be addressed.

- ACCT 260 Introduction to Business Information

A new course requirement in business is proposed.

Rationale: The new requirement will increase student exposure to computer technology and its use in the business world. A variety of applications of software packages used in industry are included in the course.

Free Elective Block

- *Reduction in elective credits* from 20 to 13-21.

Rationale: To accommodate the additions of proposed new courses elective credits are reduced from 20 to 15. .



INTERDEPARTMENTAL
MEMORANDUM

January 19, 1993

TO: Karen Schaeffer, Associate Professor
Textiles, Design, and Consumer Economics

FROM: John J. Hurt, Acting Chair *[Signature]*
Department of Foreign Languages and Literatures

With regard to the footnote 2 on your "Proposed Common Core: Merchandising and Apparel Design" document:

I think it would simpler (and would, I believe, say the same thing) if that footnote followed the wording in the 1992-1993 Undergraduate Catalog and read something like this:

2 "In general, students are required to take either a 105-106 or a 106-107 sequence in a particular foreign language, for a total of eight credits. Students with fewer than two high school years of a particular foreign language will be placed in a 105 language course and will then take 105-106. Students with two or three years of a particular language will be placed in a 106 language course and will then take 106-107.

"Students with more than three years will be placed in a 107 language course and, upon completing 107, will be advised but not required to take a 200 level language course. Students with four or more high school years of a foreign language may attempt to fulfill the requirement by taking an exemption examination and will then be advised but not required to take a 200 level language course."

I believe that this statement takes care of your goals and of the goals I listed in my memo of October 8. Hope so, anyway.

See pp. 80, 109-110 of the Catalog.

Attachment 5

The following individuals have been nominated by the Committee on Committees and Nominations for various Senate offices during the academic year 1993-94:

| | |
|--|---|
| President Elect | Thomas Angell John P. McLaughlin |
| Vice President | Larry Peterson David Sperry |
| Secretary | David Haslett Jon Olson |
| Members, Committee on Committees and Nominations (2 vacancies) | Charles Boncelet Nancy Cotugna Judith Roof Raymond Wolters |
| Member, Committee on Rules | Bill Lawson Robert Warren |

* * * * *

Biographies of the nominees and statements by the candidates for President Elect are at Attachment 6.

Attachment 6
Page 1

VACANT POSITION: PRESIDENT ELECT

NAME: Angell, Thomas S. DEPARTMENT: Math Sciences
RANK: Professor DATE OF HIRE (FULL TIME): September 1969
HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO
IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

| COMMITTEE NAME | | ACADEMIC YEAR | IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.) |
|----------------|--|---------------|--|
| 1. | Ad Hoc Cte. on Academic Standards | 1975-76 | Member |
| 2. | Trustee Ad Hoc Cte. on Judicial Policy | 1975-76 | Member (appointed by Senate) |
| 3. | Trustee Cte. on Student Affairs | 1979-80 | Senate representative |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

Departmental representative (senator) 1982-83

NAME: McLaughlin, John P. DEPARTMENT: Psychology
RANK: Assoc. Prof. DATE OF HIRE (FULL TIME): 1964
HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO
IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

| COMMITTEE NAME | | ACADEMIC YEAR | IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.) |
|----------------|----------------------|---------------|--|
| 1. | Ctes. & Nominations | 1974-76 | Member |
| 2. | Univ. Fac. Senate | 1973-76 | Senator |
| 3. | Univ. Fac. Senate | 1969-71 | Senator |
| 4. | Fac. Welfare & Priv. | 1987-88 | Member |
| 5. | Fac. Welfare & Priv. | 1983-84 | Chair |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

Human Subjects Cte. 1973-76 Member

Arts & Science Senate (past President, Vice President). Also member of Academic Planning Cte. 1986-88.

AAUP (Grievance Officer 1987-90, Steering Committee 1986-90).

PRESIDENT-ELECT CANDIDATES' STATEMENTS

Angell, Thomas

Since coming to Delaware in 1969, I have been committed to both undergraduate and graduate education. As a committee member on the College of Arts and Science Educational Affairs Committee in 1970, I helped to write the old BA degree requirements and to introduce the (then) new BALS degree. I have devoted some effort to help improve the quality of undergraduate life on campus, including service on the Judicial Selection Committee and as an advisor to the student judicial system. I also served, in 1975, as the Senate representative to the Trustees *ad hoc* committee on Judicial Policy and, in 1979, as the Senate representative to the Trustee Committee on Student Affairs.

I have served in the Senate of the College of Arts and Science and was its first Vice President in 1979. From 1985 until this year I was the Chair of the departmental Committee on Graduate Studies.

I believe that there will be several important issues that need to be confronted over the next several years at the University. It is imperative that the faculty, through the Senate, have a strong voice in the decisions that will be made that will affect the character of the University. The fiscal situation demands that these decisions be made soon. One of the primary choices to be made concerns the proper balance between undergraduate programs, graduate programs, and faculty research at the University. While the debate has been initiated with a commission report on Project Vision, I believe that the Senate should be the primary forum for a continuing discussion of the issues and for the formulation of recommendations.

I also believe that the Senate has a central responsibility in matters of student life at the University. I think that the atmosphere at the University has a profound effect on the character of our students. The reputation that the University of Delaware has as a "party school" and its effect on the academic life of the University needs to be openly discussed. I think that we must find effective means to significantly increase the contact between faculty and undergraduates, through involvement in the initial stages of recruitment, through a presence in day-to-day academic advisement, and through more informal contacts.

McLaughlin, John P.

The University Faculty Senate acts as a committee in place of the voting faculty. To act in this regard, the Senate should facilitate the free flow of information among faculty, administration and itself. Generally the activities of the committees of the Senate, agendas, minutes and reports to units by Senate representatives contribute to that goal.

I believe faculty members should be added to bodies such as the Provost's Budget Council, elaborating on what appears to be a successful undertaking in the College of Arts and Science.

My personal beliefs on issues that have recently occupied the Senate include a conviction that free speech and academic freedom are to be absolutely protected. I also favor short meetings.

ATTACHMENT 6

Page 3

VACANT POSITION: VICE PRESIDENT

NAME: Peterson, Larry DEPARTMENT: Music NAME: Sperry, David DEPARTMENT: Life & Health Sci.
 RANK: Associate Prof. DATE OF HIRE (FULL TIME): 7/19/80 RANK: Associate Professor DATE OF HIRE (FULL TIME): August 1982
 HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO

IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

| IN WHAT CAPACITY? | | |
|----------------------------|---------------|-----------------------------|
| COMMITTEE NAME | ACADEMIC YEAR | (MEMBER, CHAIRPERSON, ETC.) |
| 1. Film Subcte. | 1987-88 | Member |
| 2. Performing Arts Subcte. | 1988-90 | Member |
| 3. | | |
| 4. | | |
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| IN WHAT CAPACITY? | | |
|--------------------------|---------------|-----------------------------|
| COMMITTEE NAME | ACADEMIC YEAR | (MEMBER, CHAIRPERSON, ETC.) |
| 1. Greek Life Task Force | 1991-92 | Chair |
| 2. Executive Committee | 1992-93 | Member, Vice President |
| 3. Coord. Cts. on Educ. | 1992-93 | Member |
| 4. | | |
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PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

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Senator: 3 terms. Music Department Chairman: 1 term (5 years).
 College of Arts and Science Task Force to evaluate all group requirements, and foreign language, math, and Second Writing Requirements (1990-91). Current board member, Center for Teaching Effectiveness. Current member of Planning Committee for Teaching Effectiveness Conference for UD faculty (5/30-6/7, 1993).

ATTACHMENT 6

Page 4

VACANT POSITION: SECRETARY

NAME: Haslett, David DEPARTMENT: Philosophy NAME: Olson, Jon DEPARTMENT: Chemical Engg.
 RANK: Professor DATE OF HIRE (FULL TIME): 1971 RANK: Professor DATE OF HIRE (FULL TIME): 1963
 HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO

IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

| IN WHAT CAPACITY? | | |
|--|---------------|----------------------------|
| COMMITTEE NAME | ACADEMIC YEAR | MEMBER, CHAIRPERSON, ETC.) |
| 1. Rules | 1983-85 | Member |
| 2. Academic Appeals | 1985-86 | Member and Chair |
| 3. Undergrad. Records Faculty Welfare and Privileges | 1988 | Member |
| 4. _____ | 1991-1992 | Member |
| 5. _____ | _____ | _____ |
| 6. _____ | _____ | _____ |
| 7. _____ | _____ | _____ |
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| 10. _____ | _____ | _____ |

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

A&S Cte. on Physical Facilities 1974-76 (member); Prelaw Advisement Cte. 1974-present (member); Ad Hoc A&S Cte. on Legal Counsel 1976 (Chair); COPE Cte. 1976-77 (member); A&S Cte. on Organization and Rules 1978-82 (member and Chair); A&S Academic Planning Cte. 1985-88 (member).

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

I have served as Senator 1986-92 and am a (long) past President of the Senate. I am familiar with the needs of the Senate and the duties of the Secretary.

ATTACHMENT 6
Page 5

VACANT POSITION: MEMBERS, COMMITTEE ON COMMITTEES AND NOMINATIONS (4 candidates)

NAME: Boncellet, Charles G. DEPARTMENT: Electrical Engg. NAME: Cotugna, Nancy A. DEPARTMENT: Nutrition & Dietetics
RANK: Assoc. Professor DATE OF HIRE (FULL TIME): September 1984 RANK: Assoc. Professor DATE OF HIRE (FULL TIME): 1980

HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO

IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING: IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

| IN WHAT CAPACITY? | | |
|--------------------------------------|----------------|-----------------------------|
| COMMITTEE NAME | ACADEMIC YEAR | (MEMBER, CHAIRPERSON, ETC.) |
| 1. <u>Student and Faculty Honors</u> | <u>1988-89</u> | <u>Member</u> |
| 2. <u>Student and Faculty Honors</u> | <u>1989-90</u> | <u>Chair</u> |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
| 5. _____ | _____ | _____ |
| 6. _____ | _____ | _____ |
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| 10. _____ | _____ | _____ |

| IN WHAT CAPACITY? | | |
|--------------------------------------|----------------|-----------------------------|
| COMMITTEE NAME | ACADEMIC YEAR | (MEMBER, CHAIRPERSON, ETC.) |
| 1. <u>Undergraduate Studies</u> | <u>1991-93</u> | <u>Member</u> |
| 2. <u>Student and Faculty Honors</u> | <u>1980's</u> | <u>Member</u> |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
| 5. _____ | _____ | _____ |
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PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

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Have served on numerous College committees as well!

ATTACHMENT 6

Page 6

VACANT POSITION: MEMBERS, COMMITTEE ON COMMITTEES AND NOMINATIONS (4 candidates)

NAME: Roof, Judith DEPARTMENT: English NAME: Wolters, Raymond DEPARTMENT: History
 RANK: Assoc. Prof. DATE OF HIRE (FULL TIME): 1988 RANK: Professor DATE OF HIRE (FULL TIME): 1965
 HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO

IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

IN WHAT CAPACITY?
 (MEMBER, CHAIRPERSON, ETC.)

IN WHAT CAPACITY?
 (MEMBER, CHAIRPERSON, ETC.)

| COMMITTEE NAME | ACADEMIC YEAR | IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.) |
|------------------------|---------------|--|
| 1. Rules Committee | 1989-93 | Member, Chair (91-93) |
| 2. Cultural Activities | 1991-92 | Member |
| 3. Secretary of Senate | 1991-93 | |
| 4. Executive Committee | 1991-93 | Member |
| 5. _____ | _____ | _____ |
| 6. _____ | _____ | _____ |
| 7. _____ | _____ | _____ |
| 8. _____ | _____ | _____ |
| 9. _____ | _____ | _____ |
| 10. _____ | _____ | _____ |

| COMMITTEE NAME | ACADEMIC YEAR | IN WHAT CAPACITY? (MEMBER, CHAIRPERSON, ETC.) |
|-----------------------------------|---------------|--|
| 1. COPE | 1979-92 | Chair |
| 2. Promotions and Tenure | 1977 | Chair |
| 3. Faculty Welfare and Privileges | 1975-77 | Chair |
| 4. _____ | _____ | _____ |
| 5. _____ | _____ | _____ |
| 6. _____ | _____ | _____ |
| 7. _____ | _____ | _____ |
| 8. _____ | _____ | _____ |
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| 10. _____ | _____ | _____ |

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

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ATTACHMENT 6
Page 7

VACANT POSITION: _____ MEMBER, CTE. ON RULES _____

NAME: Bill E. Lawson DEPARTMENT: Philosophy
RANK: Associate Professor DATE OF HIRE (FULL TIME): Sept. 1986

HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO

IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

| IN WHAT CAPACITY? | | |
|------------------------|---------------|-----------------------------|
| COMMITTEE NAME | ACADEMIC YEAR | (MEMBER, CHAIRPERSON, ETC.) |
| 1. Cultural Activities | 1992-93 | Chairperson |
| 2. Cultural Activities | 1990-92 | Member |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
| 5. _____ | _____ | _____ |
| 6. _____ | _____ | _____ |
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| 8. _____ | _____ | _____ |
| 9. _____ | _____ | _____ |
| 10. _____ | _____ | _____ |

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

NAME: Robert Warren DEPARTMENT: Urban Affairs
RANK: Professor DATE OF HIRE (FULL TIME): 1975

HAVE YOU SERVED ON A SENATE COMMITTEE(S) IN THE PAST? ☒ YES ☐ NO

IF YOU ANSWERED "YES" PLEASE COMPLETE THE FOLLOWING:

| IN WHAT CAPACITY? | | |
|--|----------------|-----------------------------|
| COMMITTEE NAME | ACADEMIC YEAR | (MEMBER, CHAIRPERSON, ETC.) |
| 1. Student and Faculty Honors | 1992-94 | Member |
| 2. Faculty Welfare and Privileges | 1977-80, 92-94 | Member |
| 3. Ad Hoc Cte. to Review Affirmative Action Plan | 1989-90 | Chair |
| 4. Nominating Committee | 1980-81 | Member |
| 5. Academic Appeals | 1983-86 | Chair |
| 6. Ad Hoc Cte. on Investment in S. Africa | 1986 | Member |
| 7. Senator | several terms | _____ |
| 8. _____ | _____ | _____ |
| 9. _____ | _____ | _____ |
| 10. _____ | _____ | _____ |

PLEASE USE THIS SPACE FOR ANY COMMENTS YOU MAY HAVE CONCERNING YOUR QUALIFICATIONS FOR THIS POSITION.

Awards Cte. currently (member)
Task Force on Graduate Studies/Research (member)
Univ. Self-Study for Middle States Accreditation 1991-92
Cte. to Review Faculty Governance, approx. 1976 (member)
Women's Commission 198991 (member)

APPOINTMENTS FOR CONFIRMATION

ACADEMIC APPEALS, CTE. ON

| | |
|---------------------|----------------|
| Palaniappa Krishnan | Chair & Member |
| Kathleen Minke | Member |

BUDGETARY AND SPACE PRIORITIES CTE. ON

| | |
|----------------|--------|
| Henry Reynolds | Chair |
| John Dohms | Member |

CULTURAL ACTIVITIES AND PUBLIC EVENTS, CTE. ON

| | |
|----------------|----------------|
| Joann Browning | Member |
| Janice Bibik | Member |
| Juliet Dee | Member |
| Thomas Calhoun | Chair & Member |

DIVERSITY AND AFFIRMATIVE ACTION, CTE. ON

| | |
|-----------------|--------|
| Hilton Brown | Chair |
| Alvina Quintana | Member |
| Vivian Klaff | Member |

EDUCATION, COORDINATING CTE. ON

| | |
|-------------|--------|
| Roland Roth | Member |
|-------------|--------|

FACULTY WELFARE AND PRIVILEGES, CTE. ON

| | |
|----------------|--------|
| Harrison Hall | Chair |
| James Krum | Member |
| Larry Peterson | Member |

GRADUATE STUDIES, CTE. ON

| | |
|----------------|--------|
| Malcolm Taylor | Member |
| Robert Hampel | Member |
| Jayne Fernsler | Member |

HONORARY DEGREES, FACULTY ADVISORY CTE. ON

| | |
|----------------|--------|
| Donald Peters | Chair |
| Kenneth Lewis | Member |
| James R. Soles | Member |
| C. P. Huang | Member |

INSTRUCTIONAL, COMPUTING AND RESEARCH SUPPORT SERVICES, CTE. ON

| | |
|------------------|----------------|
| Alexander Cheng | Chair & Member |
| Christine Kydd | Member |
| Douglas Archbald | Member |
| Karen Stein | Member |
| Margaret Birney | Member |

INTERNATIONAL STUDIES, CTE. ON

| | |
|---------------|--------|
| Peter Rees | Chair |
| Sherry Kitto | Member |
| Jerome Siegel | Member |

LIBRARY COMMITTEE

| | |
|-----------------|--------|
| Bernard Herman | Chair |
| Zoubeida Dagher | Member |
| Antony Beris | Member |
| Judy Van Name | Member |
| Janet Smith | Member |

PROMOTIONS AND TENURE, CTE. ON

| | |
|---------------------|----------------|
| David Ames | Chair & Member |
| Richard Sylves | Member |
| Catherine Halbrendt | Member |

RESEARCH, CTE. ON

| | |
|------------------|--------|
| Jerold Schultz | Chair |
| Paul Durbin | Member |
| Charles Robinson | Member |
| Calvin Keeler | Member |
| Thomas Angell | Member |

STUDENT AND FACULTY HONORS, CTE. ON

| | |
|---------------------|----------------|
| Robert Taggart | Chair & Member |
| Palaniappa Krishnan | Member |
| Scott Jones | Member |
| Ann McNeil | Member |

STUDENT LIFE, CTE. ON

| | |
|----------------|--------|
| Brent Thompson | Chair |
| Dallas Hoover | Member |
| Alan Horowitz | Member |
| Jerome Brown | Member |

- 2 -

UNDERGRADUATE STUDIES, CTE. ON

| | |
|------------------|--------|
| Michael Keefe | Chair |
| James Glancey | Member |
| Rivers Singleton | Member |
| Mary Roe | Member |
| Marion C. Hyson | Member |
| Linda Bucher | Member |
| Barbara Viera | Member |

/wc

INTERDEPARTMENTAL
MEMORANDUM

Date: January 25, 1993

To: Kenneth Lomax
Associate Professor
President, University Senate

From: Betty J. Paulanka, Ed.D., R.N. *bjp*
Dean, College of Nursing

Re: College of Nursing Reorganization

Last year's strategic planning process within the College of Nursing determined the need to reorganize its organizational structure in order to enhance more cost effective and efficient use of faculty (human) resources. For the past year several ad hoc committees have worked to identify potential organizational models to meet our unique needs as a clinically-based professional college. During our January 11, 1993 College Faculty meeting, the faculty voted to accept the attached model for implementation during the Fall of 1993. This memo is to seek the University Senate's approval for this reorganization.

The following actions are required for this change:

1. An approval to dissolve the existing departmental structure of the Department of Advanced Nursing Science (graduate) and the Department of Nursing Science (undergraduate).
2. Approval of the College of Nursing's recommended new organizational structure which includes:
 - a) One Department of Nursing for graduate and undergraduate degrees, MSN and BSN, to be chaired by one department chairperson.
 - b) A Division of Special Programs for the administration of continuing education activities and alternative programs to support nursing degrees to be coordinated by an academic director.

RATIONALE for Reorganization: 1) integration of graduate and undergraduate faculty enabling a more viable system of resource sharing; 2) expanding opportunities for students to have greater access to faculty with specific clinical expertise and for faculty to participate in both graduate and undergraduate education; and 3) delegation of a single person to coordinate the complex special programs that support nursing degrees.

UNIVERSITY OF DELAWARE - COLLEGE OF NURSING
COLLEGE OF NURSING

March 22, 1993

TO: Bonnie Scott
Chairperson, Senate Coordinating Committee
on Education

FROM: Betty Paulanka *Betty Paulanka-rg*
Dean

RE: Reorganization Material
College of Nursing

Attached are the materials you requested.

1. History for Reorganization
2. Organizational Chart and Rationale for Change
3. Promotion and Tenure Approved^{*} Draft (*ATTACHED TO END*)
4. Budgetary Issues
5. Job Descriptions
6. Communication Responsibilities
7. Catalog Description (New Initiatives)
 - a) BRN
 - b) Accelerated 2nd Degree
8. Nursing Enrollment Statistics

BP/rg

(** Approved by College.*)

HISTORY OF DEPARTMENTALIZATION IN THE COLLEGE OF NURSING

The College of Nursing departmentalized into the Department of Nursing Science (undergraduate studies) and the Department of Advanced Nursing Science (graduate studies) in 1983. This organizational structure was selected on the basis of the College's limited number of doctorally prepared nurses in the early 80's. This organizational framework allowed doctorally prepared faculty to work in the Department of Advanced Nursing Science and master's prepared clinical specialists to work in the Department of Nursing Science. However, over the past 10 years the number of doctorally prepared nursing faculty in the College have increased significantly and the continuation of this differentiation of faculty is no longer relevant. In fact, this delineation of departments is detrimental to the efficient use of faculty resources and areas of expertise.

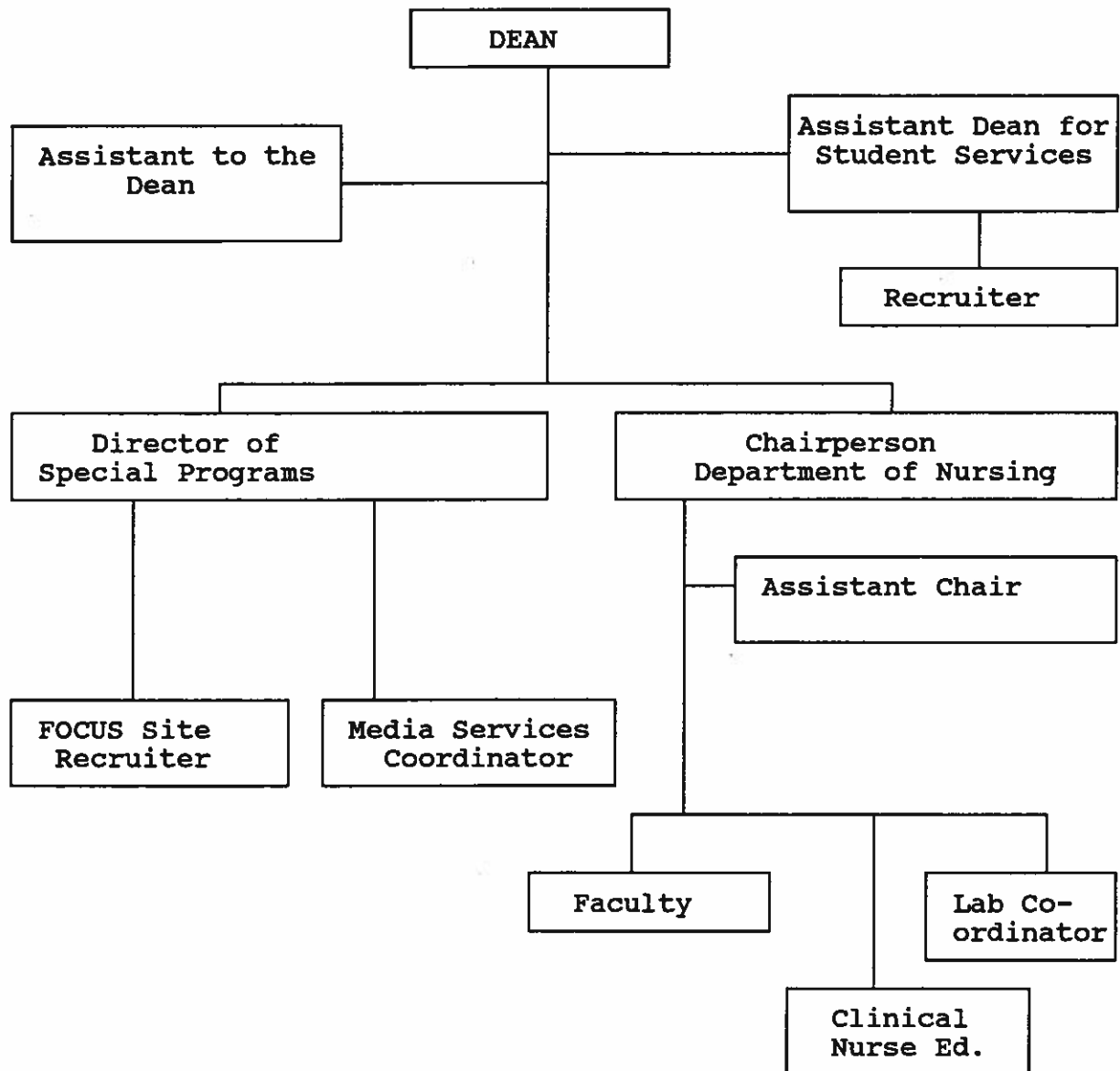
When the College of Nursing was reviewed by an external University committee in the summer of 1991 it was recommended that the College review this organizational structure to become more congruent with other organizational frameworks within the University.

During an extensive strategic planning process in the spring of 1992, faculty determined that with the addition of a new Dean, the timing was right to explore options for a more cost-effective organizational structure. An ad hoc committee for reorganization was identified in September. This committee has reviewed numerous organizational models presented by faculty and administration. They have met with the Provost to discuss the implications of reorganization. Their recommendations for change were presented to faculty in December and final selections were made after an intensive winter session workshop in January.

The structural model of one department of all faculty and a division of special programs evolved as the best solution to the complexity of the nursing course offerings and programs. One chairperson and one director will be selected from an internal search of qualified faculty once the Faculty Senate approves the reorganization model.

The reorganization of the College will not effect the nursing curricula or existing programs. The restructuring process focuses on faculty assignments and efficient use of resources. Programs such as the BRN (which has already been approved by the Faculty Senate) would have occurred with or without a College reorganization.

ORGANIZATIONAL STRUCTURE OF THE COLLEGE OF NURSING



Voted upon by the Faculty of the College of Nursing - January 15, 1993.

RATIONALE for Reorganization: 1) integration of graduate and undergraduate faculty enabling a more viable system of resource sharing; 2) expanding opportunities for students to have greater access to faculty with specific clinical expertise and for faculty to participate in both graduate and undergraduate education; and 3) delegation of a single person to coordinate the complex special programs that support nursing degrees.

Budgetary Implications of Reorganization

The reorganization was approached with current budgetary constraints and no options for new lines or additional dollars to support changes as limiting criteria. Thus, the lines and financial support will be drawn completely from the two current chairperson lines which will support the new chair of the Department of Nursing and the Director of Special Programs. Each position will be filled from an internal search and includes a 12 month contract.

Position Descriptions

Chairperson, Department of Nursing Science: The Chairperson of the Department of Nursing Science will be responsible for curriculum coordination related to both degrees (BSN and MSN). Faculty and Clinical Educators will report directly to the Chairperson with whom they will negotiate their assigned work loads. The Chairperson job description is consistent with the University description of this position (as appears in the Chair's Supplement to the Faculty Handbook).

Director of Special Programs: The Director of Special Programs will be responsible for the coordination of services related to non-traditional students and course delivery alternatives for a nursing degree or mandatory continuing education credits (Administration of the BRN major and Accelerated 2nd Degree Program, Continuing Education alternatives, Distance Education Delivery and Site Coordination activities). S/he will work directly with the Chairperson to identify faculty wishing to participate in these activities. The position will support the nursing curriculum which is directed by the faculty. The primary function of the division is the generation of dollars to support financial autonomy for the College. (See attached job description for specifics.)

Assistant Chairperson: The Assistant Chairperson will serve as a curriculum coordinator for the clinical rotations and the interdisciplinary nature of course work. S/he will work under the direction of the Chairperson to insure consistency and continuity in our relationships with health agencies and faculty preceptors. (See attached job description for specifics.)

Recruiter: The College has two recruiters, one for the traditional student in the basic and graduate programs and one for students electing to participate in distance initiatives. The recruiter for the traditional students is essentially a half time faculty line supported by the College. The distance recruiter is supported by Continuing Education. (See attached job description for specifics.)

COLLEGE RECRUITER

College Recruiter: The College recruiter will continue to work directly under the Assistant Dean. This position includes the half time responsibilities of a non-clinical faculty member and a half time assignment related to student recruitment of traditional students in the graduate and undergraduate curriculum. This person maintains faculty rank and assignments are negotiable related to the recruitment needs of the College. (This position evolved during the critical nursing shortage in the 80's. Although student numbers have increased significantly the competition for quality students remains keen. Thus, this position will continue to meet the College need for more highly qualified students.) This position is not a result of the reorganization.

FOCUS RECRUITER

FOCUS Recruiter: This position is funded by Continuing Education to promote enrollments in our distance delivery alternatives. S/he reports to the Director of Special Programs. This is a new position currently being approved by Affirmative Action.

JOB DESCRIPTION FOR DIRECTOR OF SPECIAL PROGRAMS**QUALIFICATIONS:**

- Tenured faculty member
- R.N.
- Minimum of three years administrative experience, preferably in nursing education
- Experience with distance education preferred

MAJOR RESPONSIBILITIES:

- Reports directly to the Dean of the College of Nursing
Assesses needs for special programs at the College of Nursing
- Coordinates, in consultation with the Chairperson of the Department of Nursing, sites and delivery methods for all special programs in the College of Nursing
- Evaluates non-curricular aspects of all special programs, in consultation with the Chairperson of the Department of Nursing
- Coordinates all special programs with appropriate University units
- Prepares budget requests, allocates funds, and supervises all expenditures for the Office of Special Programs, in consultation with the chairperson of the Department of Nursing
- Communicates with the Dean of the College of Nursing, the Chairperson of the Department of Nursing, appropriate College of Nursing committees, units within the University, community groups, health care or educational agencies/organizations, and professional organizations about special programs
- Recruits, hires, trains, supervises, and evaluates professional staff in the Office of Special Programs
- Assumes responsibility for academic advisement of all BRN and Accelerated Degree students. In consultation with the Chairperson of the Department of Nursing and the Assistant Dean for Student Services, assigns appropriate faculty advisors to these students
- Oversees implementation of the distance education process, including communication with students
- Assumes teaching duties as designated by the Dean
- Pursues research and scholarly interests and appropriate service

Voted upon by Faculty of the College of Nursing - January 15, 1993
Additional editorial changes made February 16, 1993

JOB DESCRIPTION FOR ASSISTANT CHAIRPERSON (Draft)

Assistant Chairperson: The Assistant Chairperson's primary responsibility is for organizational activities and communication between and among faculty and clinical agencies. S/he will co-chair the curriculum committee and coordinate the overall development, implementation and evaluation of the curriculum under the direction of the Chairperson.

QUALIFICATIONS:

- Minimum rank of Assistant Professor
- Faculty member of the Department of Nursing (College of Nursing) for a minimum of one year
- Commitment for a minimum of three years with option for renewal
- Documented group leadership skills
- Documented organizational skills
- Curriculum development, implementation, and evaluation expertise preferred

RESPONSIBILITIES:**Organization/Communication:**

- Reports directly to the Chairperson of the Department of Nursing
- Makes necessary arrangements for clinical experiences related to clinical rotations including scheduling of units for student assignments (Schedules students for placement in clinical courses; Coordinates faculty and class schedules for clinical courses with multiple sections; Prepares schedules for external experiences that involve students and faculty in clinical courses with multiple sections.)
- Prepares master schedule with input from faculty and Chair
- Recommends the appointment of and oversees the work of non-academic department staff (assigned to the Assistant Chair)

Curriculum/Courses:

- Co-chairs the Curriculum Committee
- Monitors the development, implementation, and evaluation of the curriculum
- Schedules courses based on faculty input
- Arranges room assignments

JOB DESCRIPTION FOR ASSISTANT CHAIRPERSON(continued)

- Schedules lab time for computer assignments
- Oversees publication of prepared workbooks
- Maintains copies of course workbooks and other records

Students:

- Assigns students to clinical groups (after consultation with the Assistant Dean for Students Services and the faculty)
- Communicates with faculty, Assistant Dean, and Chairperson about students in academic jeopardy or with other serious problems
- Meets with identified students as needed
- Mediates student/faculty conflicts prior to grievance

Teaching/Scholarship/Service:

- Assumes teaching duties as designated by the Chair
- Pursues research and scholarly interests and appropriate service

JOB DESCRIPTION FOR FOCUS RECRUITER

MINIMUM QUALIFICATIONS:

- Bachelor of Science Degree in Nursing
- 2-3 Years Nursing Experience

CRITERIA FOR SELECTION:

- Knowledge of University of Delaware Nursing Curricula
- Knowledge of University of Delaware Division of Continuing Education Policies and Procedures for Credit Courses
- Knowledge of the University of Delaware Distance Education System a plus
- Knowledge of principles of adult education

DUTIES AND RESPONSIBILITIES:

- Off campus recruitment at local and regional health care institutions (Majority of recruitment activities occur during summer and winter sessions)
- Attendance at selected workshops/conferences for recruitment purposes
- Work with Director of Special Programs to develop, implement and evaluate recruitment and retention plan for distance students
- Participate in faculty discussions related to policies for distance education
- Assists Director of Special Programs with the coordination of the distance education delivery system
- Assist with the advisement of non-matriculated RN students
- Participate in other assignments as required by the Director of Special Programs

EMPLOYMENT CONDITIONS:

- Salary for this position is based on a 10 month appointment

COMMUNICATION RESPONSIBILITIES AND PATTERNS***Chairperson***

Negotiate faculty work loads

Evaluate faculty performance

Responsible for program budget and faculty needs

Coordinate admissions & retention of graduate students

Coordinate and evaluate curricula

Coordinate undergraduate and graduate programs

Director of Special Programs

Sites and delivery methods for special programs

Evaluation of non-curricular aspects of special programs

Budget request, allocation of funds, and expenditures for special programs

BRN teaching

Accelerated Degree program

Assignment of faculty teaching and advising for special programs students

Assistant Chairperson and Assistant Dean

Student problems (generic students)

Assistant Chairperson and Faculty

Course coordination: Responsible for communication with all clinical agencies regarding student rotations

Director of Special Programs and Assistant Chairperson

Schedule for taping courses

Master schedule

Director of Special Programs and Faculty

BRN teaching and advisement

Accelerated Degree advisement

Chairperson and Faculty

MSN non-matriculated student advisement

Catalog Changes

Baccalaureate for Registered Nurses (BRN)

Licensed registered nurses who are graduates of associate degree or diploma programs may apply for admission to this major. Graduates of National League for Nursing (NLN) accredited associate degree programs may directly transfer up to 30 credits in nursing as evidence of their basic nursing knowledge. Graduates of diploma schools of nursing and graduate of non-NLN accredited associate degree programs must complete validation examinations. Upon successful completion of these examinations, student will be awarded 30 credits for basic nursing knowledge. Before enrollment in any nursing courses, students must meet the following criteria:

- Completed 36 credits on non-nursing requirements, including 24 credits in science and up to 6 credits of free electives.
- GPA of 2.5 or higher for non-nursing prerequisite courses
- Validation of basic nursing knowledge

ACCELERATED SECOND DEGREE PROGRAM

The Accelerated Second Degree Program is designed for individuals who have completed a college degree in a major other than nursing and who would like to pursue a baccalaureate degree in nursing. Students eligible for this intensive 13 month program (January through January) must complete all prerequisites for the basic BSN curriculum before entering the program.

According to Roberts, Minnick, Ginzberg and Curran, authors of the Commonwealth Fund Study of the Nursing Shortage, (1989) the shortage of nurses in the late 1980's will continue into the year 2000 unless major reforms are addressed. The report calls for hospitals, the nursing profession, and nursing education programs to work with the government to assure a high caliber of patient care. Educational recommendations call for more affordable and accessible educational programs that will attract new populations of men and women into the profession. (See BRN and Accelerated Degree Program.)

Enrollment Data

| | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 | 1992-93 |
|---|---------|---------|---------|---------|---------|-----------------|
| <u>Enrollment:</u> | | | | | | |
| Undergrads | 440 | 379 | 370 | 350 | 412 | 449 |
| Grads | 64 | 64 | 77 | 72 | 60 | 76 |
| <u>Graduation:</u> | | | | | | |
| Undergrads | 140 | 98 | 83 | 71 | 82 | (72) |
| Grads | 19 | 22 | 21 | 19 | 16 | (13) |
| No. of Matriculated RN's | | | 37 | 50 | 55 | 70 |
| No. of Distance Non-Matriculated RN's FOCUS | 55 | 99 | 109 | 330 | 367 | 310 Fall '92 |

| | |
|-------------------------------|-----------|
| Accelerated Degree Students | 1994 W |
| Admitted | 8 |
| In process | 11 |
| Interested and about to apply | <u>16</u> |
| | 35 |
| | 1995 W |
| Wait list and inquirers | 22 |

Note: Have not yet formally advertised for this program.

Memorandum

RECEIVED

JAN 29, 1992

FACULTY SENATE



PROCESSED & RECORDED

JAN 26, 1993

TO: Kenneth Lomax, President
University Faculty Senate

FROM: R. Byron Pipes, University Provost

SUBJECT: Reorganization: College of Nursing

I have reviewed the proposal submitted by Dean Betty Paulanka regarding the re-organization of the college into one Department of Nursing and a Division of Special Programs. I approve of this plan and applaud the dean's efforts in addressing the new opportunities for students in the college and the efficient use of resources which this plan entails. I hope that the Senate will approve it quickly. I also understand that the dean will be sending separate documents needed for revision of the promotion and tenure policies and procedures in the college.

cc: Vice Provost Margaret Andersen
Dean Betty Paulanka

REVISED: 3/23/93

UNIVERSITY OF DELAWARE - COLLEGE OF NURSING
DEPARTMENT OF NURSING

POLICIES, PROCEDURES AND CRITERIA FOR PROMOTION AND TENURE

I. Promotion and Tenure Policies

A. Department Responsibilities

1. The Department of Nursing assumes the major responsibility in defining criteria, specifying procedures to be followed in deciding whether the standards are met, and judging the credentials submitted in support of each application for promotion and tenure.
2. In order to assure that both candidates and the University are well served, the Department will establish and maintain a promotion and tenure committee that must be sensitive to the special needs of the faculty of the Department and compatible with the minimum criteria set forth by the University.
3. All aspects of the promotion/tenure review process will be conducted in a manner to ensure the confidentiality of the candidate's dossier, including solicited letters of evaluation.

B. Committee Composition

1. The Promotion and Tenure Committee shall be elected by the Department faculty, according to the Bylaws of the Department of Nursing.
2. The Chairperson of the Committee shall be a tenured department faculty member at or above the rank of the person being considered.

C. Candidate's Rights and Responsibilities

1. The responsibility for initiating the promotion/tenure review process lies with the faculty member and she/he has the right to apply for promotion/tenure at any time, subject to the provisions pertaining to tenure as outlined in the University Faculty Handbook.
2. The faculty member has the right and the responsibility to be informed about all Department and University promotion/tenure criteria, policies, and procedures.
3. The candidate has the responsibility to prepare and submit a complete promotion/tenure dossier to the Chairperson of the Department Promotion and Tenure Committee in accordance with the established Department schedule.

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4. The candidate is responsible for including in the dossier the evidence that could support a decision for promotion/tenure. This decision is based on evidence that represents performance after appointment or promotion to the candidate's present rank.
5. The candidate has the sole right to advance or withdraw her or his dossier at any step of the promotion/tenure process.
6. The candidate has the right to be informed in writing of the decisions at each step of the review process.

II. Promotion and Tenure Procedures

A. Review Procedures

1. Candidate submits completed dossier to the Chairperson of the Department Promotion and Tenure Committee, according to the calendar established by the Department.
2. Solicitation of Peer/Student Evaluations will follow the University guidelines.

Solicited peer evaluations are always required for promotion. Although the number will vary by rank and department or division, every dossier should include external peer reviews, written by individuals with established reputations in the candidate's field. These statements should analyze and evaluate critically the candidate's work and accomplishments and compare them to others in the field who are at a comparable level. They should also comment on the candidate's potential for future development.

Solicited evaluations from current and former students are required. The procedures for drawing the sample should be clearly described by the candidate.

The solicitation of these evaluations must follow certain guidelines.

- a. A candidate submits a list of names and addresses of potential reviewers, but the department committee may suggest additional names. Although the candidate must be informed of all potential reviewers and have an opportunity to comment on them, the department and not the candidate makes the final selection.
- b. Letters of evaluation should be confidential.
- c. The Chairperson of the Committee solicits letters of evaluation. Letters soliciting peer review of a candidate should request a curriculum vitae or biographical statement describing the reviewer's credentials and relationship to the

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candidate. Insofar as reasonable and possible, only peer reviewers without personal ties to the candidate should be selected.

3. The composition of the review committee will include persons at or above the rank to which the candidate would be promoted. In cases where the Committee composition does not reflect a majority of members at or above the rank to which the candidate is seeking promotion and/or tenure, the Committee will solicit participation from faculty at such ranks either from within the Department or College or from kindred departments within the University. In such cases, the candidate should be informed of the composition of the review committee.
4. The Committee meets and conducts a critical evaluation of the completed dossier based on the criteria set forth by the faculty of the Department of Nursing. The review committee may (indeed is encouraged to) consult with the candidate regarding additional evidence that might clarify the dossier.
5. The result of the review, which will include the numerical vote, recommendations, and the reasons for the decision will be transmitted in writing to the candidate and the Department Chairperson. When they arise, signed minority opinions may be forwarded as appendices.
6. Appeals
 - a. After receiving the Committee's recommendations, any candidate wishing to appeal may do so, in writing, to the Chairperson of the Department Promotion and Tenure Committee within five (5) working days.
 - b. Upon receipt of a written appeal, the Committee will hold a hearing with the candidate within five (5) working days.
 - c. The final decision of the Committee will be forwarded, in writing, to the candidate and to the Chairperson of the Department and the Dean unless the candidate chooses to withdraw from the promotion process.
7. The Chairperson of the Department will review the dossier and will either endorse or recommend against the promotion/tenure in a written notification to the candidate and Department Committee. The dossier and statements of action are forwarded to the Dean.

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B. Review Schedule

- April 15 - Candidate submits notification of intention to apply for promotion to the Chairperson of the Department Promotion and Tenure Committee.
- May 15 - Candidate submits names and addresses of persons who are potential reviewers to Chairperson of Department Promotion and Tenure Committee.
- Sept. 1 - Candidate submits full Curriculum Vitae and review materials to Chairperson, Department Promotion and Tenure Committee.
- Sept. 30 - Candidate submits dossier to Department Promotion and Tenure Committee Chairperson.
- Nov. 1 - Department Committee forwards its recommendation to the candidate.
 - Time for appeal -- ten (10) working day limit -- five (5) days for candidate's appeal and five (5) days for Committee hearing.
- Nov. 15 - Dossier and Department Committee recommendation are forwarded to the Chairperson of the Department.
- Dec. 15 - The Department Chairperson forwards the dossier and recommendations to the Dean with a copy of his/her recommendation to the candidate.
- Jan. 15 - The Dean forwards dossier and recommendations to University Committee on Promotion and Tenure with a copy of his/her recommendation to the candidate.
- Mar. 1 - The University Promotion and Tenure Committee forwards the dossier to the Provost with a copy of its recommendation to the candidate.
- Mar. 10 - The Provost forwards dossier to the President and the Board of Trustees with a copy of his/her recommendation to the candidate.

C. Dossier Preparation and Presentation

1. The candidate is strongly encouraged to consult with members of the Department Promotion and Tenure Committee regarding the content and preparation of the dossier.
2. The candidate should organize the dossier according to the following pattern using appropriate forms available from the Department Committee Chairperson.

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a. Preliminary Materials

- (1) Title Page
- (2) Table of Contents
- (3) Application for Promotion Form
- (4) Copy of the Department of Nursing Promotion and Tenure Document
- (5) A complete Curriculum Vita, with clear designation of accomplishments since appointment or promotion to the present rank
- (6) Department Committee's Recommendation Form
- (7) Department Chairperson's Recommendation Form
- (8) Dean's Recommendation or Endorsement Form
- (9) University Committee's Recommendation Form
- (10) Pocket Folder for Copies of Confidential Letters of Evaluation from Peer Reviews
- (11) Pocket Folder for Copies of Confidential Letters from Former and/or Current Students
- (12) Candidate's Statement

b. Evidential Materials

(1) Teaching

Teaching is an extremely important factor in promotion decisions. Nursing education has as its primary focus two teaching objectives: (1) to impart the theoretical and practical knowledge that underlies nursing practice and role development; and (2) to instruct students in clinical practice in a variety of health care settings. Faculty teaching undergraduate students in the clinical setting are legally accountable for the delivery of all patient care by students.

The nature of evidential materials related to teaching is dependent upon the predominant teaching assignment as well as clinical practice activities of the candidate. Teaching activities may include: classroom teaching; clinical teaching and role modeling; seminars; laboratories; degree with distinction advisement; thesis and research supervision; academic advisement; independent study; and other instructional activities.

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Another important component of teaching nursing involves faculty practice to maintain clinical competencies. Faculty may be involved in clinical practice activities deemed necessary to meet legal responsibilities for safe practice and to remain a role model to the students in the clinical setting. These activities may include independent practice, certification in a specialty area, practice in a health care setting, and continuing education beyond that which is mandatory for licensure.

Possible evidence related to teaching includes (in no order of priority):

- (a) Peer evaluations (written in the form of a narrative critique) that attest to the candidate's clinical and classroom competence, knowledge of the subject matter, organization and preparation, ability to stimulate intellectual curiosity and creativity in the classroom and clinical setting.
- (b) Student evaluations (of the instructor and, if appropriate, of the course), class size, rate of return, means and standard deviations, where appropriate, presented in a tabulated format. The procedures used in administering the evaluations should also be described. Data may be comparative when appropriate.
- (c) Verbatim copies of student comments from student evaluations
- (d) Long-term follow-up of students
- (e) Teaching portfolio
- (f) Teaching/practice awards
- (g) Teaching grants
- (h) Program/project grants
- (i) Contributions to curriculum/course development
- (j) Practice portfolio
- (k) Requests for/acknowledgement of consultation in teaching curriculum/program development, etc.
- (l) Other

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(2) Scholarship

Scholarship in nursing includes activities that contribute to the generation and/or advancement of knowledge for the profession. The social significance of such contributions is ultimately manifested by the elevation of standards for nursing, nursing education, and health care at the local, state, national, and/or international levels.

If a person jointly authors a publication, grant application, etc., it must be known what the individual contributions of each contributor are to the finished work. Where authors are listed alphabetically or an individual is the junior author on a number of joint publications, it is important that the individual's contributions to each scholarly publication be assessed.

Scholarship activities fall into three categories ranked in order of priority. Individual items within each category are not in order of priority. Possible evidence includes:

Category A.

Research articles and/or theoretical papers in refereed professional journals.

Other scholarly publications such as books, monographs, contributions to books, computer software, etc.

Externally funded research grants.

Refereed scholarly presentations.

Scholarly projects related to clinical practice.

Category B.

Refereed non-research articles in professional journals.

University or college funded research grants.

Submission of research grant proposals for external or university funding.

Unfunded on-going or recent research.

Invited scholarly presentations, keynote addresses for professional conferences.

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Creative management of practice-related issues.

Creative collaborative practice plans.

Textbooks, book chapters, computer assisted instruction materials, mediated learning materials, etc.

Awards or recognition for scholarship.

Requests for/acknowledgement of professional consultation in scholarly activities (e.g., grants, study design, data analysis, etc.).

Category C.

Unpublished works, including practice innovations that contribute to the advancement of nursing knowledge, as presented through colloquia, seminars, conferences, lectures, etc.

Book reviews, non-refereed publications, refereed proceedings, technical reports, etc.

Elected membership in professional honor societies.

(3) Service

Nursing is a service-oriented profession. Service includes a number of activities that benefit the department, the college, the university, the community, and the profession. Within the university and in the community, health care providers and health care consumers request and require nursing faculty to meet health care and health education needs. In evaluating service, the quantity and quality of the faculty member's activities and contributions are considered.

Possible evidence includes (in no order of priority):

(a) University Service

- 1) Departmental Committees, recruiting activities, and special assignments
- 2) Nonacademic advisement of students (career, professional, or personal)
- 3) Participation in affairs related to student activities
- 4) College Committees and special assignments

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- 5) University Senate, University committees, and special assignments/elected activities
 - 6) Administrative and quasi-administrative appointments
 - 7) Other
- (b) Service to the Profession
- 1) Chairing sessions at colloquia, seminars, and/or conferences
 - 2) Serving as an officer or committee member of a professional organization
 - 3) Editorial duties
 - 4) Review of abstracts or manuscripts
 - 5) Presentation of continuing education offerings
 - 6) Other
- (c) Service to the Community
- 1) Community service (local, state, regional, national, international), such as election or appointment to boards, commissions, committees, and other positions of leadership
 - 2) Invited lectures to community groups
 - 3) Other
- (d) Awards or recognition for service
- (e) Requests for/acknowledgement of professional consultation in service activities.

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III. Standards for Promotion/Tenure

Preamble

In accordance with the University, the mission of the Department of Nursing encompasses teaching, scholarship, and service. Therefore, faculty members must strive for excellence in all three areas.

For promotion to Assistant Professor

1. Individuals must receive a rating of COMMENDABLE in teaching and SATISFACTORY in scholarship and service. At this rank, past achievements are not as important as evidence of future growth and accomplishments.

For promotion to Associate Professor with tenure

2. The candidate must have an earned doctoral degree in nursing or a related discipline. For promotion, a satisfactory or adequate record as an assistant professor is not sufficient. For both promotion and tenure applications, there must be very clear indications, based on firm evidence and external peer evaluations, that the candidate has in fact attained high levels of accomplishment. Individuals must receive a rating of EXCELLENT in teaching or scholarship and COMMENDABLE in the remaining two areas. There must be unmistakable evidence that the individual has progressed and over time will continue to do so. Some contributions are expected to be at the state/national levels.

Individuals appointed as Associate Professors from outside the University shall be recommended for tenure based upon evidence that they have continued to meet the above requirements.

For promotion to Professor

3. This rank is reserved for individuals who have established reputations in their disciplines and whose contributions to the University's mission are outstanding. There should be unmistakable evidence of significant and sustained achievement since the last promotion. The candidate's claim to have met these requirements must be thoroughly and completely documented by external peer evaluations that attest to the importance of the candidate's contribution to the field. Individuals must receive a rating of EXCELLENT in the areas of teaching or scholarship, and COMMENDABLE in the remaining two areas. Some contributions are expected to be at the national/international levels.

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IV. Dossier Evaluation Guide

The Department Promotion and Tenure Committee will use the following definitions in making recommendations upon reviewing a candidate's promotion/tenure dossier.

Excellent

- | | |
|-------------|--|
| Teaching | · Evidence must be presented from numerous sources listed in Section IIC2b(1). The combination of both quality and quantity of evidence shows superior achievement. Superior scores on student evaluations are not required for a rating of excellent, provided that other forms of evidence are especially strong and convincing. |
| Scholarship | · Evidence from Category A of an appropriate quantity and quality, including scholarly publications, is both necessary and sufficient for a rating of excellent. |
| Service | · Evidence must be presented of leadership in university, professional, and/or community service, including significant contributions to the advancement of health care policy or practice. |

Commendable

- | | |
|-------------|--|
| Teaching | · Evidence must be presented from several sources listed in Section IIC2b(1). The combination of both quality and quantity of evidence shows high achievement. High scores on student evaluations are not required for a rating of commendable, provided that the other forms of evidence are strong and convincing. |
| Scholarship | · Evidence from Categories A and B of an appropriate quantity and quality, including scholarly publications, is both necessary and sufficient for a rating of commendable. |
| Service | · Evidence must be presented of assumption of major responsibilities in service to the university, profession, and/or community. |

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Satisfactory

- | | |
|-------------|--|
| Teaching | · Evidence is presented from a limited number of sources in Section IIC2b(1). Scores from peer and student evaluations are in the middle range of possible scores. |
| Scholarship | · Evidence from Categories B and C of appropriate quantity and quality is sufficient for a rating of satisfactory. |
| Service | · Evidence must be presented of participation in university, professional, and/or community service. |

Approved by Faculty 3/16/93
:mar
Revised: 3/23/93
C-PTCRIT.393

Evaluation Report on the University of Delaware's
Master of Arts in Liberal Studies Program

Submitted by: Barbara MacEachern, Wesleyan University
Nancy Norris, Johns Hopkins University
Nancy Cotton, Wake Forest University

It was a great pleasure for our team to visit the Master of Arts in Liberal Studies Program at the University of Delaware. We were impressed most favorably by the enthusiasm and effectiveness of everyone connected with our review, from your efficient staff who made our arrangements, to the wonderful administrators, faculty and students directly involved with the project. You have much to be proud of.

From the first, our contact with this program made a positive impression. Your printed material is informative, the written report well-prepared and the student survey helpful in defining some of the grounds for further inquiry. Our meetings were well-designed to elicit a range of viewpoints and, though there are certainly some suggestions for enhancements of the MALS, we believe that the motives behind it are solid and that it has found a healthy expression in your institution. Not the least of our pleasures was the sense that our Association of Graduate Liberal Studies Programs may have assisted your effort by offering a framework of comparisons, as well as a useful history of good intentions gone awry, from which your planning benefitted. We concur with your hypothesis that the MALS Program is off to a solid start and well-positioned to go on thriving for many years to come. In the following pages, I shall try to synthesize the observations made by all three members of the team.

The Institutional Setting

Delaware's MALS Program benefits from careful planning and a thorough investment in its welfare by some key members of your faculty. It is instructive to learn that you had investigated and discarded a previous model for an

interdisciplinary master's program before exploring graduate liberal studies. Professor Callahan stated in the University Faculty Senate's Open Forum on March 9 that the project goal was to serve students interested in an interdisciplinary graduate degree with a humanities core and, at the same time, to provide a means for faculty to serve non-traditional students. We were impressed by a creative synergy in which both constituencies are getting even more than they had anticipated from the interaction. That the program has the respectful support of the chief officer for graduate programs and the Dean of Arts and Sciences bodes well for continuing administrative understanding. Even more promising is the program's origin in faculty initiative: to have a non-traditional degree program designed, "sold" to the University, and managed effectively by respected faculty partisans, gives it a solid base. The nature of your program's origins should exempt it from the problems of marginality which many graduate liberal studies programs have encountered.

The Tenor of the Place

You have more fine assets which our team admired—even envied. We saw a genuine commitment to serving the citizens of Delaware, wholly consistent with your mission as a state university. "Dedication" is a word which keeps coming to mind because your colleagues are so simple and direct about that task. As a corollary, the friendly courtesy of all the people we met suggests that you have the institutional culture to achieve your goals. The spirit of collegueship was immediately apparent, along with a warm pride in being part of the enterprise. THE UD lapel pins are a nice emblem of this commitment.

This generosity of spirit extends to many areas of the MALS program. Its lifeline is the group of courses "donated" by departments. You have a significant writing workshop to offer new students, thanks to the efforts of student and professional journalist John Taylor. MALSA, the new alumni group, is well-organized by volunteer alumnus, Jack Tepe. The colloquia evidently depend on extra efforts from many quarters. It seems that faculty, staff and students are happy to volunteer their energies for the cause, even driving from Lower Delaware to meet with the visiting team and attend the Open Forum. These are valuable resources.

Faculty and Internal Administration

The faculty leadership received praise and respect from all we met. Professors Callahan, Norton, Brock, Del Fattore, Hurt, Stillman and Williams have obviously developed an effective working relationship through the Advisory Committee which anchors all that happens in your program. Their investment in this project is admirable, as is their skill in persuading colleagues to make varied contributions to it. The students give their teaching faculty high marks for erudition and high standards along with accessibility and helpfulness in providing feedback. This is not to say that all the courses have been fully successful, since clearly there is much that is new and experimental in this project. Yet there is so much good will that the capacity to self-correct and continue strengthening the operation is there.

The current structure, though labor-intensive, appears to be working well. But now that the program has demonstrated its commitment to quality, it is time to think of expanding the central faculty group. The Advisory Committee might be enlarged and the teaching faculty expanded, both from within the institution and from adjunct appointments. With more disciplines represented, the range of options for students would be enhanced. There may be many university faculty who would now be glad to participate and who could make valuable contributions, while giving the founding group some relief. At the same time, we would encourage the core faculty to consider how the repertoire of core courses might be expanded.

It is particularly important to recruit new faculty for the southern Delaware campus because there is an urgent need for more variety there. Since there are increasing numbers of well-qualified, but nontenured faculty residing in Maryland, Washington, D.C., and southern Delaware, the program may want to advertise for adjunct faculty in The Chronicle of Higher Education. Of course, these individuals should be screened carefully in order to ascertain their suitability for MALS teaching, but for the right kind of teacher, appropriate preparation and training should be minimal.

Curriculum

Since the quality of the teaching is as important as the content of courses in graduate liberal studies programs, it was wise of the Advisory

Committee to keep a tight rein on the program's core during its four-year probationary period. Now that the MALS program has entered a new stage, the time has come to expand its curriculum to include topics of greater cultural diversity and of concern to women. This expansion would at the same time reduce the need for self-directed reading courses.

Indeed this would be a good time for the Advisory Committee to rethink its original distinction between elective and core courses, the latter having been previously defined as those which would be taught by the same faculty for several years. Although such a definition enabled you to offer the same courses to a relatively small number of MALS students, a continuation of this model risks both faculty burn-out and curricular staleness.

Some core courses, for example, "Nature and Human Nature," "Force, Conflict, and Change," and "Moral Character: Values, Virtues and Responsibilities," are quintessentially core because they could be taught by different faculty. Other courses currently listed as "core" seem driven more by faculty commitment than essential subject matter. On the other hand, some elective courses such as "On the Nature of Good and Evil: Inquiries in Literature, Psychology, and Religion" seem deeply imbued with the MALS philosophy.

One way to redefine "core" and "elective" would be to relegate to the former category all multidisciplinary courses and to the latter all discipline-specific courses. Since the very term "core" connotes a course which is essential to the program's philosophy, the MALS leadership may consider adjusting the ratio between core and elective requirements. One paradigm that has worked well for other graduate liberal studies programs is requiring at least six multidisciplinary courses, with no more than three discipline-specific electives, emphasizing in this fashion the distinctive character of the program.

There is evidence that already, your students comprehend how privileged an environment the MALS seminar is. We endorse your instinct to guide students into the group experience as much as possible since, educationally, it is usually more efficient and satisfactory than independent study (Special Problems courses).

Students

Most notable was the powerful esprit de corps of the students we met. They are not only enthusiastic—they are passionate in their advocacy of the

program. It is clear that for many of them, the MALS program is the answer to long-felt needs: for some the goal is an opportunity to advance professionally, but for the majority, it is the quest for an intellectual community which assists in developing a much wider range of their individual potential.

Two structural features help to fuel this productive interchange. The first is that your Advisory Committee works so carefully to screen applicants that those who are admitted are well-qualified to benefit from the ethos of the program. As a result, your retention rates are outstanding. The second is your requirement that students begin study with one of the core seminars, so that they fall into cohorts who become well-acquainted, experience rites of passage together, and receive confirmation from the group. Many of the MALS programs have a much more free-wheeling design, which allows students a great deal of curricular choice, but forfeits some valuable cohesion.

Another feature which strengthens the experience is the shared assumption that students will enroll each semester until they complete the degree, barring major life changes. This, too, supports good momentum, compared to the more intermittent participation in some of our programs.

The quality of your students is high: you are fortunate indeed to draw on state residents who already have achieved an advanced level of education. The large proportion of your student body which has held high-level responsibility in research and corporate activities and who are near or beyond retirement gives it a special flavor. They expressed a great deal of satisfaction with the program's concept, the faculty quality, the rigorous standards and the widespread sensitivity to the needs of older students. As your survey indicates, they also appreciate your efforts to provide special social and academic events which will bring more of them together. They delight in the variety of their fellow students, who generate "fantastic" discussions. And they praise the wonderful assistance provided by Diane Ellis in the Thesis and Dissertation Office.

By way of constructive criticism, they are concerned about economic issues and whether the pressure on university budgets may make their program vulnerable. They would like assurance that the University of Delaware has a long-term commitment in this direction. They are so enthusiastic about what the experience is doing for them that they actively recruit others to join in and would like to know that it is a permanent program. Students from Southern Delaware

are particularly impressed that UD has thrown out an "intellectual lifeline" long enough to include them. Like students on the main campus, however, they would like to see greater variety in the core courses and a more diverse curriculum altogether. We heard requests that more material on women and minority groups be incorporated. At this stage, they believe that the orientation is predominantly western, white and male and the course topics suggest that they are right.

Quite a few students expressed the opinion that the degree itself is not their primary goal, but rather the extraordinarily productive process which studying in the MALS entails. They value their membership in this learning community. Some envision continuing their study beyond the master's degree and would like to see some recognition of another level of accomplishment. The certificate of advanced study may be a useful model to investigate but their interest in some form of doctoral degree must be handled tactfully.

Our committee believes that you have selected an exemplary group of students to begin your program, whose support as alumni can only increase your strength. But we share your worry that the student body is not as diverse as it could be, racially and economically. The state's demographics are an inescapable factor, but an area where you could make a difference is in funding. Evidently to date, all students are self-funded, either personally or through employer reimbursement, unless they are over 60 years of age or are teachers taking summer courses. Some tuition assistance, about which more will be said below, could be directed toward supporting students who could bring enrichment to the program through their racial or ethnic backgrounds.

The Challenge in Southern Delaware

Your commitment to serving the entire state through your satellite MALS activities in the southern part of the state is admirable. At the same time, we do not think you exaggerate the difficulties of keeping an off-campus operation in parity with your campus activity, notwithstanding the dedicated efforts of Professor Williams, Associate Provost Fischer's CEND organization, and other interested parties. Past experience in our own programs, as well as early returns in yours, suggest that these efforts are costly if the quality desired is to be sustained. If you are to maintain this commitment successfully, you

will need to expand it to make it more satisfying educationally and more cost-effective. Twenty-two students are not enough to keep the intellectual exchange lively; moreover, as the students observe, a choice of two topics each term is quite limiting.

Resources

The imminent approval of the MALS program by the University Faculty Senate means that the program can be incorporated into regular University planning. This is the time when the MALS should be given a more secure financial base. At present, it is too dependent on the good will of the humanities departments involved and on the extraordinary commitments of the Faculty Advisory Committee and those who teach MALS students. When MALS programs are high-quality, as yours is, they are also labor-intensive; the current work load of the committee suggests that a point of burnout may be reached which could begin to undermine program standards if remedies are not applied. Naturally, the University of Delaware, like so many institutions of higher education, is operating under constraints imposed by the present economic situation. These stringencies should moderate as the economy improves, allowing for adequate budgeting of the MALS effort. There is a fine line between ingenious dollar-stretching and under-funding and we believe that the current investment will be inadequate for the future. Enumerated below are some areas which particularly caught our attention, but there may be others equally worthy of reconsideration.

Scholarships or fellowships: To improve the diversity of your MALS students, we recommend that you allocate some funds toward tuition support for desirable candidates who do not qualify for the over-sixty or the teachers' tuition benefits. Since MALS students are usually full-time workers and part-time students, modest funds can go a long way. At Wesleyan, for example, a \$37,000 fund, drawn from the program's tuition income, is used to provide partial support for 70-80 students each year. In Delaware's situation, where the majority of students can manage the level of fees charged, you might think of each fellowship as the cost of tuition—or partial tuition—for three courses per year per student.

Since the MALS program has attracted few minority students so far, recruitment efforts could target minority schoolteachers by working through area school superintendents and principals. Because teachers have free access to summer courses at Delaware, the actual cost of a tuition fellowship for a minority teacher might well be around \$1,100 per year. If you have uncommitted funds for such activity, it would be productive to distribute them for this purpose.

Thesis and Project Advising: To ensure that the standard set by your first graduates will continue, it would be helpful to establish a line for compensating faculty members who direct MALS students in concluding their degrees. Thesis advising is added to each faculty member's regular department load and, in the case of adult students, may require special accommodation to schedules or unusual circumstances beyond those for full-time residential students. Given the structure of your program, MALS students will generally seek thesis advisors whom they know, which means that those who teach frequently will have a disproportionately large number of projects to supervise.

The sums involved need not be large: even a modest honorarium has symbolic value in recognizing work beyond the usual expectations. For purposes of comparison, note that Wake Forest pays \$200, Wesleyan pays \$300 and Johns Hopkins pays \$200 for one-term projects, but \$400 for the kind of two-term effort which your program requires. These honoraria are paid when the thesis is completed. They allow for some quality-control leverage as well as recognition; advisors are more apt to be conscientious if there is a contract for this work. In the same vein, you may wish to consider a comparable sum for those who supervise independent study for MALS students.

S-contracts for adjunct faculty: To improve the diversity of your MALS faculty, more opportunities should be provided for hiring women and minority faculty members. Since your own faculty tends toward homogeneity, recruiting independent scholars in the region makes good sense. As a public institution, Delaware has a particular responsibility to break down the familiar academic paradigm in which a cadre of male professors presides over a largely female student population. The MALS students themselves perceive both gender and racial imbalance and spoke to the issue of rectifying it.

Regularizing teaching arrangements: The MALS program should have funds budgeted to compensate departments for releasing faculty. The College of Arts and Sciences has already been generous in making S-contracts available to replace faculty members teaching MALS seminars; nonetheless, more than half the courses offered so far have been contributed by departments. If the MALS program grows—and there is every indication of potential for growth—and the initial enthusiasm wears off, departments may begin to feel that their contributions are a burden. Regularizing these arrangements will help to secure the program's stability. Furthermore, such a strategy may be crucial to persuading science faculty to become involved with the program.

Adequate library resources for the Southern Delaware program: The most intractable challenge for any off-campus site concerns library access. During our round table session with MALS students, we learned that students living in the southern part of the state found the University shuttle service to the Newark campus and its library to be inadequate to their needs. Your leadership will want to continue working with the library staff to improve these links. The DelCat network is a positive element and the CEND initiatives can be useful as well.

Enhanced resources are essential to help the satellite effort meet the same standards as those on the main campus. In this area, the commitment and expertise of your library personnel are crucial. Clearly, innovative procedures are in order, such as allowing journals to circulate outside the library, placing books and articles on semester reserve in Southern Delaware and buying additional books and periodicals when necessary. This is a difficult problem which will require the efforts of many people to solve, but the effort must be made.

Travel premiums for distance teaching: Those who offer courses in Southern Delaware need to have better compensation for the considerable effort involved. They should be offered a flat amount to cover the cost of driving, meals, and an overnight stay, plus an additional amount to acknowledge the time they are committing. An instructor who drives back to the northern part of the state after class should be allowed to keep the premium which was not spent. The overall impact on budget would be modest because classes meet just once a

week and the distance is not great. But faculty really are making an uncommon effort when they commute to Southern Delaware, and they should not have to feel that they are also making sacrifices. While volunteer efforts are admirable, they provide a shaky foundation for building a long-range regular graduate program.

A Southern Delaware resource center: As the population of Southern Delaware grows, and the size of the satellite program grows with it, it would be wise to acquire a physical facility which could house library resources, teaching space and perhaps even overnight accommodation for commuting faculty. This is an idea for the future, but it is not too early to begin planning. Given the character of your student and alumni groups, they may be key resources in moving toward this goal. The remarkable story behind your Academy of Lifelong Learning building is an inspirational model.

General Resources: In considering resource allocation to the MALS program, the University should weigh several factors which take in the long view rather than accommodating to the current constriction of funds. The costs of announcing the program and publicizing it during its formative period are now past. While some publicity will continue to be necessary, word-of-mouth recommendations by current and former students are the more potent means of recruiting new students. The public relations value of the program, though intangible, is enormous and likely to bear fruit later, as it has at other universities. The Delaware MALS has been fortunate indeed to attract journalists in its initial classes; the substantial feature article about the program last year speaks well for the project. The gratitude of the Southern Delaware residents in the program is overwhelming, and significant in terms of the mission of a state university.

Professor Brock indicated that in its current mode, the MALS program is regarded as self-supporting and generating a modest surplus. This is commendable, but investment in the future is crucial. Beyond the financial issue is that of the true character of the program. When we asked whether the current activity might be regarded as a master's degree in humanities, the answer was affirmative. It is time to move it into a more broadly inclusive liberal arts

project which can include curriculum in sciences, the performing arts and perhaps even mathematics. One of the richest contributions which these programs have made to other institutions is fostering new curricula as well as faculty development through the challenge of recasting expertise in formats which will reach new audiences. Thus a fund to encourage curriculum development might be valuable in stimulating new contributions from areas not now represented in the MALS offerings. The attendant cross-departmental dialogue can be productive in unimagined ways.

The MALS at Delaware would seem to have all the essential features to keep on growing and improving its range. We wish you well as you continue this exciting venture.

BMacE:nk

SEMESTER OFFERINGS OF MALS COURSES

| TERM--- | COURSE NO.--- | COURSE TITLE----- | PROFESSOR----- | LOCATION |
|-----------|---------------|-------------------------------|-----------------------------------|-------------|
| 89A | AS600 | Nature & Human Nature | Brock | Newark |
| 89A | AS610 | Force, Conflict & Change | Callahan | Newark |
| 89B | AS612 | Moral Character: Values, | | |
| | | Virtues, and Responsibilities | Norton | Newark |
| 89B | AS614 | The French Revolution... | Hurt | Newark |
| 89C | AS610 | Force, Conflict & Change | Callahan | Newark |
| 90A | AS600 | Nature & Human Nature | Brock | Newark |
| 90A | AS610 | Force, Conflict & Change | Callahan | Southern DE |
| 90A | AS667-10 | Shaping of the Western | | |
| | | Intellect..... | Prof. David / Hoekema (Philos.) | Newark |
| 90A | AS667-11 | Changes in Christian Art | Miller * | Newark |
| 90B | AS603 | American Frontier: Fact | | |
| | | & Fiction | Williams | Southern DE |
| 90B | AS605 | China & The West | Prof. Tai / Liu (HIST) | Newark |
| 90B | AS612 | Moral Character..... | Norton | Newark |
| 90B | ANT660-10 | Style and Culture | Prof. Peter / Roe (Anthro.) | Newark |
| 90B | AS667-12 | Reason, Revolution & | | |
| | | the Rights of Man | Prof. T.E.D. / Braun (For. Lang.) | Newark |
| 91A (off) | AS610 | Force, Conflict & Change | Callahan | Newark |
| 91A (off) | AS612 | Moral Character..... | Norton | Newark |
| 91A (off) | AS667-10 | Warhol & The Dutch | | |
| | | Masters..... | Miller | Newark |
| 91A (off) | AS667-11 | Docu: Journalism & Film | Prof. Kevin / Kerrane (ENGL.) | Newark |
| 91A (off) | AS667-61 | The Latin American | Prof. John / Deiner (Polit. Sci.) | Southern DE |
| | | Experience | | |

7/25/90

* Dr. Debra Miller: temp., part time ass't. prof.

SEMESTER OFFERINGS OF MALS COURSES

| TERM | COURSE NO. | COURSE TITLE | PROFESSOR | LOCATION |
|--------|------------|--|--|-------------|
| 91B(S) | MALS647 | Philosophy of Technology | ^{Prof. Paul} Durbin (<i>Philos.</i>) | Newark |
| 91B(S) | MALS612 | Moral Character:..... | Norton | Southern DE |
| 91B(S) | MALS614 | The French Revolution... | Hurt | Newark |
| 91B(S) | MALS667010 | Glory of Venice | ^{Prof. Julio} Ongaro (<i>Music</i>) | Newark |
| 91B(S) | MALS667011 | Christianity, War & Peace | ^{Prof. Lawrence} Duggan (<i>HIST.</i>) | Newark |
| 91S | MALS680 | On The Nature of Good & Evil | Del Fattore | Newark |
| 91F | MALS600 | Nature & Human Nature | ^{Prof. Rivers} Singleton (<i>Center for Sci. & Cul.</i>) | Newark |
| 91F | MALS610 | Force, Conflict & Change | Callahan | Newark |
| 91F | MALS618 | Changes in Christian Art | Miller | Newark |
| 91F | MALS667010 | Philosophy of War & Peace | Hoekema | Newark |
| 91F | MALS603 | The American Frontier in Fact & Fiction | Williams | Southern DE |
| 91F | MALS667430 | Cityscape & Countryside in Early America | ^{Prof. Bernie} Herman (<i>Urban Affairs</i>) | Southern DE |
| 92S | MALS612 | Moral Character:..... | Norton | Newark |
| 92S | MALS660 | On Becoming Human | ^{Prof. Karen} Rosenberg (<i>Anthro.</i>) | Newark |
| 92S | MALS667010 | The Scientist in Society | ^{Prof. David} Smith (<i>Life & Health Sci.</i>) | Newark |
| 92S | MALS667011 | American Art in Context | ^{Dr. Sylvia} Lahvis * | Newark |
| 92S | MALS600 | Nature and Human Nature | Brock | Southern DE |
| 92S | MALS667430 | American Art in Context | Lahvis | Southern DE |
| 92J | MALS667040 | The Columbus Controversy | Duggan | Newark |
| 92J | MALS667430 | On The Nature of Good & Evil | Del Fattore | Southern DE |

7/25/90

* ~~Not~~ * Not on regular Faculty

SEMESTER OFFERINGS OF MALS COURSES

| TERM--- | COURSE NO.--- | COURSE TITLE----- | PROFESSOR----- | LOCATION |
|---------|---------------|--|---------------------------|----------------|
| 92F | MALS600 | Nature & Human Nature | Brock | Newark |
| 92F | MALS605 | China & The West | Liu | Newark |
| 92F | MALS618 | Studies in The History of Art | Miller | Newark |
| 92F | MALS667 | Turn of the Century America: 1890-1920 | Prof. Tom Pauly (English) | Newark |
| 92F | MALS610 | Force, Conflict, Change | Callahan | Georgetown, DE |
| 92F | MALS667 | The Latin American Experience | Deiner | Georgetown, DE |
| 93WS | MALS667 | Censorship in Contemporary America | Del Fattore | Newark |
| 93S | MALS612 | Moral Character: Values, Virtues and Responsibilities | Norton | Newark |
| 93S | MALS647 | Philosophy of Technology | Durbin | Newark |
| 93S | MALS660 | Columbus' Caribbean:... | Roe | Newark |
| 93S | MALS667 | Reason, Revolution, & The Rights of Man | Braun | Newark |
| 93S | MALS667 | Documentary: Journalism and Film | Kerrane | Newark |
| 93S | MALS667 | Building a Nation: American Architecture & Its Interiors | Lahvis | Newark |
| 93S | MALS667 | DITTO | Lahvis | Georgetown, DE |
| 93S | MALS667 | The Scientist in Society | Smith | Georgetown, DE |
| 93S | MALS667 | Studies in World Drama | Brock | Georgetown, DE |
| 93J | MALS667 | On The Nature of Good and Evil:..... | Del Fattore | Newark, DE |
| 93J | MALS667 | Christianity, War & Peace | Duggan | Newark, DE |
| 93J | MALS667 | The Impacts of European Contact on Native Americans | Dr. Jill Neitzel * | Georgetown, DE |

FALL SEMESTER 1993

| | | | | |
|-----|---------|-------------------------------|-----------|------------|
| 93F | MALS610 | Force, Conflict & Change | Callahan | Newark, DE |
| 93F | MALS618 | Studies in the History of Art | Miller | Newark |
| 93F | MALS660 | Becoming Human | Rosenberg | Newark |

7/25/90

* Not on regular faculty

SEMESTER OFFERINGS OF MALS COURSES

TERM---COURSE NO.---COURSE TITLE-----PROFESSOR-----LOCATION

FALL SEMESTER (cont'd)

| | | | | |
|-----|---------|--|--|----------------|
| 93F | MALS667 | Ethics & International Relations | Prof. James Oliver (Polit Sci.) | Newark |
| 93F | MALS667 | Black America Since 1941 | Prof. Howard Johnson (Black Amer. Studies) | Newark |
| 93F | MALS667 | Studies in World Drama | Brock | Newark |
| 93F | MALS603 | The American Frontier: Fact or Fiction | Williams | Georgetown, DE |
| 93F | MALS667 | Shakespeare | Prof. Jay Halio (English) | Georgetown, DE |

7/25/90

MASTER OF ARTS IN LIBERAL STUDIES

Telephone: (302) 831-6075

FACULTY IN THE GRADUATE PROGRAM (PROGRAM ADVISORY COMMITTEE)

RAYMOND A. CALLAHAN, PH.D. (HARVARD), *Professor of History and Program Director*

D. HEYWARD BROCK, PH.D. (KANSAS), *Associate Dean, College of Arts and Science; Professor, Department of English; Professor, School of Life and Health Sciences*

JOAN DEL FATTORE, PH.D. (PENNSYLVANIA STATE), *Professor, Department of English*

THE UNIVERSITY OF DELAWARE

DAVID NORTON, PH.D. (BOSTON UNIVERSITY), *Professor, Department of Philosophy*

WILLIAM H. WILLIAMS, PH.D. (DELAWARE), *Professor, Department of History*

Designed primarily for adult, vocationally established individuals, the M.A.L.S. degree offers interdisciplinary graduate education centered in the humanities. The M.A.L.S. program emphasizes the history of ideas and the connections between fields of learning, encouraging a multidisciplinary approach to knowledge.

REQUIREMENTS FOR ADMISSION

Requirements for admission include an official transcript of previous undergraduate and graduate studies, three supporting letters from individuals who can discuss the applicant's strengths and capabilities, and a short essay of about three pages describing the applicant's intellectual interests and how the applicant thinks these can be developed in the M.A.L.S. program. After preliminary screening, promising applicants will be invited to an interview after which the final admission decision will be made.

REQUIREMENTS FOR THE DEGREE

Students working for the M.A.L.S. degree must take two interdisciplinary core courses, choose a series of interdisciplinary electives designed specifically for the program, and complete either a master's thesis or a synthesis project. In either case they will conduct a final colloquium on their work. By advisement of the Director and with consent of the course instructor, M.A.L.S. students may enroll in regular graduate offerings in the participating departments.

COURSE DESCRIPTIONS -- LIBERAL STUDIES

MALS 600 Nature and Human Nature 3

Concentrates on salient views of nature and human nature, and the ways in which they have been shaped by the historical circumstances and disciplinary perspectives from which they were developed.

RESTRICTIONS: Open to MALS majors only.

MALS 603 The American Frontier: Fact and Fiction 3

Uses novels, films and more traditional sources of information to examine the role of the frontier in shaping American attitudes and values.

RESTRICTIONS: Open to MALS majors only.

MALS 605 China and the West 3

Survey of historical and cultural contacts between China and the West before the 19th century. Presents, among other topics, the old silk road, medieval Christian missions to China, Marco Polo, the Jesuits in Peking, introduction of Western learning into China and the Chinese vogue in the West during the 17th and 18th centuries.

RESTRICTIONS: Open to MALS majors only.

MALS 610 Force, Conflict and Change 3

From antiquity to the present, the use of force and the resolution of conflict have been among humanity's enduring preoccupations. Examines ideas about these issues, and associated questions such as the meaning of "heroism" and "just war."

RESTRICTIONS: Open to MALS majors only.

98

MALS 612 Moral Character: Values, Virtues, Responsibilities 3

Tests the hypothesis that lives are more meaningful in direct proportion to developed moral character. Addresses "What is a worthy life?" by exploring such concepts as self-knowledge, integrity, autonomy, courage, justice, work, love and community. Readings from philosophers and developmental psychologists.

RESTRICTIONS: Open to MALS majors only.

MALS 614 The French Revolution: Ideas, Interpretations and Dissent 3

Examines ways in which the French Revolution of 1789-1815, with all its complex events and movements, has been perceived and conceptualized by contemporaries, commentators and professional scholars. In-depth study of its literature to see how human beings invented concepts and interpretations to make sense of the French Revolution.

RESTRICTIONS: Open to MALS majors only.

MALS 618 Studies in the History of Art 3

Selected topics in the history of art. Focuses on art in the context of cultural and social history for an advanced audience of non-specialists.

RESTRICTIONS: Open to MALS majors only.

MALS 647 Philosophy of Technology 3

See PHIL 647 for course description.

MALS 869 Master's Thesis 1-6

MALS 879 Synthesis Project 3-6

UNIV 899 Master's Sustaining 0 PF

BACHELOR OF SCIENCE
ATHLETIC TRAINING
ADMISSION REQUIREMENTS

ATTACHMENT 10
Page. 1

Incoming freshmen and transfer students interested in the athletic training major at the University of Delaware are admitted to "Athletic Training Interest". At the completion of the freshman year, students desiring admission into the athletic training major must have completed the following:

(1) Freshman Year - B.S.A.T. Curriculum:

| | | | |
|-------------|----------------|-----------------|----------------|
| BISC106/116 | 4 | ENGL110 | 3 |
| RPAD310 | 3 | MATH | 3 |
| PHED220 | 3 | PHED305 | 3 |
| PHED276 | 3 | PHED320 | 3 |
| Elective | $\frac{3}{16}$ | GENERAL STUDIES | $\frac{3}{15}$ |

- (2) Minimum cumulative index of 2.75 for all course work completed.
(3) Academic performance in the following courses will be evaluated for admission consideration into the B. S. in Athletic Training:

BISC106 & 116 (BISC207 for Honors Students)
ENGL110 PHED305
PHED220 PHED320
PHED276 RPAD310

- (4) Completion of a minimum of 100 hours of directed observation in the University of Delaware Athletic Training Room under the supervision of qualified faculty/professionals.
(5) Three letters of recommendation*
(6) Completion of the NATA taping checksheet
(7) Successful interview with the Athletic Training Education Program Director and faculty.**

NATA guidelines state the student-clinical instructor ratio shall not exceed eight (8) students to one (1) clinical instructor during the course of an academic year. Acceptance into the program will be based upon the stated criteria and the number of available openings in the program. Meeting the minimum admission requirements does not guarantee acceptance into the program. Offers of admission into the athletic training education program are presented on a competitive basis to those individuals who are most qualified.

* Students must obtain the University of Delaware Athletic Training Education Program Admission Recommendation Form from the program director.

** During the interview, students will be evaluated by the Athletic Training Education Program faculty, a senior student trainer enrolled in the program and/or a certified athletic trainer working in the profession. All evaluators will use a standardized evaluation form.

Admission Dates: Students may apply for admission to the program on the following dates:

1. FALL SEMESTER - application deadline June 15th (of each year). Acceptance/rejection letters will be mailed to each candidate by July 1.
2. SPRING SEMESTER - application deadline - January 15th (of each year). Acceptance/rejection letters will be mailed to each candidate by February 1.

Students interested in transferring from another institution, another College at the University of Delaware or another major within the College of P.E.A.R. must meet University and College of P.E.A.R. transfer requirements and complete the same requirements as freshmen in the Pre-Athletic Training Program.

COLLEGE: PHYSICAL EDUCATION, ATHLETICS AND RECREATION
DEPARTMENT: PHYSICAL EDUCATION
DEGREE: BACHELOR OF SCIENCE IN ATHLETIC TRAINING
MAJOR: ATHLETIC TRAINING EDUCATION PROGRAM

| | | Typical Freshman | Typical Soph. | Typical Junior | Typical Senior |
|----------------------|---------------|---------------------|------------------|-------------------|-------------------|
| SUGGESTED CURRICULUM | CR. Completes | Completes | Completes | Completes | Completes |

UNIVERSITY REQUIREMENTS

| | | | | | |
|---------|---|---|--|--|--|
| ENGL110 | 3 | X | | | |
|---------|---|---|--|--|--|

MULTICULTURAL REQUIREMENT

Three credits in an approved course or courses stressing multicultural, ethnic, and/or gender-related content.

| | | | | |
|---|---|---|---|---|
| 3 | X | X | X | X |
|---|---|---|---|---|

COLLEGE REQUIREMENTS

SECOND WRITING COURSE

A writing course involving significant writing experience including two papers with a combined minimum of 3,000 words to be submitted for extended faculty critique of both composition and content.

| | | | | |
|---|--|---|---|---|
| 3 | | X | X | X |
|---|--|---|---|---|

MATHEMATICS

| | | | | |
|---|---|---|--|--|
| 3 | X | X | | |
|---|---|---|--|--|

BREADTH REQUIREMENTS

Area A - Communication Skills

Requires a minimum of 9 credits with at least two departments represented; courses may be selected from the following departments: English (writing/composition courses), Foreign Languages and Literature (language/communication courses), Communication, Linguistics and Speech classes (sign language courses).

| | | | | |
|----|---|---|---|---|
| 9* | X | X | X | X |
|----|---|---|---|---|

Area B - Humanities & Fine Arts

Requires a minimum of 3 credits; course(s) may be selected from: Art, Art History, Comparative Literature, English (literature), Music, Philosophy, Theater and approved courses from Textiles, Design & Consumer Econ.

| | | | | |
|----|---|---|---|---|
| 6* | X | X | X | X |
|----|---|---|---|---|

| | | | | | |
|--|----|---|---|---|---|
| Area C - Biological Sciences | 3* | X | X | X | X |
| Area D - History & Social Science | 6* | X | X | X | X |
| Requires a minimum of 6 credits with at least two departments represented: American Studies, Anthropology (except physical and biological), Black American Studies, Criminal Justice, Economics, Geography (except physical and meteorology), History, Legal Studies, Political Science and International Relations, Psychology, Sociology, Women's Studies, and specific courses from Individual and Family Studies. | | | | | |
| Area E - Natural Science & Math | 3* | X | X | X | X |
| Requires a minimum of 3 credits course(s) may be selected from: Anthropology (physical & biological), Chemistry, Computer and Information Science, Entomology, Geography (physical and meteorology), Geology, Health Sciences (natural science courses), Mathematics (excluding MATH251 & 252), Medical Technology, Physics, Plant Science, Science, Statistics, and specific courses from the Department of Nutrition and Dietetics, the College of Engineering, and the College of Marine Studies. | | | | | |

*Minimum number of credits required; the remaining 3 credits may be taken in any breadth area.

MAJOR REQUIREMENTS

WITHIN THE COLLEGE

| | | | | | | |
|---------|--|---|---|---|---|---|
| PHED214 | Wellness: A Way of Life | 3 | X | X | | |
| PHED220 | Anatomy and Physiology | 3 | X | | | |
| PHED276 | Personal Computers/HPER | 3 | X | | | |
| PHED305 | Fundamentals of Athletic Training | 3 | X | | | |
| PHED320 | Principles of Strength/Conditioning | 3 | X | | | |
| PHED405 | Program Development/Ath. Injury Rehabilitation | 3 | | | X | |
| PHED407 | Prevention/Recognition/Athletic Injuries | 3 | | | X | |
| PHED409 | Therapeutic Modalities | 4 | | X | X | |
| PHED420 | Functional Human Anatomy | 4 | | | X | X |
| PHED426 | Biomechanics | 4 | | X | | |
| PHED430 | Physiology of Activity | 3 | | X | | |
| PHED431 | Physiology of Activity Lab | 1 | | X | | |
| PHED448 | Organization & Administration/Athletic Train. | 3 | | | | X |
| PHED480 | Practicum in Athletic Training I | 3 | | X | | |
| PHED481 | Practicum in Athletic Training II | 3 | | X | | |
| RPAD310 | Safety, First Aid, and Emergency Care | 3 | X | | | |

EXTERNAL TO THE COLLEGE

| | | | | | | |
|---------|--|---|---|---|---|---|
| NTDT200 | Nutrition Concepts | 3 | | X | | |
| PSYC201 | General Psychology | 3 | X | | | |
| BISC106 | Elementary Human Physiology | 3 | X | | | |
| BISC116 | Elementary Human Physiology Lab | 1 | X | | | |
| OR | | | | | | |
| BISC406 | Human Physiology | 3 | | | X | X |
| BISC416 | Human Physiology Lab | 1 | | | X | X |
| CHEM101 | General Chemistry | 4 | | X | | |
| OR | | | | | | |
| CHEM103 | General Chemistry | 4 | | X | | |
| PHYS201 | General Physics | 4 | | | X | X |
| STAT201 | Intro to Statistics I | 3 | | X | | |
| EDST304 | Educational Psychology-Social Aspects | 3 | | | | X |
| OR | | | | | | |
| EDST305 | Educational Psychology-Cognitive Aspects | 3 | | | | X |

ELECTIVES

After required courses are completed sufficient elective credits must be taken to meet the minimum credit requirement for the degree.

CREDITS TO TOTAL A MINIMUM OF ...128

B. S. Athletic Training

Fall Semester

BISC106/116
 RPAD310
 PHED220
 PHED276
 Elective

4
 3
 3
 3
3
 16

Spring Semester

ENGL110
 MATH
 PHED305
 PHED320
 GENERAL STUDIES

3
 3
 3
 3
3
 15

SOPHMORE YEAR

PHED214
 NTDT200
 CHEM103
 PSYC201
 GENERAL STUDIES

3
 3
 4
 3
3
 16

PHED430
 PHED431
 CSCC241
 EDST304 or 305
 STAT201
 GENERAL STUDIES

3
 1
 3
 3
 3
3
 16

JUNIOR YEAR

PHED405
 PHED407
 PHED480
 GENERAL STUDIES (WRITING)
 ELECTIVE

3
 3
 3
 3
3
 15

PHED409
 PHED426
 PHED481
 GENERAL STUDIES

4
 4
 3
3
 14

SENIOR YEAR

PHYS201
 GENERAL STUDIES
 ELECTIVE

4
 9
3
 16

GENERAL STUDIES
 ELECTIVE

9
4
 13

WINTER SESSION

PHED420 (Functional Human Anatomy) Senior Year
 PHED448 (Organization/Administration/A.T.) Senior Year

4
 3



INTERDEPARTMENTAL
MEMORANDUM

TO: Michael Keefe, Chair
Undergraduate Studies Committee
University Senate

FROM: David A. Barlow, Chair/Director *David A. Barlow*
Physical Education

DATE: December 3, 1992

SUBJECT: Athletic Training Degree Program

1. Departments whose courses would be affected by the enclosed Athletic Training Degree Program have been contacted in Chemistry, Biology, and Physics. There will be no apparent difficulty in meeting such new requirements in these areas. The Instructor who teaches CSCC 241 has endorsed this course as appropriate for our athletic training students.
2. Please note that we are proposing three (3) new courses with program: PHED 448 Organization & Administration of Athletic Training, (3), required

PHED 449 Advanced Topics in Sports Medicine, (3) elective

PHED 395 Sports Medicine Pharmacology, (3), elective
3. This program also involves revision of two courses:

PHED 409 - Changing from 3 to 4 credits with increased lab time.

PHED 420 - Changing from 3 to 4 credits which already meets the time constraints for a 4 credit course.
4. Information regarding new courses and course revisions have been sent to Bernice Weinacht as required.
5. Please advise if further clarification and/or input is required.

ATTACHMENT 10

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INTERDEPARTMENTAL
MEMORANDUM

February 4, 1993

TO: Michael Keefe, Chair
University Undergraduate Studies Committee

FROM: David A. Barlow, Director/Chair *David A. Barlow*
Physical Education

SUBJECT: DEGREE PROGRAM IN ATHLETIC TRAINING

In our recent proposal for the creation of a separate degree program (B.S. Athletic Training), we indicated that two required courses would be offered during the Winter Session of the senior year. These courses involved PHED 420 (Functional Human Anatomy) and PHED 448 (Organization/Administration of Athletic Training). Both of these courses serve to meet requirements imposed nationally by the American Medical Association (AMA) which is the certifying body for Athletic Trainers.

Both PHED 420 and PHED 448 are courses where, due to workload restrictions, can only be offered during the regular fall/spring semesters on an every other year basis. Although somewhat limited, students in the Athletic Training curriculum would have the option of taking these two courses during a regular academic semester or during one of the special sessions. In the past biological specimens (cadavers) have been relatively difficult to obtain causing a definite restriction on our ability to offer the 420 course. We basically offered the course when and if such materials became available. Recent changes in a Maryland law, which we lobbied for, has now totally eliminated this problem for our students as well as graduate students in the Physical Therapy program. Please note that this is a highly unique laboratory orientated course offering extensive dissection experiences to our students. There is no other undergraduate course of this nature offered on our campus and yet is essential for preparing students for national certification or for continuing graduate studies in such areas as Physical Therapy.

Pending approval of future (fall 1993) recommended changes in our PEH teacher preparation program will result in workload reductions for our faculty who would be responsible for teaching PHED 448. These recommended changes are currently before our College Undergraduate Studies Committee and will be forwarded to your committee and the Faculty Senate later this year. I feel extremely confident these recommendations will be fully endorsed by our College since NASDTEC (national teacher certification program) and the Delaware State Department of Public Instruction are requiring such changes. When this occurs and if approved by the Senate, we would have no problem in offering the 448 course during

ATTACHMENT 10
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-2-

the regular academic year. I truly anticipate that the Winter Session requirement for this course will exist only for the first year or two of the new Athletic Training program. Again please note that these students will have a choice in the time frame for taking this particular course until such changes have taken place.

This degree program has specific limitations for the number of students permitted within this area of study as majors (32). The AMA, based upon the number of faculty working in this area along with our facilities/athletic programs, dictate this number and grant us national certification on an every five year basis. No additional majors are presently possible. Our next national review is scheduled for 1995.

Students in the Honors Program will be permitted to enroll in six different courses offered within our College (14 undergraduate and 6 graduate credits). The nature of these courses either require the completion of specific prerequisites and/or can easily accommodate additional students without impacting the small number of Athletic Training majors who are required to take the course. Although not yet specified as Honors courses, a significant number of Honors Degree candidates have previously enrolled in our proposed courses for this program representing such areas as Nursing, Health & Life Sciences, Art, Music, and others.

February 25, 1993

TO: Michael Keefe, Chair
University Undergraduate
Studies Committee

FROM: David A. Barlow, Chair/Director *David A. Barlow*
Physical Education

SUBJECT: New Major in Athletic Training

There will be no increased demand for courses required in the new proposed major in Athletic Training. The number of students (32) in the current Athletic Training concentration area within the Physical Education Studies Program will not be increased for this new degree. As a consequence, no increased burden upon workload or classroom size is possible. Changes in outside the College course loads will not occur. Past verbal communications with colleagues in Philosophy, Biology, Physics, and Chemistry have indicated no problems.

DAB:s

MEMORANDUM

FACULTY SENATE April 13, 1993

To: David Barlow, Director/Chair
Physical Education Program

From: Bonnie Kime Scott, Dept of English
Chair, Coordinating Committee on Education

Subject: B. S. in Athletic Training

Thank you and Professor Handling for attending our April 9 meeting. The Committee voted 5 for, 1 against, 1 abstention for the provisional approval of the B. S. in Athletic Training. The corresponding Honors Degree received a 2-2-2 vote and will also go forward to the Senate floor on May 3. The major problem with the Honors Degree was the lack of an undergraduate honors course in the major subject area. You will have a chance to answer this criticism from the senate floor, as well as other questions that may arise. We do count on your attendance, or a suitable substitute.

The Coordinating Committee wishes to offer a set of questions that will go into the file for this Major, to be referred to when it comes up for permanent approval in 4 years time. Please also plan for an interim check on the progress of the program after accreditation in 1995.

Questions to Address at Time of Permanent Approval

1. What percentage of graduates gain certification a) in 1993, before institution of the Major, and b) at time of permanent approval?
2. What is the faculty teaching load a) 1993, b) at time of permanent approval?
3. For each of the years from 1993 to time of permanent approval, how often were PHED 420 and 448 taught a) in winter session, and b) during a regular semester? What percentage of Athletic Training students were in each group?
4. What was the total number of students enrolled in the Major for each of the years from 1993 to the time of permanent approval? Also show numbers of majors for other PHED majors for each of these years.
5. Have funding needs been handled by reallocation within the College of Physical Education?

Please feel free to call me if you have any questions about this new planning procedure. The Committee felt the need for a better sense of the original discussion of programs that came up for permanent approval this year.

cc. Margaret Andersen

HONORS B.S. IN ATHLETIC TRAINING

The recipient must complete:

1. All requirements for the B.S. in Athletic Training.
2. All the University's generic requirements for the Honors Degree.

The twelve Honors credits required in the major or in collateral disciplines specifically required for the major includes courses from major requirements both within the College and external to the College.

Specified PHED courses taken at the 600 level will count as Honors credits.

Honors credits that are available for satisfying the requirement of the twelve Honors credits to be taken in the major or in collateral disciplines specifically required for the major include:

Academic Studies:

- PHED305 Fundamentals of Athletic Training (3)
- PHED367 Advanced Topics (3)
- PHED409 Therapeutic Modalities (4)
- PHED420 Functional Human Anatomy (4)
- PHED601 Research Methods (3)
- PHED602 Elementary Computer Statistics (3)

(The latter two courses will count as Honors credits for undergraduates simply by virtue of being taken at the 600 level.)

Professional Studies:

- NTDT200 Nutrition Concepts (3)
- BISC207 Introductory Biology I (4)
- PHYS201 General Physics (4)

B. S. Athletic Training

HONORS PROGRAM

Fall Semester

Spring Semester

FRESHMAN YEAR

| | |
|-------------------------|----------|
| BISC207(honors) | 4 |
| RPAD310 | 3 |
| PHED214 | 3 |
| PHED220 | 3 |
| GENERAL STUDIES(honors) | <u>3</u> |
| | 16 |

| | |
|-------------------------|----------|
| ENGL110(honors) | 4 |
| MATH | 3 |
| PSYC201(honors) | 3 |
| PHED305 | 3 |
| GENERAL STUDIES(honors) | <u>3</u> |
| | 15 |

SOPHMORE YEAR

| | |
|-----------------|----------|
| NTDT200(honors) | 3 |
| CHEM103 | 4 |
| PHED276 | 3 |
| CSCC241 | 3 |
| GENERAL STUDIES | <u>3</u> |
| | 16 |

| | |
|---------|----------|
| PHED320 | 3 |
| PHED426 | 4 |
| PHED430 | 3 |
| PHED431 | 1 |
| STAT201 | <u>3</u> |
| | 14 |

JUNIOR YEAR

| | |
|---------------------------|----------|
| PHED405 | 3 |
| PHED407 | 3 |
| PHED480 | 3 |
| HONORS (TUTORIAL/SEMINAR) | 3 |
| ELECTIVE | <u>3</u> |
| | 15 |

| | |
|---------------------------|----------|
| PHED409 | 4 |
| PHED481 | 3 |
| GENERAL STUDIES (Writing) | 3 |
| HONORS (TUTORIAL/SEMINAR) | 3 |
| EDST304 or 305 | <u>3</u> |
| | 16 |

SENIOR YEAR

| | |
|-----------------|----------|
| PHED601 | 3 |
| GENERAL STUDIES | 6 |
| ELECTIVE | 3 |
| UNIV401 | <u>3</u> |
| | 15 |

| | |
|-------------|----------|
| PHED602 | 3 |
| BISC406/416 | 4 |
| PHYS201 | 4 |
| UNIV402 | <u>3</u> |
| | 14 |

WINTER SESSION

| | |
|--|---|
| PHED420 (Functional Human Anatomy) Senior Year | 4 |
| PHED448 (Organization/Administration/A.T.) Senior Year | 3 |

POLICY FOR THE USE OF VIDEOTAPED COURSES
UNIVERSITY OF DELAWARE

The University of Delaware is committed to the use of audiovisual works to enhance and extend undergraduate and graduate instruction. To insure that these products, and videotaped courses in particular, are used to support rather than replace live instruction in Newark, the following policies will direct their use:

1. Live courses instruction must remain the standard, with videotaped courses serving to facilitate the development of innovative educational programs (such as distance learning, supplemental or make-up instruction, and optional instructional formats). The development of videotaped courses should be based on sound pedagogical value, not solely on financial expediency.
2. Videotaped courses may not be used to replace faculty, or to change faculty teaching loads, and faculty may not be required to participate in videotaped courses.

17c. Audiovisual Policy

The University will employ modern audiovisual technology in order to further its educational and research activities. The goal of the policy is to help produce audiovisual works* of the highest quality through the joint effort of University of Delaware faculty, professional staff, and technical specialists. The administration of the policy is the responsibility of the Provost, but day-to-day administration may be delegated by the Provost to an appropriate University official with the understanding that no departures from the stated principles of the policy will be made. A brief summary of the policy follows.

The objectives of the policy are: (1) to extend University educational and research opportunities outside and within the traditional campus setting through audiovisual means; (2) to serve the best interests of the University, instructors, and the public by producing, using, and distributing only audiovisual works of the highest possible quality; (3) to foster a high level of cooperation between participating instructors and the audiovisual works production staff; (4) to encourage participation by instructors with professional qualifications most appropriate for each specific audiovisual work; (5) to preserve traditional University practices and privileges with respect to the generation and publication of scholarly works and the right of instructors to determine course content; (6) to foster the free and creative expression and exchange of ideas and comments; (7) to establish principles and procedures for equitably sharing income derived from audiovisual works produced at the University; and (8) to protect the University's assets and imprimatur.

All participation by faculty in the creation of audiovisual works shall be fully voluntary, and participation by full-time faculty shall not be a condition of employment. In no circumstance may an audiovisual work be used in faculty evaluation without the written permission of the faculty member who has participated in the making of that work.

Each audiovisual works project shall be governed by a written agreement signed by the participating instructor or off-campus personnel and the University. The terms of such an agreement shall be consistent with sections of the policy that are applicable to either University instructors or off-campus personnel.

The intellectual property rights in audiovisual works produced in accordance with the policy by University staff and with University facilities, including rights to copy, use, and distribute, shall reside in the University.

Copies of the full University of Delaware audiovisual policy are available from the Office of Research & Patents.

(Faculty Senate 3/7/88; Board of Trustees 5/19/88)

* Audiovisual works are works that consist of a series of related images that are intrinsically intended to be shown by the use of machines or devices such as projectors, viewers, or electronic equipment, together with the accompanying sounds, if any, regardless of the nature of the material objects, such as films or tapes, in which the works are embodied.

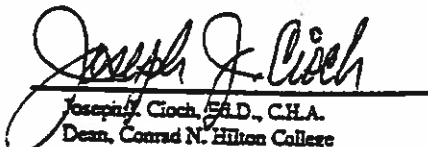
Review of

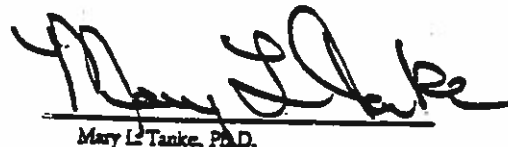
Hotel, Restaurant, and Institutional Management Program

prepared for

Margaret L. Anderson
Associate Provost for
Academic Affairs

submitted by


Joseph J. Cioch, Ed.D., C.H.A.
Dean, Conrad N. Hilton College
of Hotel and Restaurant Management
University of Houston


Mary L. Tanke, Ph.D.
Associate Professor
School of Hospitality Management
Florida International University

April, 1992

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Review of
Hotel, Restaurant, and Institutional Management Program
at the
University of Delaware

INTRODUCTION

Your external review team of Drs. Mary L. Tanke and Joseph J. Cloch agreed to follow the format and guidelines established by the Accreditation Commission for Programs in Hospitality Administration (ACPHA) as closely as possible so that the evaluation process could serve as a self-study guide for accreditation, at a later date.

Our reports, therefore, will reflect the guidelines used nationally to evaluate hospitality programs, in the following areas:

- I. Program Location and Organization within the College and the University.**
 - A. Is it a Department in a College?
 - B. Is it a Program within a Department?
 - C. Is the Program an autonomous entity?
- II. Mission Statement**
 - A. University
 - B. College
 - C. HRIM Program with its
 1. Goals
 2. Objectives
- III. Curriculum**
 - A. General education core
 - B. Professional (HRIM) core
 - C. Class offerings and frequency
- IV. Faculty**
 - A. Full-time
 - B. Part-time
- V. Facilities**
 - A. Hotel laboratories
 - B. Food laboratories
 - C. Computer laboratories

VI. Enrollment

- A. Male/female mix
- B. Student/faculty ratio
- C. Admission standards

VII. Outreach

- A. Continuing education
- B. Distance learning

VIII. Strategic Plan

- A. Current
- B. Future
- C. Articulation agreements
- D. Governance
 - 1. Internal (Faculty and Administration)
 - 2. External (Hospitality Industry)

IX. Resources

- A. Maintenance and operation (Supplies)
- B. Outside travel

X. Evaluation Procedures

- A. Faculty promotion and tenure
- B. Program (External and internal review)

During our tenure at other universities, we have witnessed and participated in the development and growth of programs currently well on their way to realizing their goals of national recognition and top ten rankings in the country. We have also observed and participated in their struggle, because even established programs must fight for survival and confirmation, in the best of times. Today, as we face expanding demands and shrinking resources, and our very existence is being questioned time and again, we must turn our operational thoughts into other directions. Monies will be difficult to secure internally and externally. State legislatures throughout the country continue to talk about and juggle the appropriation of funds to higher education. They talk about cutting fat when in reality they are already cutting into the muscle, but our programs cannot stagnate. They must continue to strive to meet the demands of an ever expanding hospitality industry both nationally and internationally.

In this decade, a decade that will be remembered as one of growth and change throughout the hospitality industry, it is incumbent upon us, the administrators of the hospitality programs in the country, to keep pace with these shifts. We recognize our responsibility not just in meeting hospitality industry needs, but in anticipating them and developing solutions to meet these needs. We must adjust our academic and professional curricula and practica to reflect the frenetic changes, so that our students can be trained and prepared to go forth with confidence, and feel secure in their quest for appropriate employment after graduation. Every year, we graduate a class of future hoteliers, restaurateurs and entrepreneurs. In the past, during the good years, these students were recruited before the end of the school year. This year, as we watched them go from interview to interview and face the economic and political malaise that affects the hospitality industry and the country as a whole, we feel somewhat responsible and accountable. How do we justify the promises that were made about the steady growth of our industry and the increased demand for educated individuals to meet the needs of the ever-changing and sophisticated hospitality industry? How do we meet our obligations towards our students and their future? How do we continue to go forward in spite of the impediments and hurdles? How do we modify our programs to reflect the hospitality world "out there"? How do we operate without adequate funding, yet continue to make that difference, and grow, albeit incrementally?

To survive these hard times, hospitality programs must seek funds from private sources, and diligently and aggressively pursue every possible contact and connection to provide our students with much needed scholarships, and enhance those areas most in need of enhancement. It is easy, or so it seems, to be successful when times are good. Today it has become a challenge, as we remain focused on meeting our obligations and responsibilities towards our students, faculty and staff, the University, and the hospitality industry.

It was with great admiration that we observed and noticed the accomplishments of your HRIM program. It is customary for a university, after it finally agrees to the creation and establishment of a new program, to provide the bare bones and send it off with a simple 'fare-thee-well' while expecting miracles in return. But the days of miracles are gone, and one loaf does not fill the mouths of a multitude any more. It becomes an uphill struggle to accomplish the original proposal's goals, in the allotted time. Yet, the inability to meet these goals spells disaster, i.e., the termination of the program. And so, we strive and fight, and it is a constant tug-of-war.

Under the strong and proven leadership of Paul Wise, the HRIM program at the University of Delaware has all the components of a winner. In his role as director, Paul Wise draws on his vast experience, his ties to the industry, and his strong commitment to the program, to pursue and push for continued development and growth. He is making these factors work for him and his students, and draws freely on them to bring his vision for the future of the program to fruition.

It was exhilarating and inspiring to become acquainted with the mission of the program, and listen to and hear what students (our reason for existing), faculty and administrators had to say. We witnessed again, the enthusiasm of a young program that grapples with hurdles that are inevitable, hurdles based on growing pains, and visions for expansion yet hemmed in and hampered by unavoidable obstacles. But the stamp of Paul's expertise, wisdom and resolve is etched into its every facet and we congratulate and give credit to the administration for their selection of Paul Wise as the director of this HRIM program.

PROGRAM STRENGTHS

1. The goals and objectives of the program are well articulated and clear, and dovetail smoothly into the mission of the College and the University of Delaware. While these goals are ambitious, based upon the strong support that we witnessed during our visit from the administration, Department of Nutrition and Dietetics, faculty, students and hospitality industry, they are definitely attainable.
2. The strategic and marketing plans and objectives are bold, and focus on those priorities that will eventually lead to the physical consolidation of the academic and professional facilities for executing the HRIM program. It is rare that such a well planned marketing approach is found in an academic unit. Such features as participation at national and regional trade shows, as well as the program director's position as a fellow on the certification and education commissions of the American Hotel and Motel Association, have helped to establish a strong link between academics and industry for this program. We commend the HRIM program for ensuring that their marketing objectives were not only developed with respect to quantity but also quality.
3. The curriculum is strong, and comparable to curricula offered by well-established institutions throughout the United States. The addition of the core enhancement courses will be welcome , and will provide the students with needed options and alternatives to strengthen the HRIM program even more.
4. The students, during the open meeting, were bright and interested and eager to move faster and make changes. They are actively involved in academic and industry events. Since most students, however, are uninformed and naive about the process of making changes in an institution of higher education, it is always a learning experience to listen and hear what they have to say, and draw conclusions from that distillation of information or misinformation. The student comments were positive and exhibited an environment of excitement.
5. The HRIM faculty are an interesting hybrid of academic achievers who must excel in their academic pursuit to stay in line with the University's policies in order to become tenured, but also possess the needed expertise and know-how of hospitality professionals. They are the role models for their students, who have chosen a career track in the hospitality industry, and are able to provide these young hopefuls with the

critical skills, education and training required to meet the ever-changing challenges of the hospitality industry, and be successful. The faculty discipline mix is as good as that of any program, anywhere.

6. The Satellite Interactive TV Studios are an attractive addition. It will increase visibility for the University of Delaware, and specifically for the HRIM program, and will present and broadcast via cable and satellite any message, lecture, laboratory experiment the faculty or administration wishes to deliver to a wide audience. Hopefully, plans to cooperate with other HRIM programs will materialize, thus making this a profitable venture for all involved. The University of Delaware's HRIM program is recognized as the first to utilize a distance learning concept with other Hotel and Restaurant Management programs.
7. The hospitality mentor system is a unique concept for building a strong network between industry and education through the coupling of leaders of the hospitality industry with HRIM students. This idea which has the potential for building exceptionally strong and lasting bonds. Program complexities of following the stated guidelines and establishing a productive mentor/student relationship will be a challenge. The mentor program does require additional faculty time and effort to administer. Success will be a reflection of the interaction between the student and industry professionals.
8. The strength and support of the Advisory Board is unquestioned. The list of members reads like a "Who's Who in the Hospitality Industry". To have this caliber of individuals rooting for you, standing in your corner, providing help, and offering recommendations for the growth and development of your program, based on their expertise, is indeed a tribute to Paul Wise's reputation and contributions to the industry. He has been able to harness that power, make it work for the good of the institution, and thus add luster and recognition to the HRIM program.
9. The location of the HRIM program, in close proximity to a number of large cities, and the availability of fine hotels, motels, restaurants, quick-service operations, and so on, provide living laboratories for the students' practica as they apply the principles and theories of the classroom to "the real world". Once again, Paul Wise's lasting and enduring relationships with the leaders of industry are responsible for the strength of this network.

10. The current leadership has made outstanding progress in a very short period of time. Enrollment is at a remarkable 223 students, and the plans developed to raise this number to 400 or 500 are quite realistic and attainable. However, further expansion will require not only added faculty and staff positions, but also a revision and redistribution of allocations within the University.
11. The strong reputation that the Hotel, Restaurant and Institutional Management program has earned among hospitality educators and industry, in such a short period of time, is admirable. This is evidenced by the consistent growth in student enrollments, the quality of the faculty and the high caliber of the advisory board. We feel that this strong reputation is due entirely to the leadership of the program director, Paul Wise, who is held in the highest esteem among hospitality educators and industry leaders alike. Due to the high regard in which the University of Delaware is held, the value of the program and the degree is well respected by the entire community. What is even more critical to the success of the HRIM program is not mere recognition of its importance, but the support it receives from the hospitality industry and the student body. It is this support that has given the HRIM program its strong reputation.
12. One of the more significant strengths is the willingness of the Department of Nutrition and Dietetics to acknowledge the need for autonomous status of the Hotel, Restaurant and Institutional Management program. This cooperative relationship gives the HRIM program the unique advantage of simultaneous support and independence.
13. Strong articulation with a wide variety of two year colleges will work well for future enrollment statistics.

PROGRAM CONCERNS

1. Since state funds will be difficult to secure, raising monies in the private sector from educational foundations, organizations in or related to the hospitality industry must be pursued. In addition, to continue growth and expansion aggressive development efforts must be accelerated.
2. It is vital to national recognition that planning for departmental status within the college continue and be finalized as soon as possible.
3. Continued planning to provide the HRIM program with a hotel complex that can be utilized as a business (auxiliary service) and a training facility for the HRIM Department is needed. The program to date has been very creative in its utilization of campus and off-campus facilities to accommodate the laboratory components of its curriculum. If, however, it is the desire of the university administration to have the HRIM program identified as one of the top leading hospitality programs in the nation, it is imperative that lodging and food laboratories be located on campus to ensure consistency of knowledge transfer to application. Experience has demonstrated that a hotel complex will provide far more benefits for the university than a lab for student application. Project funding for such ventures should also come from sources other than state or university dollars.
4. The lack of electives or core enhancements in the curriculum is affecting student exposure to numerous segments of the hospitality industry. It will also affect accreditation status as it is not reflective of the Accreditation Commission for Programs in Hospitality Administration (ACPHA) standards. Specifically, the current curriculum does not permit HRIM students to seek area emphasis of their choice reflective of the segment of the hospitality industry they want to work in. Core enhancements have been identified and need to be implemented into the curriculum, as soon as possible.
5. There is a serious need for both additional administrative assistance and faculty lines, if the program is to meet its objectives and maintain a high degree of quality. With the addition of core enhancements and increasing enrollments combined with heavy advisement loads and the unique mentoring program, there is no way the present staffing levels can maintain academic quality. There is an immediate concern that faculty development activities leading to promotion and tenure will be hindered.

NOTE

The following items would be an exercise in futility to discuss since they are closely tied to state appropriations for higher education, and the subsequent allocation of funds by the university to the college and then to the HRIM program. Most of the major concerns of the program could be remedied with additional monies

1. More time for research and scholarly publications from faculty would require a reduction in teaching loads equal to the level of the rest of the university.
2. More advising or counseling staff would relieve faculty to do research and teaching. The advising staff could also establish a procedure to track graduates after graduation, an area closely scrutinized by accreditation teams, but again this requires resources.
3. Although the Satellite Instructional T.V. system on campus is outstanding, a comprehensive continuing education and distance learning programs need to be developed. Again, external resources should be developed to ensure the continuation of the concept.
4. The Institutional component of the HRIM curriculum, currently taught by the Nutrition & Dietetics Department, needs to be identified in the core with an HRIM prefix to demonstrate that the titled program is complete.
5. Consideration should be given to the foreign language requirement when the program develops an international component.

The Hotel, Restaurant and Institutional Management Program curriculum is based in liberal arts, business and specialized courses in technical applications for the hotel and restaurant industries. The program is designed to produce tomorrow's leaders in the hospitality industry. Students are provided a foundation in the traditional academic areas to complement the state-of-the-art business and hospitality courses. The curriculum is structured to provide both a practical and a theoretical education. An integral part of the curriculum is the hospitality related work experience. A documented and paid student work requirement of 800 hours is required prior to the Level I and II internships (practicums) during the senior year. These combined work experiences assist in the preparation of students for the increasingly complex and challenging hospitality industry.

The emphasis of this program is on educational excellence and quality with a selective admissions process. One unique feature is the Hospitality Mentor System whereby students not only receive academic advisement from dedicated faculty, but are encouraged and enriched by preselected personal mentors from industry who share an interest in their professional growth and development. This linkage between academics and industry ensures the best possible guidance for students in pursuit of successful hospitality careers.

The University of Delaware is ideally located for a hospitality program. Job opportunities in the Delaware, Pennsylvania, New Jersey and Maryland metropolitan areas are unlimited. Students who desire part-time work will find outstanding employment opportunities in the local area.

**DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES
MAJOR: HOTEL, RESTAURANT AND INSTITUTIONAL MANAGEMENT**

CURRICULUM CREDITS*

UNIVERSITY REQUIREMENTS

| | | |
|--|------------------------------|------------------|
| ENGL 110 | Critical Reading and Writing | 3 ¹ |
| Three credits in an approved course or courses stressing | | 3 ¹⁻⁴ |
| multicultural, ethnic, and/or gender-related content.# | | |

MAJOR REQUIREMENTS

External to the College

| | | |
|----------------------|------------------------------------|-------------------|
| <i>Humanities</i> | | 9 ¹⁻⁴ |
| ENGL 312 | Written Communications in Business | 3 |
| Humanities Electives | | 6 |
| <i>Sciences</i> | | 15 ¹⁻⁴ |
| MATH 115 | Pre-Calculus | 3 |
| STAT 201 | Introduction to Statistics | 3 |
| BISC 171 | Microbiology in Modern Society | 3 |

| | | |
|---|---|-------------------|
| Six credits selected from but not limited to: | | 6 |
| PHYS 101 | Introduction to Physics | 4 |
| PHYS 104 | Elementary Physics | 3 |
| PHYS 201 | General Physics | 4 |
| SCEN 101 | Physical Science | 3-4 |
| CHEM 101 | General Chemistry | 4 |
| CHEM 105 | General Chemistry | 5 |
| CHEM 200 | Biochemistry Seminar for Nonscience Majors | 3 |
| CISC 105 | General Computer Science | 3 |
| <i>Social Sciences</i> | | 15 ¹⁻⁴ |
| PSYC 201 | General Psychology | 3 |
| ECON 151 | Introduction to Microeconomics | 3 |
| ECON 152 | Introduction to Macroeconomics | 3 |
| BUAD 309 | Management and Organizational Behavior | 3 |
| <i>Sociology course chosen from:</i> | | |
| SOCI 201 | Introduction to Sociology (Recommended) | 3 |
| SOCI 202 | Social Deviance | 3 |
| SOCI 203 | The Individual and Society | 3 |
| SOCI 204 | Urban Communities | 3 |
| SOCI 209 | Social Problems | 3 |
| SOCI 210 | Population Problems | 3 |
| <i>Other</i> | | 15 ¹⁻⁴ |
| ACCT 207 | Accounting I | 3 ³ |
| ACCT 208 | Accounting II | 3 |
| ACCT 352 | Law and Social Issues in Business | 3 |
| BUAD 260 | Introduction to Business Information Systems I | 3 |
| BUAD 301 | Introduction to Marketing | 3 |
| <i>Within the College</i> | | 2 ¹ |
| FOSC 201 | Food Principles | 1 ¹ |
| FOSC 211 | Food Principles Laboratory | 3 ¹ |
| IFST course | | 3 ² |
| or | | |
| TDCE course | | 3 ² |
| <i>Within the Department</i> | | 3 ¹⁻⁴ |
| HRIM 180 | Introduction to Hospitality | 3 ¹⁻⁴ |
| NTDT 200 | Nutrition Concepts | 3 ¹⁻⁴ |
| HRIM 280 | Property Management | 3 ¹⁻⁴ |
| HRIM 320 | Hotel, Restaurant and General Food | 3 ¹⁻⁴ |
| | Service Purchasing | 3 ¹⁻⁴ |
| NTDT 321 | Quantity Food Production and Service | 1 ¹⁻⁴ |
| NTDT 325 | Laboratory in Quantity Food Production and Service | 3 ¹⁻⁴ |
| HRIM 380 | Management of Lodging Operations | 3 ¹⁻⁴ |
| HRIM 381 | Management of Food and Beverage Operations | 3 ¹⁻⁴ |
| HRIM 382 | Managerial Accounting and Finance in the Hospitality Industry | 3 ¹⁻⁴ |
| HRIM 490 | Human Relations in the Hospitality Industry | 3 ¹⁻⁴ |
| HRIM 481 | Marketing in the Hospitality Industry | 3 ¹⁻⁴ |
| HRIM 482 | Law of Innkeeping | 3 ¹⁻⁴ |
| HRIM 487 | Management Systems in the Hospitality Industry | 3 ¹⁻⁴ |
| HRIM 488 | HRIM Practicum I | 4 ¹⁻⁴ |
| HRIM 489 | HRIM Practicum II | 6 ¹⁻⁴ |

ELECTIVES

Electives 19^{3,4}
May include Military Science, Music, or Physical Education. (Only two credits of activity-type Physical Education and four credits of Music organization credits and four credits of 100- and 200-level courses in Military Science/Air Force may be counted toward the degree.) Students are encouraged to develop fluency in a second language.

CREDITS TO TOTAL A MINIMUM OF 129

e., ¹freshman year, ²sophomore year, etc.
group, breadth, or elective requirements. See page 26.

*Superior figures indicate year or years in which the course is normally taken, i.e.
#This requirement may be fulfilled through a course taken to complete major, gro

**FACULTY SENATE
MEMO**

ATTACHMENT 13

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February 3, 1993

To: Paul Wise, Director
Hotel, Restaurant and Institutional Management
Dept. of Nutrition and Dietetics

From: Bonnie Kime Scott, Chair
Coordinating Committee on Education
Dept. of English

Subject: Review of HRIM

The HRIM review has been passed back to this Committee from the Budget and Space Committee, without recommendation, though with a positive budgetary report.

In our discussion of the Program yesterday, Committee members were concerned to know more about student placements for the two practicums, how the plans for the 160 and 250 hour requirements are constituted, and whether students receive pay for this work. We will have meetings on Feb. 9 and 16, in anticipation of the huge number of approvals that are sought in the March Faculty Senate meetings. I should welcome a response from you in time for either of our two upcoming meetings.

cc. Jack Smith, Chairperson

MEMORANDUM

FACULTY SENATE March 17, 1993

To: Jack Smith, Chair
Nutrition and Dietetics

From: Bonnie Kime Scott, Dept of English
Chair, Coordinating Committee on Education

Subject: Discussion of HRIM

Pursuant to our telephone conversation, I should like to confirm our wish to have you speak with the Committee about the permanent approval of HRIM. You are welcome to bring along anyone else you think can help with the discussion. Among the topics that concern us are:

- a. An account of courses and practicums as related to credits.
- b. Current faculty credentials and projected needs for hiring.
- c. List of expectations set when program was provisionally accepted and remarks on how these were met or altered.

Thank you for your patience with this very overloaded Committee.

Our meeting will be held in 105 Hulihan Hall on April 9. I should like to have your segment of the meeting run from 12:00-12:30 PM. We will try hard to stay on schedule. You are preceded by an hour long meeting with Provost Pipes, which may be slightly unpredictable. I am sorry that the location does not permit the usual conveniences of the Senate Office to our visitors.

UNIVERSITY OF DELAWARE INTER-DEPARTMENTAL

Memorandum

February 8, 1993

TO: Bonnie Kime Scott, Chair
Coordinating Committee on Education
Department of English

THRU: Dr. Jack Smith, Chair *Jack Smith*
Department of Nutrition and Dietetics

FROM: Paul Wise, Director *P. Wise*
Hotel, Restaurant and Institutional Management
Department of Nutrition and Dietetics

SUBJ: Review of HRIM

In response to the Faculty Senate memo dated February 3, 1993, the following is provided.

The HRIM Program identifies sites that can function as living laboratories for supervised educational experiences. The objective of PRACTICUM I is to place the students in an environment that supports the theoretical components of Management of Lodging Operations (HRIM 380), Marketing in the Hospitality Industry (HRIM 481), Managerial Accounting & Finance in the Hospitality Industry (HRIM 382) and Human Relations in the Hospitality Industry (HRIM 480). The sites, activities and hourly breakout for the PRACTICUM I are in Enclosure 1.

The objective of PRACTICUM II is to place students in an environment which supports the theoretical aspects of the entire program of study, with a special emphasis on commercial food & beverage management. The sites, activities and hourly breakout for the PRACTICUM II are in Enclosure 2. Since the practicum is a structured educational activity, students are not paid.

Theoretical ClassesSitesPRACTICUM I
ActivitiesHours

Management of Lodging Operations
HRIM 380

Christiana Hilton
Guest Quarters
Courtyard by Marriott
Holiday Inn
Hampton Inn
Ritz Carlton
Radisson (202)
Residence Inn
Hotel DuPont
Sheraton Suites
Days Inn

Rotate thru
front office activities
to reinforce
learning.
Rotation includes
front desk,
reservations,
PBX, concierge,
housekeeping
& security.

14 weeks
@
5 hours per
week
=
Total
70 hours

Marketing for the Hospitality Industry
HRIM 481

Guest Quarters B.W.I.
Marriott B.W.I.
Loews L'Enfant Plaza
Loews Annapolis.
Sheraton B.W.I.
Omni Baltimore
Stouffers Inner Harbor
Columbia Inn
Sheraton Baltimore
Harbor Court Baltimore

Preliminary site
review of hotel
products & services.

Work with the
hotel sales & marketing
team to develop &
conduct a marketing plan.

8 hours
(one preview
day on site)

30 hours
(3 days - 2
nights on site)
Total
38 hours

Managerial Accounting and Finance in
the Hospitality Industry
HRIM 382

Classroom

6 case study sessions.

6 sessions
@
2 hrs per ses.
Total
12 hours

Newark Hall
computer lab

8 sessions as
computer simulations.

8 sessions
@
2 hrs per ses.
Total
16 hours

Human Relations in the Hospitality
Industry
HRIM 480

Classroom

Applications of
motivational &
management
principals to specific
hospitality scenario's.

13 weeks
@
2 hrs per wk.
Total
26 hours

Outside
Assignment

Special text, 6 assigned
writing papers & articles
to read.

13 weeks @
2 hrs per wk.
26 hours

PRACTICUM I - HOUR RECAP

| | |
|----------|-----------|
| HRIM 380 | 70 |
| HRIM 481 | 38 |
| HRIM 382 | 28 |
| HRIM 480 | <u>52</u> |

TOTAL PRACTICUM I HOURS 188

Theoretical Classes

| <u>PRACTICUM II</u> | | <u>Activities</u> | <u>Hours</u> |
|--|-------------------|--|---|
| <u>Sites</u> | | | |
| Focus on overall program with special emphasis on commercial food & beverage operation HRIM 381 | On Campus | Case study & weekly seminar to introduce collaborative problem solving sessions. | 1 hour a week for <u>14 weeks</u> Total 14 hours |
| | Christiana Hilton | Rotational practicum assignments throughout the hotel property to participate in the resolution of operational problems. | 8.5 hours a week for <u>14 weeks</u> Total 112 hours |
| | | Management assignments which include departmental meetings, planning sessions, competitive analysis & a group project associate with planning & implementation of a major program. | 10 hours a week for <u>14 weeks</u> Total 140 hours |

ENCLOSURE II - HOUR RECAP

| | |
|--------------------------|------------|
| HRIM 381 | 14 |
| " " | 112 |
| " " | <u>140</u> |
| TOTAL PRACTICUM II HOURS | <u>266</u> |

Junior Year Curriculum

HRIM 380 - Lodging Management
HRIM 481 - Marketing for Industry
HRIM 382 - Accounting & Finance
HRIM 480 - Human Relations for
Hospitality Industry

HRIM 488 - Practicum I

- Computer Simulation Exercises
- Human Resource Seminars
- Marketing Research & Applications
- Lodging Analysis & Assessment
- Comparative Studies of the Hospitality Industry Management Environment
- Weekly On-Campus Seminar

Required minimum of 160 hours.

Senior Year Curriculum

HRIM 381 - Food & Beverage Management
HRIM 482 - Hospitality Law
HRIM 487 - Hospitality Management Systems
(and other previous coursework)

HRIM 489 - Practicum II

- Human Resource Management Techniques
- Risk Management Analysis & Applications
- Marketing of Products and Services
- Application of Technology to Management Problems
- Individual and Group Research Projects

Required minimum of 240 hours.