

UNIVERSITY FACULTY SENATE

SUMMARY OF AGENDA

December 1, 1997

- I. Adoption of the Agenda**
- II. Approval of the Minutes:** November 3, 1997
- III. Announcements:** Senate President Robert Carroll
- IV. Provost Schiavelli:** "The Budget Process and the 1998-1999 State Request"
- V. Announcements for Challenge**
 1. Changes in Ph.D. Program in Educational Studies
 2. Changes in the M.A. Program in ESL/Bilingualism
- VI. Old Business -None**
- VII. New Business**
 - A. Recommendation for permanent status for major in Theatre Production
 - B. Recommendation for one year extension for B.A. in Latin American Studies
 - C. Recommendation for Definition of Master Thesis Committee
 - D. Introduction of New Business





UNIVERSITY FACULTY SENATE

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November 20, 1997

TO: All Faculty

FROM: Joann Browning, Vice President
University Faculty Senate

A handwritten signature in black ink, appearing to be "JB", written over the name "Joann Browning" in the "FROM:" field.

SUBJECT: Regular Faculty Senate Meeting, December 1, 1997

In accordance with Section IV, paragraph 6 of the Constitution, the regular meetings of the University Faculty Senate will be held on Monday, December 1, 1997, 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: November 3, 1997**
- III. Announcements: Senate President, Robert Carroll**
- IV. Provost Schiavelli: "The Budget Process and the 1998-1999 State Request"**
- V. Announcements for Challenge:**
 1. Changes in Ph.D. Program in Educational Studies (Attachment 1)
 2. Changes in the M.A. Program in ESL/Bilingualism (Attachment 2)

VI. Old Business: None

VII. New Business:

- A. Recommendation from the Committee on Undergraduate Studies (W. Idsardi, Chairperson) with the concurrence of the Coordinating Committee on Education (M. Keefe, Chairperson), for permanent status for a major in Theatre Production (Attachment 3)

WHEREAS, the B.A. in Theatre Production was granted provisional status on March 1992 and,

WHEREAS, the Task Force to evaluate the program unanimously recommends that the program be granted permanent status, and

WHEREAS, the College of Arts and Science unanimously recommends that the program be granted permanent status, and

WHEREAS, the Senate Undergraduate Studies Committee unanimously recommends that the program be granted permanent status, therefore be it

RESOLVED, that the B.A. in Theatre Production be granted permanent status.

- B. Recommendation from the Committee on Undergraduate Studies (W. Idsardi, Chairperson) with the concurrence of the Coordinating Committee on Education (M. Keefe, Chairperson), for a one year extension for B.A. in Latin American Studies (Attachment 4)

WHEREAS, the B.A. in Latin American Studies was granted provisional status in March 1992, and

WHEREAS, the program would be reviewed for permanent status this year, and

WHEREAS, the College of Arts and Sciences and the Provost's Office are examining the development of an International Studies program, therefore be it

RESOLVED, that the B.A. in Latin American Studies be granted one additional year of provisional status.

- C. Recommendation from the Committee on Graduate Studies (R. Hampel, Chairperson) with the concurrence of the Coordinating Committee on Education (M. Keefe, Chairperson) for definition of Master Thesis Committee (Attachment 5)

WHEREAS, there is no statement in the Graduate Catalog as to the composition of master's thesis committees, be it therefore

RESOLVED, that the attached statement be adopted and included in the Graduate Catalog.

- D. Introduction of New Business (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.)

JB/rg

- Attachments:
- Committee Activities Report
 - Guidelines for Professional Conduct During Clinical Experiences
 - Guidelines for Graduate Studies in English
 - 1. Change in Ph.D. Program in Educational Studies
 - 2. Changes in the M.A. Program in ESL/Bilingualism
 - 3. Request for Permanent Status for Major in Theatre Production
 - 4. Request for One Year Extension for B.A. in Latin American Studies
 - 5. Recommendation for Definition of Masters Thesis Committee



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COMMITTEE ACTIVITIES REPORT

DECEMBER 1997

Budgetary And Space Priorities Review CTE. (Alexander Cheng)

Held a planning meeting for the Joint Budgetary Priorities Meeting with the Provost.

Committees and Nominations, CTE. ON (Jon Olson)

Completed committee member replacements.
Reviewed Budget & Space Priorities Committee.

Diversity And Affirmative Action, CTE. ON (Hilton Brown)

Ongoing examination of faculty hiring in order to increase percentages of new minority hires.
Examination of undergraduate multicultural course requirements.

Education, Coordinating CTE. ON (Michael Keefe)

Items completed are:

- Change in Ph.D. Program Educational Studies
- Change in MA Program ESL/Bilingualism
- Definition of Masters Committee for Graduate Catalog
- Guidelines for Graduate Studies in English
- Permanent Status for Theatre Production
- One year Extension for Latin American Studies
- Guideline for Conduct During Clinical Experiences

Items currently before the committee are:

- Guidelines for procedure to attain permanent status.

Graduate Studies, CTE. ON (Robert Hampel)

Items currently before the committee:

- MBA Program Schedules
- Review for permanent status: M.A. in Economics for Educators

Rules, CTE, ON (Frank Dilley)

The committee will be considering Senate reapportionment in the early spring.

Undergraduate, CTE, ON (William Idsardi)

Items currently before the committee:

Policy regarding GPA and "F" 's.

MBA program co-ordination.

New course NURS 401 - Issues in Adult Health and Development.

Revisions to B.S. in Applied Nutrition

Revisions to B.S. in Dietetics



OFFICE OF THE VICE PROVOST
FOR ACADEMIC PROGRAMS
AND PLANNING

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MEMORANDUM

Date: October 10, 1997
To: William Idsardi, Chair
Undergraduate studies Committee
From: John C. Cavanaugh *[Signature]*
Vice Provost for Academic Programs and Planning
Subject: Attached Guidelines for Professional Conduct During Clinical Experiences

RECEIVED
UNIVERSITY OF DELAWARE
OCT 10 1997
FACULTY SENATE

Attached are some new guidelines that have been adopted recently by the University Council on Teacher Education (UCTE). Because they pertain to academic performance standards and grounds for dismissal from a placement, I believe that your committee should review them prior to their being promulgated to students and faculty. I would appreciate your committee's review and action on them.

I apologize if this is the second set of this material you received. There was a miscommunication with the Faculty Senate Office concerning the chairship of this committee in late summer, and I only recently became aware of the problem.

Please feel free to contact me if you have any questions.

- UG Studies found no conflicts with UG policies.

GUIDELINES FOR PROFESSIONAL CONDUCT DURING CLINICAL EXPERIENCES

University Council on Teacher Education (UCTE)

As a representative of the University of Delaware you are expected to practice sound professional ethics and to conduct yourself in a professional, responsible, and reliable manner at all times. Remember that you are a guest in your cooperating school and are expected to maintain high professional standards.

The following are some general guidelines for professional conduct during your placement:

I. BEFORE REPORTING TO YOUR CLINICAL SITE

- A. To participate in a clinical experience, you must have a valid negative Tuberculin test on file at Student Health Services. The test should be good for three years and must be valid throughout your stay in the schools/centers. Please be aware that some schools/districts will acknowledge test results for only one year.
- B. Some child care centers/preschools will require a criminal background check before you can begin your placement. Check with your center/preschool director to see if a background check is required. Criminal background checks can be processed by Delaware State Police personnel at Troop #2, State Road, New Castle; Headquarters Complex, Route 13, Dover, or Troop #4, Route 13, Georgetown. Appointments may be made by calling 1-800-778-9000 between 8:00 a.m. and 4:00 p.m. Monday thru Friday, excluding holidays. A fee of \$49.00 is required.
- C. Arrange for reliable transportation since you are responsible for your own transportation to the clinical sites.
- D. If no specific orientation date has been established, call your cooperating teacher to arrange a time for your first visit on a mutually agreed upon date.
- E. Dress appropriately and professionally. This would include no jeans, T-shirts, shorts, sweat clothes, mini-skirts, see-throughs, midriffs, sneakers, hats, baseball caps, or excessive cologne/jewelry. Exceptions to this might include physical education settings, some field trips, floor activities and other situations as deemed appropriate by your University supervisor.
- F. Be sure that you are well groomed.

II. AT THE CLINICAL SITE

- A. Report to your school/center on the day(s) scheduled. Be prompt and arrive early enough to begin work on time. Fulfill completely the commitment made to the class/group/pupil.
- B. Notify your University supervisor and your cooperating teacher before the beginning of the school day if you are going to be late or absent. An absence or lateness should occur only in cases of illness or an emergency. Having a test the next period is not considered as an illness or emergency. Personal commitments or academic deadlines are not acceptable reasons for your lateness or absence.
- C. Friends should not accompany you to the clinical site.
- D. Learn and carry out the school/center policies and procedures that have been established for pupils.
- E. Abide by the regulations and rules established for school/center personnel.
- F. Hold all information in confidence concerning pupils or others as directed.
- G. Do your own work. It is appropriate to share ideas and adapt resources, but do not plagiarize someone else's work.
- H. Take responsibility for acquiring pertinent information about pupils for whom you are responsible, and for becoming thoroughly acquainted with these pupils.

- I. Be fully prepared for your teaching/tutoring assignment(s); this includes materials and/or supplies. If equipment or materials are necessary from the assigned school (and the school or cooperating teacher has willingly offered), request them ahead of time and not on the day of the lesson. Return the equipment and materials to the appropriate place promptly.
- J. Be discreet about your personal life. Your school is not the place to discuss your social life or your personal experiences with drugs or alcohol (no matter how educational they may seem to you).
- K. Be sensitive when taking notes during a placement. Never record anything that you would be uncomfortable sharing with your cooperating teacher.
- L. Keep your professor and University supervisor informed of progress made and problems encountered.
- M. Beepers and cell phones are never appropriate in the classroom.

III. JUDICIAL AND LEGAL IMPLICATIONS

- A. Read and familiarize yourself with the Code of Conduct from the University of Delaware Official Student Handbook. This Code of Conduct extends to your off-campus clinical experiences. Any acts of misconduct during your field placement(s) shall be subject to action within the Undergraduate or Graduate Student Judicial System. The Code of Conduct can be found at http://www.udel.edu/stuhb/deanstu/POLICY_II.html.
- B. Persons applying for a teaching position in Delaware and a number of other states must undergo a criminal background check. Please be certain that you make good decisions and use good judgment at all times. Failure to do so could jeopardize your teaching career by making you ineligible for employment in many districts.

A person seeking employment with a public school in Delaware may be disqualified from employment for any of the following reasons:

- (1) Conviction or manufacture, delivery or possession, or possession with intent to deliver a controlled substance, or a counterfeit controlled substance;
 - (2) Conviction of any felony in this state or any other jurisdiction in the last five years; or
 - (3) Conviction of any crime against a child in this State or in any other jurisdiction.
- C. Individual school districts make the determination regarding what makes a person ineligible for employment. Generally, a felony arrest, a serious offense, or any crime against a child would make one ineligible for employment; however, a pattern of misconduct (e.g., DUI, underage drinking, petty theft, reckless driving, etc.) could also make one ineligible for employment. Since different districts view various offenses differently, something one district might perceive as not very serious might be seen as quite serious by another district. Be aware that even petty problems, viewed collectively, could render you ineligible for employment. It is in your best interest to keep your record clean.

IV. UNPROFESSIONAL BEHAVIOR

Candidates in a teacher education program are expected to conduct themselves in a professional manner at all times. Candidates may not engage in acts of behavior which are professionally inappropriate for teachers or which are unlawful for any citizen. In addition to this general expectation, several acts are specifically prohibited:

- A. Candidates may not date pupils, parents of pupils enrolled in the school, or school or University personnel during the clinical experience. If you feel you are under any pressure to engage in inappropriate social activity, contact your professor, University supervisor, center coordinator, or Director of Clinical Studies.
- B. Candidates may not socialize with school pupils except in an official capacity at officially sponsored school events.
- C. Candidates may not drink, be under the influence of alcoholic beverages, or use illegal drugs on school property, nor with or in the presence of any school pupil(s).
- D. Candidates may not use obscene, profane, or abusive language on school premises or at school sponsored events; nor may they suggest or encourage access to inappropriate material (e.g., on the Internet).
- E. Candidates may not take pupils off school property unless accompanied by the cooperating teacher or another full-time employee assigned by the principal.

Failure to abide by these regulations may result in judicial action by the University of Delaware, legal action and/or failure of the course.

V. GROUNDS FOR DISMISSAL FROM PLACEMENT

- A. If at any time your conduct causes the cooperating teacher, the principal, or the University supervisor to determine that your presence in the classroom has become detrimental to the educational program of the pupils in the class, you may be asked to leave the school and your placement could be terminated by the University.
- B. Should you be asked to leave the school based upon your behavior or your failure to perform at a satisfactory level, the University of Delaware is not obligated to reassign you to another school.
- C. Please remember that you are a guest in the building and in the classroom in which you are working. We encourage you to have your work reflect your BEST EFFORT in terms of the instructional program for the pupils with whom you are working. We are confident that your clinical experiences will be successful and rewarding.

VI. APPEAL PROCESS

Candidates in teacher education programs may appeal decisions to the University Council on Teacher Education.

VII. TEACHER EDUCATION WEB PAGE

Additional information regarding teacher education at the University of Delaware can be found on the teacher education web page located at <http://www.udel.edu/educ/teachered/>.




COLLEGE OF ARTS AND SCIENCE

DEPARTMENT OF ENGLISH

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Correspondent's Ph: 302/831-

November 11, 1997

TO: Michael Keefe
Senate Vice President

FROM: Ann Ardis, Director 
Graduate Studies in English

Bob Hampel has asked me to provide a description of the changes in the English Graduate Policy Guidelines that the University Graduate Committee just approved. There are as follows:

- 1) bullet 2, page 1, the description of the library's acquisition practices was changed per Susan Brynteson's suggestion.
- 2) p. 5, first paragraph, clarification of policy on language requirement: "other than English" added in the second sentence.
- 3) p. 5, under "M.A. Thesis": sentence added (in bold) regarding the University Graduate Office's requirement of IBM-compatible CD-ROM dissertations
- 4) p. 6, sentence in bold added to dis-allow students with outstanding incompletes from applying to the Ph.D. program until their coursework is complete.
- 5) p. 7, sentence in bold added warning Literature and Pedagogy that the requirements for state certification may make it impossible to complete
- 6) p. 10, sentence in bold added regarding a student's need to consult with the Director regarding the computer software that will available in the lab for the written Ph.D. qualifying exams.
- 7) p. 10, phrase in bold added indicating that the Ph.D. qualifying exams will be offered only once a year; re-examinations only will be offered in January/February.
- 8) p. 12, paragraph in bold added to explain the criteria used to evaluate 3rd-year Ph.D. students competing for departmental dissertation fellowship
- 9) p. 12, sentence in bold (same as on p. 5) added to inform students of the University Grad Office's ruling regarding IBM-compatible CD-ROM

Cc: Bob Hampel





COLLEGE OF EDUCATION

DEPARTMENT OF
EDUCATIONAL STUDIESWillard Hall Education Building, Room
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Newark, Delaware 19716-2920
Ph: 302/831-2324
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May 14, 1997

TO: Professor Robert L. Hampel, Chair
Graduate Studies Committee
Faculty Senate
Campus

THRU: Dean Roberta Golinkoff
College of Education
113 Willard Hall Education Building

A handwritten signature in cursive that reads "Roberta Golinkoff / sms".

FROM: James Raths, Chair

A handwritten signature in cursive that reads "James Raths".

The Faculty Handbook indicates that the Graduate Studies Committee has authority to act "on minor modifications of approved graduate programs" (p. I-17). I write to request that your Committee review and approve the minor changes in our approved Ph.D. program in Educational Studies. The purpose of the proposed changes is to (1) consolidate our offerings; and (2) to make explicit concentrations that are now embedded in existing concentrations. The proposed changes have been approved by our Departmental Faculty, acting with the advice and consent of the Department Curriculum Committee.

With respect to consolidation, we have had concentrations in Applied Human Development (AHD) and in Cognition and Instruction (C&I). Over time, as the areas of concentration evolved and as the needs of our graduate students changed, the requirements in these two areas moved closer together -- so much so that students were often conflicted about which option to choose. Further, the faculty in these areas were overlapping. As a result, we are proposing to combine these two concentrations into one, entitled **Cognition, Development, and Instruction**.

Our second proposal makes explicit a concentration called **Exceptionality**. As the name implies, the concentration in Exceptionality gives focus to serving and researching children in educational settings whose development is not proceeding apace for a variety of reasons. The Exceptionality concentration will have two tracks -- one in Special Education and one in School Psychology. At this time, our faculty in Special Education and School Psychology have been part of the Applied Human Development and/or the Cognition and Instruction concentrations. In this capacity, faculty members have been recruiting doctoral students and supervising their

research in the special education and school psychology areas. (Appendix I includes some examples of doctoral students and their advisors in these areas.) We are convinced that by making this extant area of concentration more visible in our brochures and in our catalog and on our Web page, we can attract more students to our Ph.D. program. Students interested in Exceptionality will no longer have to translate the rather opaque program title "Applied Human Development" but instead will find School Psychology and/or Special Education as tracks readily under the Exceptionality rubric.

This memorandum is organized below by responding to frequently asked questions relevant to our requests for program changes.

1. Does the implementation of the new concentrations require more courses or staff?

No. Since our proposal is merely a shuffling of what we already offer, the courses already available to students in the old concentrations will continue to be taught. Some courses will have new labels. For example, since we no longer need a doctoral research seminar in both of the old concentrations, (Applied Human Development and Cognition and Instruction), but only one in the combined area, we will shift the savings as resources to be used to support a doctoral seminar in the area of Exceptionality. No new faculty will be needed to serve these concentrations since they are already on board and serving in these capacities.

2. When would these new concentrations be implemented?

With the Approval of the Graduate Studies Committee and the Coordinating Committee, we anticipate that we could begin advertising our new concentrations in the Spring semester of 1998 and admit our first students under the new rubrics in the Fall of 1998.

3. How would these changes affect students admitted under the old concentrations?

Students admitted under the old concentrations could remain in them or switch to one of the new concentrations. We would require that they would make their decision within one semester after the new concentrations are approved, to allow the Department to plan its offerings so that no student is handicapped by the changes.

4. What is the relationship between the proposed concentration and programs offered in related University units?

Psychology offers a Ph.D. in Clinical Psychology which does not prepare professionals to work in school settings as will the school psychology track in the Exceptionality concentration. Thus, the concentrations we propose would have little impact on the Psychology Department. Our students have already been using some of Psychology's offerings in Cognitive Psychology and would continue to do so just as Psychology has their students using some of our courses in statistics and assessment.

The College of Human Resources offers a Ph.D. program in Individual and Family Studies through which faculty and students study problems associated with human development and family life. Our new proposed concentration, Cognition, Development, and Instruction, would co-exist alongside the IFST degree as is now the case. Now that we are merging into a single college as of July 1, it is our hope that there will be increased cross-talk between the Departments of Educational Studies and Individual and Family Studies.

With respect to our new concentration in Exceptionality, we fully recognize that colleagues in IFST also study Exceptionality, although they do not have a Ph.D. program or a concentration in this specific area. Since our IFST colleagues will be valuable collaborators with us in delivering the Exceptionality concentration, we are already setting up a meeting to address ways to involve them in this concentration. We anticipate that faculty from IFST will serve on students' committees in this concentration and that they may well begin to offer courses which our students would take. For example, there are a number of IFST courses currently being offered that would be suitable for students in the Exceptionality concentration, such as IFST 860, Diversity in Family Structures, IFST 870, Family Crisis and Coping, and IFST 880, Families and Institutions, to name but a few. Further, opportunities for our doctoral students to participate in the activities of the Center for Disabilities Studies should prove to be mutually beneficial.

Enclosed with this letter are descriptions of the new program concentrations. Please call on me if you or your Committee members have any questions about the changes we are proposing in our Ph.D. concentrations.

Enc: (2)

APPENDIX I

We have included a listing of students who have graduated or who are near graduation in our AHD/C&I programs who wrote dissertations in areas that under the current proposal would likely fall in the Exceptionality concentration area.

Student Name	Advisor	Date of Degree	Dissertation Topic
Andrew Clever	Bear	1991	Factors mediating the effect of low scholastic competence on global self worth
Mary Paige Lucas	Farnham-Diggory	1991	Child study team meetings: Appropriateness in cross-cultural settings
Elizabeth McGrath	Glutting	1994	Typological testing and the search for core profile types on the WPPSI-R.
Fran McInerney	Bear	1995	Shame and guilt: Their role in the relation between moral reasoning and behavior in early adolescent girls.
Tim Konold	Glutting	1995	Multivariate aptitude-achievement discrepancies on the Woodcock-Johnson Psycho-Educational Battery-Revised.
Ebenezer De Oliveira	Minke	1998	HeadStart Children Go To School: A Transactional Model of Ontogenetic Continuity in Externalizing Behavior.
Gail Rys	Bear	1997 (projected)	Aggressive behavior and social reasoning
Sandra Deemer	Minke	1999 (projected)	Teacher Efficacy in Inclusive Classrooms

MEMORANDUM

Nov 14th, 1997

TO: Robert Hampel, Chair
Graduate Committee

FROM: Gabriella Hermon *G. Hermon*
ESL MA Coordinator, Educational Studies

Dear Bob,

Attached you will find the revisions for our MA in ESL. The revisions are due to DPI changes in certification requirements and due to our desire to make the program more attuned to the needs of future ESL teachers. The faculty in the program have endorsed these changes.

I will try to briefly summarize the changes below to give your committee and overview of the proposed changes:

1. DPI is now requiring two additional courses: Multicultural Education and a course in Special Education (EDDV 612). We have added these courses to the Education core component. We have dropped EDST 640 and 641 (foundation courses), mainly because they are not required and they have not been taught on a regular basis over the past 6 years.
2. We need to offer our students who do not wish to be DPI certified additional options. We have many students who are in the program for an MA and who will not get certified (mainly because they intend to teach adults abroad and not children in the US). We want to allow these students to take courses like EDST 607 (which do not fit into the program if the student needs DPI certification).
3. We have added some options in the Linguistic core (due to changes in course offerings by Linguistics and Foreign Languages).
4. We have raised the TOEFL score to 575. We found that admitting foreign students with a TOEFL of 550 is not adequate.
5. We would like to refocus the 3 credit research requirement to allow students who are getting certified a practicum based portfolio option. We have found that this is a better model for future teachers and will allow them to spend more time in the school. We do want to keep the research option for students who do not wish to get certified. Both options are supervised by faculty in the program.

In general, there are NO changes in the credit hours needed for the degree (33) and the changes in the EDST requirements rely on existing courses. No new courses are being proposed. In effect, our current students are already completing most of these requirements (by taking these courses as electives). The proposed changes simply institutionalize existing practice. Proposed changes appear in italics in the document, and I have attached our current requirements for comparison purposes.



COLLEGE OF ARTS AND SCIENCE

OFFICE OF THE DEAN

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RECEIVED

SEP 25 1997

September 23, 1997

FACULTY SENATE

TO: Robert Carroll
 President, University Faculty Senate

FROM: Margaret L. Andersen *Margaret L. Andersen*
 Interim Dean

SUBJECT: Permanent Status for Major in Theatre Production

At its meeting on September 22, 1997, the College of Arts and Science Senate unanimously approved a motion to grant permanent status to the undergraduate major in Theatre Production. As Dean, I wholeheartedly support this decision. Student enrollment in the program is indicative of a strong interest in the field--an interest that has grown during the provisional period. In addition, as the attached report shows, the program well prepares students for careers in production areas of theatre and it does so without a need for new resources. I have attached the report that was prepared for the Academic Planning and Program Evaluation committee of the college senate. Please pass this recommendation on to appropriate Senate committees.

MLA/acd

cc: Philip Goldstein, President
 College of Arts & Science Senate

Sanford Robbins, Chair
 Department of Theater



COLLEGE OF ARTS AND SCIENCE

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

Room 325, Smith Hall
University of Delaware
Newark, Delaware 19716-2550
Ph: 302/831-2592

June 3, 1997

TO: Frank Dilley, Chair
Academic Planning and Program Evaluation Committee

FROM: Nancy Nobile (Foreign Languages and Literatures) *LN*
 Judy Kennedy (Mathematics) *JAK*, Wendy Samter (Communication) *KS*, Lloyd Shorter (Music) *LS*

RE: Review of undergraduate major in Theatre Production

The task force to evaluate the undergraduate program in Theatre Production met on April 22 and May 15. We reviewed documentation submitted by Joann Browning, Associate Chair of Theatre, as well as enrollment data and the results of majors/alumni questionnaires gathered by the Office of Institutional Research.

For the following reasons, the task force unanimously recommends that the undergraduate major in Theatre Production be granted permanent status.

- 1) We find the goals of the program worthwhile.

The undergraduate course catalogue describes the major as "designed for those students who are interested in learning about the production areas of the theatre . . . and who desire the opportunity to explore these production areas through the prescribed course work and laboratory experiences." As the Theatre Department's report to the task force (Attachment A) states, the goal of the program is that upon graduation "students will have received a broad-based exposure to the production areas of theatre such that if they desire to pursue professional training at the graduate level, they would have sufficient knowledge and practical experience to be competitive in that pursuit." The Dept. of Theatre Mission Statement and letters sent to both prospective and declared majors clearly delineate the goals of the program (see Attach. A, pp. 6 and 16-18). These documents also stress what the program is *not*: neither a professional training program for

careers in the theatre nor a performance degree. With its focus on the production aspects of theatre, the undergraduate major provides a service to the profession; it meets a need not addressed by undergrad theatre programs at many other universities which typically focus on performance-related subjects. At UD, undergraduates are not only introduced to the major elements of theatre production, but have the opportunity for direct interaction with the PTTP. They thus gain a first-hand view of what graduate training in a professional conservatory involves and can make informed decisions about further study.

2) We find that the goals of the program are being met.

Originally presented for approval in 1992, the undergraduate program in Theatre Production matriculated its first major in the Spring of 1993. Thus far, 10 majors have graduated from the program.

Enrollment data (Attachment B) shows that 100- and 200-level courses, which are open to all students and fulfill Group A requirements, are well attended. Courses at the 300- and 400-level, usually taken by majors and minors, reflect the steady increase in the number of majors since the program's inception: from 5 majors in the Spring of 1993 to 22 majors in the Spring of 1997 (cf. also Attachment A, page 1).

Student questionnaires (Attachments C and D) yielded a 40% response from program graduates and a 46% response from current majors. Both sets of questionnaires reveal a high degree of satisfaction with the program: a solid majority of responses are in the "excellent" and "very good" categories. In their written comments, graduates of the program praised the "hands-on" nature of courses and the helpfulness of staff and faculty. One student's written comment expresses a view shared by all graduate respondents: "I think the most valuable aspect of the major is the hands-on atmosphere. The instructors want you to be as involved in a production as possible. It makes you feel as if you were working in a professional theatre. It is a great experience to have that kind of training."

Comments from undergraduates also praised the value of courses and practica, the expertise of faculty, and the personal attention faculty devote to students. Several students expressed their wish for more performance-related courses (despite the fact that all students are informed, before enrolling, that the major is not a performance degree). Several others expressed the desire that a greater number of 300-level courses

could be offered each semester.

3) Operating the undergraduate major does not incur additional cost.

The major has been designed to dovetail with course offerings and productions of the Professional Theatre Training Program; all faculty who teach undergraduate courses in Theatre Production are also full-time faculty in the PTTP. Through careful management and planning, the major has successfully operated in tandem with the PTTP. Any changes in staffing or funding for the PTTP would therefore have a direct impact on the Theatre Department's ability to fulfill its obligations to undergraduate majors.

Attachments:

- A: Theatre Department's report to the task force (19 pages)
- B: Course enrollment data (5 pages)
- C: Responses to questionnaire sent to program graduates (2 pages)
- D: Responses to questionnaire sent to current majors (3 pages)




COLLEGE OF ARTS AND SCIENCE

OFFICE OF THE DEAN

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October 2, 1997

TO: Frank Dilley, Chair
College Senate Committee on Academic Planning

FROM: Margaret L. Andersen 
Interim Dean

SUBJECT: Permanent status for B.A. in Latin American Studies

Juan Villamarin has written to you requesting a one-year extension in the review of Latin American Studies major for permanent status. I support this postponement since this year the College and the Provost's Office are examining how best to promote the development of our International Studies programs. I should point out that this program does not have a permanent budget, but we need time to think about how to organize the Area Studies programs so as to maximize student interest. Currently, there are only two majors in Latin American Studies, although the University's goal of further internationalizing the curriculum will be best served if we wait one year to think this through before proceeding with a review.

MLA/acd

cc: Sr. Associate Dean Heyward Brock
Robert Carroll, President, University Senate ✓
John Cavanaugh, Vice Provost for Academic Programs and Planning
Juan Villamarin, Chair, Anthropology and Director, Latin American Studies



COLLEGE OF ARTS AND SCIENCE

DEPARTMENT OF ANTHROPOLOGY

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September 5, 1997

TO: Frank Dilley, Chair
College Senate Committee on Academic Planning
and Program Evaluation
Department of Philosophy

D. Heyward Brock
Senior Associate Dean
College of Arts and Science

FROM: Juan Villamarin *J. Villamarin*
Chair
Department of Anthropology

RE: Permanent Program Approval for B.A. in Latin
American Studies

I am requesting that the permanent approval for the major in Latin American Studies be postponed until next year. This year we are attempting to determine the future of the program and the University's commitment to its funding on a permanent basis.

Cc: Margaret Andersen, Interim Dean, Arts & Science
Peter Cole, Linguistics

jf

2 papers ?





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DATE: October 22, 1997

TO: Graduate Studies Committee

RE: Thesis committee composition

Submitted by: John C. Cavanaugh
Mary Martin

Please consider the following definition of thesis committee composition to be stated in the Graduate Catalog.

Master's Thesis Committees. A program of study is planned for each candidate in consultation with an advisor and/or an advisory committee. Each department determines the number of faculty that are required to serve on a thesis committee. The professor in charge of the thesis on behalf of the Advisory Committee should have established a record of publication and/or scholarship in the field of the thesis and shall be a full-time member of the faculty of the University. The definition of faculty shall include professional staff who hold secondary faculty appointments within the department. Faculty who have retired or resigned from the University may continue to chair committees of students whose work began under their direction prior to their retirement or departure from the University. Individuals who do not meet the above stated definition given for faculty status may co-chair the thesis providing that the other co-chair meets the definition for faculty status.