

REGULAR MEETING OF THE UNIVERSITY FACULTY SENATE

February 4, 1985

MINUTES

The regular meeting of the University Faculty Senate was called to order on Monday, February 4, 1985, at 4:00 p.m., with President Kuhlman presiding.

Senators not in attendance were:

David Ames	Sven Holsoe
Edith Anderson	David Lamb
Norman Brown	Robert Smith
Shirley Carter	James Soles
Donald Crossan	

Senators excused were: H. Perry Chapman, Robert Dalrymple, Robert Eisenberger, Allen Morehart, David Nelson, Kaylene Williams.

I. ADOPTION OF THE AGENDA

R. Brown (Chair, Committee on Undergraduate Studies) requested that the Announcement for Challenge of the revision of the B.A. in Geology: Geology Education be withdrawn from the Agenda. Secretary Amsler requested that the Minutes for the November 5, 1984 Senate meeting be added to the list of Minutes to be approved.

In the absence of objections, the amended Agenda was adopted by unanimous consent.

II. APPROVAL OF THE MINUTES

The Minutes for the November 5 and December 3, 1984 meetings of the Senate were approved.

III. REMARKS BY PRESIDENT TRABANT and PROVOST CAMPBELL

A. President Trabant spoke to the Senate about several issues: Winter Session; Spring semester, 1985; the proposed Engineering Research Center; and the State budget allocations for the University. (The complete text of the President's remarks is appended to the Minutes as Attachment 1.)

- * Winter Session 1985 enrolled approximately 60% of the full-time University undergraduates; there was a small increase in the number of students studying abroad.
- * As of Spring semester 1985, the University Parallel Program will expand to include courses offered in Kent County on the Dover campus of Delaware Technical and Community College.
- * The Center for Composite Materials' application for an NSF Research Engineering Center grant has reached the final cut, and a decision is expected soon.

- * The recommended State budget allocation to the University (\$52 million) was \$7.2 million short of the amount requested by the University. The State approved increases in funding for several scholarship and grant programs, but did not recommend full increases for University line operations. As a result, the University may have to raise 1985-86 tuition between \$600 and \$800 for both in-state and out-of-state students.

B. Provost Campbell notified senators that because the bridge on Rte. 896 will be closed off sometime in the Fall of 1985 to complete repairs, the University class schedule will be adjusted to allow students sufficient time to get back and forth between the Fieldhouse/South Campus area and the main campus. M/W/F class times will be pushed back accordingly, to allow 15 minutes between each 50-minute class. T/Th class times will not be affected.

IV. ANNOUNCEMENTS

President Kuhlman distributed copies of the University of Delaware Charter and the Bylaws of the Board of Trustees to the senators and urged them to review the position of the faculty and hence that of the University Faculty Senate within the University.

S. Brynteson (Director, University Libraries) announced an open meeting sponsored by the Library staff and the Senate Library Committee (Chair, G. Basalla) on Monday, February 25, 1985, at 4:00 p.m., in 106 Purnell to discuss plans to automate the University library systems.

ANNOUNCEMENTS FOR CHALLENGE

Senator Bellamy noted a typographical error in the published version of the revisions of the B.A. in Sociology. Under the new requirements a student needs a minimum, not a maximum, of 6 credits at the 400 level or higher to major in Sociology.

In the absence of any challenge, the proposed revisions (as amended) were approved for the B.S. in Human Resources: Young Exceptional Children; B.S. in Human Resources: Community and Family Services; B.A. in Psychology: Psychology Education; B.A. in Sociology: all concentration areas; B.S. in Agriculture: Entomology; and the minor in Management Information/Decision Support Systems (College of Business and Economics). (Attachments 2-7)

V. OLD BUSINESS

No old business was pending before the Senate.

VI. NEW BUSINESS

Item A, a recommendation from the Committee on Undergraduate Studies (R. Brown, Chair) to amend the existing regulations governing the awarding of Associate Degrees, came to the floor moved and seconded:

WHEREAS: the Council of Deans has approved "administrative changes" governing Associate Degrees, and

WHEREAS: regulations of the sort proposed should have Faculty Senate approval and should be applied uniformly in all colleges in which Associate Degrees are awarded; be it therefore

RESOLVED: that existing regulations governing the awarding of Associate Degrees be amended or supplemented by the following, namely that:

1. The degree awarded will be identified simply as Associate in Arts or Associate in Science, without specification of a major field of study.
2. The recipient must be in good academic standing (have a minimum grade point average of 2.0).

Chairperson Brown reviewed the circumstances leading to the resolution:

1. The Council of Deans endorsed a third resolution: A student must apply for the degree in the semester following completion of 60 credit hours.
2. The College of Arts and Science has proposed changes in its requirements for Associate Degrees, incorporating the Council of Deans' changes, but modifying the rule above to read: A student must apply for the degree before having completed 75 credit hours.
3. The Committee on Undergraduate Studies does not endorse either version of the above rule, and so did not include it in the resolution. Furthermore, the Committee believes it inappropriate that a particular college be allowed to have a special version of such a rule, which instead ought to be the same for all.

Replying to a question from Senator Bonner (Business and Economics) about how many of the colleges offered A.A. or A.S. degrees, all colleges in the University except Nursing said they "reluctantly" awarded the degrees. According to Chairperson Brown, University policy indicates that if a qualified student applies for the degree, the University is required to award it.

Dean Olson (Engineering) supported the Undergraduate Studies Committee recommendation, arguing that the A.A./A.S. degree requirements should conform to those for the B.A./B.S. degree and that the specification of a major should be eliminated from the A.A./A.S. degree, since most of the credits accumulated would probably be those that count for general education requirements.

After further discussion of the degree requirements, Senator Kerr (Engineering) offered a substitute amendment to the resolution, recommending to the Board of Trustees that the A.A. and A.S. degrees be abolished. The motion was seconded.

Senator Bonner then moved to table both the resolution and the substitute amendment and to return the item to the Undergraduate Studies Committee. The motion to recommit was seconded. Speaking to the motion to recommit, Chairperson Brown said that the committee was not inclined to recommend abolishing the A.A. and A.S. degrees. He noted that the Division of

Continuing Education is particularly interested in making the 2-year degree option available to evening and part-time students. Senator Bellamy's call for the question was seconded and carried by a hand vote.

The Bonner motion to recommit the resolution on A.A./A.S. degrees to the Undergraduate Studies Committee was carried by a hand vote.

Item B, from the Committee on Undergraduate Admissions and Standing (W. Ritter, Chair), with the concurrence of the Coordinating Committee on Education, was a recommendation to amend the existing Credit by Examination policies for undergraduate and Continuing Education students, to read (underlined portions to be added):

The University provides to all currently enrolled undergraduate students and Continuing Education students the opportunity to obtain college credit by examination for demonstrated competence attained through professional experience, independent study or some similar learning experience, but not previous enrollment in a course. Someone who has officially withdrawn from a course, following the procedures outlined in the current registration catalog, can obtain credit by examination for that course, and is not (for the purpose of this policy) considered to have previously enrolled in the course. General inquiries concerning credit by examination should be directed to the department offering the course for which the student seeks credit. A list of courses approved for credit by examination is available from the department chairperson. A credit-by-examination form available at the Records Office must be completed following the instructions on the form.

The recommendation came to the floor moved and seconded.

Chairperson Ritter informed the Senate that the proposed changes in the policy came about because numerous questions had been asked about particulars of the policy since its inception in 1972.

Senator Sharnoff (Physics) asked whether a student who withdraws failing from a course can then receive credit for the course by examination.

Chairperson Ritter said a student could do so under the proposed policy.

Senator Sharnoff then moved to amend the resolution by stipulating that students who withdraw from a course may receive credit for the course by examination only if the student withdraws during the regular Drop/Add period. But after some discussion of the University policy on withdrawal and Drop/Add, Senator Sharnoff agreed to withdraw his motion.

Provost Campbell's call for the question was seconded and carried by a hand vote.

The resolution was carried by a hand vote.

Item C, a recommendation from the Committee on Graduate Studies (J. Raffel, Chair), with the concurrence of the Coordinating Committee on Education, for approval of a new policy on the readmission of graduate students who were previously terminated:

RESOLVED: the following policy is hereby approved, effective immediately:

A graduate student who has been terminated by the University for academic reasons may not be readmitted to the major from which the student was terminated. Such a student may be readmitted as a matriculated graduate student in a different major after a lapse of one calendar year from the date of termination. The student must reapply and be approved through regular admission procedures for admission to the new major.*

The student's prior academic record as a graduate student shall not carry over. A new academic index shall be based only on grades received following readmission. Similarly, credit for courses taken while matriculated in the first major may not be used to meet the requirements of a graduate degree in the second major.

A graduate student may be readmitted only once.

**This policy does not apply to a student terminated for exceeding the time limit, who may be reinstated to the original major for a one-year extension of time provided such extension is justified and approved by the student's faculty advisor and the University Coordinator for Graduate Studies.*

The resolution came to the floor moved and seconded.

Several senators had questions about the circumstances surrounding the new policy. Chairperson Raffel indicated that a graduate student's grades from the first major will appear on the student's transcript but will not count for the GPI in the second major.

In the ensuing discussion, several debates arose regarding the resolution.

- * Senator Levin (Business) argued that the resolution did not distinguish between a graduate student terminated for a low GPI and one terminated for failing to pass the Ph.D. qualifying exams.
- * Senator Reichard (Arts and Science/Honors Program) questioned whether it was wise to pass a resolution which would restrict the discretionary powers of the deans or the Coordinator of Graduate Studies, and which could be expanded to the undergraduate level. Senator Bonner also asked about a similar policy for undergraduates. Chairperson R. Brown said that the Undergraduate Studies Committee was

in fact considering such a proposal. Senator Guceri (Engineering) also urged that some discretionary power be accorded to the prospective student's dean or department committee.

- * Senators Bellamy (Mathematics), Butler (Graduate Student), and D. Smith (Biology) spoke in favor of the resolution. Senator Bellamy noted that in Mathematical Sciences and other departments, a graduate student could be terminated from the program with a high GPI but with 10 "A"s and 3 "C"s, and the proposed resolution would enable that student to apply to another graduate program. Senator Smith noted that undergraduate and graduate education are different enough to forestall Senator Reichard's concern about expanding the resolution to the undergraduate level. While undergraduates can enroll in CEND courses to reduce their deficit points, a graduate student would be hardpressed to find appropriate graduate courses in CEND.

A motion by Senator Schweizer (Chemistry) to amend the resolution by omitting paragraph two, beginning with "The student's prior academic record ..." was seconded. Senator Schweizer argued that a graduate student who failed the Ph.D. exams in one program and was admitted to another program should not have to retake relevant courses in the second program which he/she had passed in the first program. Senator Reichard supported the amendment because it accorded the appropriate body discretionary power to rule on individual cases.

Vice President Huddleston asked whether striking the second paragraph would remedy the problem of not being able to readmit graduate students to a program "totally or almost totally unrelated" to the earlier field. When Chairperson Raffel said striking the second paragraph would not remedy that problem, Vice President Huddleston moved a substitute amendment to strike only the last sentence of paragraph two: "Similarly, credit for courses taken ... in the second major." The substitute motion was seconded.

Senator R. Murray (Coordinator, Graduate Studies) argued that both the Schweizer amendment and the Huddleston substitute amendment unnecessarily liberalized and complicated the original proposal, which was designed to deal with the "handful of students" each year who encounter problems when reapplying to graduate programs.

The question on the Huddleston substitute amendment was called, seconded, and carried by a show of hands. The Huddleston substitute amendment was defeated by a show of hands.

The question on the Schweizer amendment was called, seconded, and carried by a show of hands. The Schweizer amendment was defeated by a show of hands.

The question on the main motion was called, seconded, and carried by a show of hands. The resolution was carried by a show of hands.

Item D, a recommendation from the Coordinating Committee on Education U.C. Toensmeyer, Chair), with the concurrence of the Committee on Graduate Studies, to approve permanent status for the Ph.D. program in Linguistics came to the floor moved and seconded:

RESOLVED, that the Faculty Senate approves the permanent establishment of the program for and the degree of Doctor of Philosophy in Linguistics.

Chairperson Toensmeyer made several points about the resolution: 1) the success or failure of the Ph.D. program in Linguistics does not depend on any Department of Linguistics that might be established in the future; 2) the supporting documents misleadingly implied that the Ph.D. program was in Applied Linguistics, whereas the program is the Ph.D. in Linguistics; 3) the program has fulfilled all the provisional requirements established in May 1980.

The question on the resolution was called, seconded, and carried by a show of hands. The resolution was carried by a show of hands.

Item E. No new business was introduced.

Following the motion from the floor to adjourn, President Kuhlman declared the meeting adjourned at 5:30 p.m.

Dutifully submitted,



Mark Amsler
Secretary
University Faculty Senate

MA/b

- Attachments:
1. Remarks by President Trabant
 2. Revision of the B.S. in Human Resources: Young Exceptional Children
 3. Revision of the B.S. in Human Resources: Community and Family Services
 4. Revision of the B.A. in Psychology: Psychology Education
 5. Revision of the B.A. in Sociology: all concentration areas
 6. Revision of the B.S. in Agriculture: Entomology
 7. Revision of the minor in Management Information/Decision Support Systems (College of Business and Economics)
 8. Ph.D. Program in Linguistics



REMARKS BY PRESIDENT TRABANT
to the University Faculty Senate

I want to share some thoughts with you on four topics: first, the Winter Session; second, a look into the Spring semester; third, some remarks about the concept of engineering centers and a possibility at our university; and fourth, the governor's recommendations to the state legislature on funding and, in particular, the recommendations for the University of Delaware.

Winter Session--it appears to me that we are having a very fine Winter Session. We had more than 60% of our full-time undergraduate students enrolled; including our Parallel Program, we had about 7,654 students. In addition, we had 211 graduate students and 643 Continuing Education students, for a total enrollment of 8,508 students--about 200 fewer than we had a year ago. The average student credit load was 4.35, which was about constant with last year. We taught a total of 520 sections of subject matter and, including faculty and graduate assistants, we had a total teaching faculty of 559 participating in Winter Session. I think we have kept alive the initial reasons for the Winter Session. We started with a "Winterim"--with the concept that this was a good time to provide opportunities of a primarily enriching character for our students. I think if you look at what was offered you will find ample evidence of experimental courses and redesigning of existing courses for our students. We had many scholars on campus from around the nation, lecturing and presiding at seminars and other activities. The World Affairs Council series of lectures, "Global Choices," was open to the public and also formed the focus of an advanced political science class. This year we had 153 students elect to go abroad, an increase of about 30 students over last year; they went with 8 faculty, and we had projects going on in London, Paris, Geneva, Italy, and Israel. We had a special production by the Theatre department, "Italian Straw Hat," directed by Professor Michael Greenwald. And we have observed the 300th anniversary of the births of Bach, Handel, and Scarlatti, with our Music department faculty presenting a highly successful Baroque festival. These are just some of the activities; there are many more I could mention, but I think we will all come to the conclusion that it has been a good one Winter Session.

About the Spring semester--we have some figures available to us and they indicate that we will have 16,315 students enrolled. Of that number 13,518 will be on the Newark campus; it is expected that 2,413 will enroll for Continuing Education courses, and 2,040 students will be registered in our graduate programs. We think we will have 202 students registered for the Parallel Program in Wilmington and 164 registered for the Parallel Program in Georgetown. In cooperation with our sister institution, Delaware Technical and Community College, we are expanding the University Parallel Program, and

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will start operations in Kent County on the Terry campus in Dover. We have very promising indications that our Dover Parallel Program will probably enroll 60 students, starting with the Fall term in September. It's quite possible that we may get more students than that, and I would not be surprised if we have more students applying for the University Parallel Program in Dover than we can accomodate. Those are always good problems for us, though not necessarily for the students. We are beginning the program at the Terry campus in Dover in the middle of the academic year, and so the number starting classes now will be much lower than that 60; we think we will have a minimum of 11-- and maybe as many as 20-- students enrolling in the Dover program next week. We plan to offer about 6 courses there, in English, History, Political Science, Physical Science, Introduction to Philosophy, and pre-Calculus. This represents an expansion of our educational opportunities in the state, and I am pleased that we are going to be able to do that.

The third topic on which I wanted to share some remarks with you is the National Science Foundation Research Centers. In October of 1984, in response to an announced program from the National Science Foundation, our Center for Composite Materials in the College of Engineering presented a National Engineering Research Program proposal entitled "A Center in Engineering Excellence to be Known as the Center for Composite Manufacturing Science and Engineering." This Center is intended to provide cross-disciplinary research and training to support vital national needs in the commercial aircraft industries, the automotive and trucking industries, consumer products, and the electronic industries. As you know, we have been one of the leaders, if not the leader--I don't think I need to be so modest--the leader in the development of research in this particular area, and in the integration of this information and knowledge and the educational training opportunities for our students, into our engineering program. The National Science Foundation has received funding to establish a certain number of "Centers for Excellence" in research areas which are considered to be of vital interest to the future of our nation; in their report recommending establishment of such centers and defining the areas of great importance to our nation, composite materials was one of the areas identified. They received 147 proposals for these national engineering research centers, and the proposals went through went through 4 levels of review at the National Science Foundation. Out of those 147 proposals, 14 finalists were selected for site visits. The University of Delaware was one of those selected, and the site visit has been made. Seven representatives, from the National Science Foundation staff, from industry, universities, and other governmental agencies, were on our campus. Two of the 7--Eric Walker, the past president of Penn State University, and Harold Paxton, president of US Steel--are members of the blue ribbon panel which will make the final recommendations on which ones will be chosen. On February 2 the director of the Composite Center, Dr. Byron Pipes, delivered a presentation on the proposed Delaware Center to the 12 members of the blue ribbon committee. We expect a decision within the next few weeks. There is a considerable dollar amount at stake in this, which is always important, but the more important thing is the recognition of the excellence of our work and the opportunity it provides for our faculty--and particularly our graduate and undergraduate students--to participate more and more fully in significant research. I know that you will

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keep a positive thought in terms of the final hurdle in this development, but regardless of the outcome we can all take pride that we became one of the finalists in this program.

The last item I wanted to share with you concerns the governor's budget recommendations. The funding recommended for the University of Delaware in his proposed budget is meager, at best. There is a \$52 million appropriation recommended for the University for the upcoming fiscal year, a significantly lower amount than we requested in our hearing before the budget director last November. We had requested \$59.2 million, an increase of \$9 million over our current support from our state. The recommendation before the general assembly, as they start considering the fiscal budget for the next year, is \$52 million. That is a \$7.2 million difference between what we requested and need, and what is currently in the budget for the University of Delaware. The most serious part is in the Operations line. This is where the bulk of the State support comes, and the vast majority of those funds go to support our salaries, wages, fringe benefits, and utility expenses. We asked for \$53.7 million in that line, an increase of a little over \$7 million; the governor's recommendation is for a 2.3% increase. But let me put that percentage in a bit more perspective for you because, depending on the numbers you use, you can get a percentage much lower than that or, indeed, slightly greater than that. Last year, as you remember, we made our recommendation and a state budget bill was passed supporting the University of Delaware. And then we got an extra appropriation of \$400--and--some thousand to help support the University and its recommendations. That money was put into the State Budget Director's Office, in what you might call a discretionary fund, and then turned over monthly to the University of Delaware. If, therefore, one would conclude that that is our operating level, one can say that in the present recommendation before the general assembly there is an increase for the University of Delaware, in round numbers, of approximately \$500,000 in the Operations line, the line which is in the \$50 million category, and \$100--and--some thousand for increased utility expenses. So, figured one way, it's about a 1.5% increase; figured another way it's about 2.3%; figured yet another way it's about a 3.5% increase. But whichever way you want to figure it in terms of numbers, one can see it's a modest increase which is being recommended for the University in the line Operations and, indeed, is very much lower than the over--all average increase of 5.2% recommended for the state.

There are certain things within this particular budget which have been recommended for increases by the governor. They are all smaller increases than we recommended, but they are increases. There is an addition to the Summer School for Teachers fund. As you know, this is a fund that teachers in our schools can go to for tuition payments so they can come to our University for Summer session, and there is an additional \$25,000 for that fund. One can conclude that this is consistent with the statements of the executive branch of our government about the importance of improvement in our public schools, because this is indeed directly connected-- with the public schools in particular. For Title VI compliance funds, funding in which the University participates under the State plan for ending the semblances of segregation in our State--in our case scholarship money for students who are black--there is \$265,300. This is a full funding of the increase required under the plan filed by the State of Delaware for compliance under the

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desegregation Title VI program. Another area in the governor's budget for which an increase is recommended is a \$100,000 increase in scholarships to be used primarily to equalize our program for female athletes at the University of Delaware. And in our University Research Partnership program with the state there is a recommendation for a \$200,000 increase. These are funds that we then match with dollars from private industry and business on a dollar-for-dollar basis. We have had \$400,00 for this year, and that goes up in the governor's recommendation to \$600,00 for next year. This is indeed consistent with the state's interest in economic development and the development of so-called "high technology" business and industry in our state. In addition, for several years we have been recommending a student employment program at the University of Delaware and we have suggested a sum of \$400,00 for this for many years. This is the first year that it is in the recommendation, for funding at the level of \$150,000.

There are also many things in the governor's recommendation that remain at the same level as last year, with no increase in funding. One is the Diagnostic Poultry Service and Swine program, located in Georgetown, which provides early disease outbreak identification in the poultry and swine industries. Level funding is also recommended for the Occupational Teacher Education program, which is a graduate program that enables individuals to obtain a comprehensive understanding of the development, organization, and current issues of occupational education. There is also level funding for the Academic Incentive program, a special program we have to try to attract some of the best academically qualified Delaware high school graduates to our University. Funding for the Aid to Needy Students remains unchanged. The Soil Testing Service, which provides state-wide soil testing for rural and urban areas, remains unchanged. And the Urban Agent program for our College of Urban Affairs and Public Policy remains unchanged.

For some of our programs we had requested no increases from the State of Delaware; in these cases they followed our recommendations and the funding remains at current levels. These include the Sea Grant program, general Scholarships, and the so-called Minority Recruitment program.

In all, you can see that we stand at a very modest proposed increase of funding from the state for a "state" university. What can be done about this? Well, we will try to get a change in the amount of money the state is investing in the University and try to get it revised upward as the process of forming the state budget proceeds. If one does a rough calculation and assumes that we would have to make up from tuition all the money that has not been recommended in the state's current budget proposal, one would conclude that, on the average, we would need someplace between a minimum of \$600 and a maximum of \$800 per year increase in tuition. How that would be distributed between out-of-state students and in-state students I really can't know, because that is regulated by the Board policy on the relationship between out-of-state and in-state tuition. But if one makes the assumption that the deficit is to be financed by the tuition income of the University one very easily and quickly comes up with an addition of between \$600 and \$800 a year to our current tuition payments of \$1710 and \$4300. I know you are positively interested in the proper funding of the University by our State, and you know better than any of us the importance of funding in maintaining our current levels of operation in our undergraduate and graduate program, our research programs, and our service programs. We will have to do our best to make our message as positive as we can, and as realistic as can be done, as to

President Trabant
Remarks to the Faculty Senate

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what the effects can and will be if the State does not choose to finance its state university at the appropriate levels for it to continue in its present level of excellence.

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Attachment 2

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Bachelor of Science in Human Resources: Young Exceptional Children major
Curriculum Changes

OLD REQUIREMENTS

External to the College:

E or COM 3 cr
Humanities courses 3 cr
Science courses ... 11 cr

Psychology course 3 cr
Social Science courses 6 cr

Professional courses:

MUE 381 3 cr
Restricted electives 9 cr
(Delete IFS 463 from
list)

IFS 445 3 cr

Free electives 23 cr

NEW REQUIREMENTS

Humanities Courses 6 cr
Science ...(Six credits 8 cr
must be in physical and
biological sciences)
M 251 3 cr

Social Science courses 9 cr

MUE 385 3 cr
Restricted electives 6 cr
(Add to list: REC 310,
COM 320, EDS 435, IFS 405)
HR 101 1 cr
IFS 201 3 cr
IFS 445 2 cr

9 cr

COLLEGE: HUMAN RESOURCES
 DEPARTMENT: INDIVIDUAL AND FAMILY STUDIES
 DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES
 MAJOR: YOUNG EXCEPTIONAL CHILDREN (YEC)

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

8	110 Critical Reading and Writing	3	2		
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MAJOR REQUIREMENTS

External to the College

Humanities

E	xxn English course	3		2	
COM	xxn Communication course	3		2	
xx	xxn Humanities course selected from: Art, Art History, Communication (except 320, 321), English, Languages, Literature, Music, Philosophy, Theatre.	6-8	2		X
E	xxn English course	3			2
COM	xxn Communication course	3			2

Sciences

8	105 Human Heredity and Development	3	2		
8	115 Human Heredity and Development Laboratory	1	2		
xx	xxn Science courses selected from: Physical Anthropology, Biology, Chemistry, Health and Life Sciences, Physical Sciences, Physics, Physiological Psychology, Plant Science 101 or 102, Entomology 205, Computer Science, Physical Geography, Geology, Mathematics, Statistics. (Six credits must be in Physical and Biological Sciences.)	9-15	2	2	

Social Sciences

SOC	xxn Sociology course	3	2		
PSY	201 General Psychology	3	2		
xx	xxn Social Science courses selected from: Cultural Anthropology, Black American Studies, Business Administration 309 or 321, Criminal Justice, Economics, Agricultural Economics 120, Economics and Social Geography, History, Plant Science 200, Political Science, Psychology, Sociology, University Course 420.	9-15	2		

COLLEGE: HUMAN RESOURCES
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SUGGESTED CURRICULUM	CREDITS	TYPICAL FRESHMAN COMPLETES	TYPICAL SOPHOMORE COMPLETES	TYPICAL JUNIOR COMPLETES	TYPICAL SENIOR COMPLETES
Professional Courses					
EDS 101 Human Development and Educational Practice	3		X		
EDD 220 Introduction to the Teaching of Reading	3		X		
EDS 230 Introduction to Exceptional Children	3		X		
EDD 305 Language Arts in the Primary Grades	3		X		
WUE 315 Basic in Early Childhood for Special Educators	3		X		
na 220 Restricted Electives to be selected from the following:	6-8		X	X	X
EDS 431 Applied Behavior Analysis	3				
EDS 432 Curriculum for School-Age Exceptional Children	3				
IFS 443 Atypical Infant	3			X	
IFS 443 Transdisciplinary Implications of Developmental Disability	3				
IFS 425 Teaching Human Sexuality to the Disabled	1				
IFS 410 The Hospitalized Child	3				
EDS 435 Education Evaluation for Exceptional Children	3				
COM 430 Introduction to Audiology	3				
COM 431 Introduction to Speech Pathology	3				
PE 342 Survey in Adaptive Physical Education/Recreation	3				
PE 343 Adapted Physical Education for Special Populations	3				
PSY 434 Abnormal Psychology	3				
IFS 235 Survey in Child and Family Services	3				
EDS 521 Manual Communication I	3				
EDS 522 Manual Communication II	3				
EDS 523 Manual Communication III	3				
REL 310 <i>Religion, Faith, and Ethics</i>	3				
COM 320 <i>Communication in the College</i>	3				
EDS 435 <i>Exceptional Children and Their Families</i>	3				
IFS 406 <i>Survey of Human Development</i>	3				
FSH 200 Food, Culture and Dietary Adequacy	3	X			
TDC 220 TDC course	3	X			
HR 101 <i>Introduction to Human Resources</i>	1		X		
Issues in Life Span Development Within the Department					
221	3		X		
IFS 301 Child Development	3	X			
IFS 235 Infants and Toddlers: Development and Programs	3			X	
IFS 222 Preschool Curriculum I: Materials	2		X		
IFS 224 Preschool Curriculum I: Practicum	2		X		
IFS 340 Preschool Curriculum II: Organization	3		X	X	
IFS 422 Family Life	3			X	
IFS 453 Development in Middle Childhood	3			X	
IFS 452 Assessment of Young Children	3			X	
IFS 445 Parent and Community Resources	2				X
IFS 435 Preschool Programs for Exceptional Children	4			X	
IFS 470 Exceptional Children and Their Families	3				X

COLLEGE: HUMAN RESOURCES
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 MAJOR: YOUNG EXCEPTIONAL CHILDREN (YEC)

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<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
IFS 485 Seminar	3				
IFS 489 Child Development Practicum	0				X
Prerequisite for IFS 489 Practicum: a cumulative index of 2.25 and a major field index of 2.75 with a minimum grade of C in required courses. (Courses designated in major field are available from Department Office.)					X

ELECTIVES

Electives

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

9-15

X

X

CREDITS TO TOTAL A MINIMUM OF

120

COLLEGE OF HUMAN RESOURCES
DEPARTMENT OF INDIVIDUAL AND FAMILY STUDIES

Revisions in the Community and Family Services major approved by the College of Human Resources

1. Replace a 3 credit free elective with IFS 201 Issues in Lifespan Development (3). This course is required of all majors in the department and provides the context in which other IFS developmental courses are offered.
2. Replace IFS 453 Development in Middle Childhood as a specific course required with a 3 credit IFS Developmental Elective to be chosen from IFS 236, 329, 403, or 453. This will allow majors to make their selection in line with their interests. It is hoped that when new IFS developmental courses currently offered experimentally (IFS 467 Parenthood and Parenting) become permanent offerings these might be added to increase the range of choices.
3. Replace 6 credits of free electives with 6 credits (two 3-credit courses) of IFS Developmental Electives (see above). The rationale is to provide students of this major with a stronger developmental background while allowing them the option of a specialization in different developmental periods of the lifespan. The number of free elective credit hours will be reduced from 17 to 11 with this change. However, beside free electives, students in this program have 6 credits of humanities free electives, 15 credits of science electives, a 3 credit communications elective, a 3 credit science elective, 9 credit of elective in any social science, and 18 credits of "Restricted Electives." These restricted elective credits are chosen from numerous departments in the University including Criminal Justice, Psychology, Business, Sociology, Physical Education, Health and Life Sciences, Textile Design and Consumer Economics, Nursing, Food Science and Human Nutrition, Women Studies, Education, and Communications. They are similar to free electives in many ways providing a student freedom in tailoring their educational program but unlike free electives are chosen in close consultation with the Program Coordinator to ensure a clear foci of direction. (See attached Requirements Sheet and General Information booklet for CFS Majors for details). Please note that these changes in no way increase the total number of credits students must take to complete the program.

COLLEGE: HUMAN RESOURCES
 DEPARTMENT: INDIVIDUAL AND FAMILY STUDIES
 DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES
 MAJOR: COMMUNITY AND FAMILY SERVICES (CF)

Page 1

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

E 110 Critical Reading and Writing	3	X			
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MAJOR REQUIREMENTS

External to the College

Humanities

E xxx English course	3		X		
COM xxx Communication course	3		X		
xx xxx Humanities courses selected from: Art, Art History, Communication (except 320,321), English, Languages, Literature, Music, Philosophy, Theatre.	6	X			

Sciences

xx xxx Science courses selected from: Physical Anthropology, Biology, Chemistry, Health and Life Sciences, Physical Sciences, Physics, Physiological Psychology, Plant Science 101 or 102, Entomology 205, Computer Science, Physical Geography, Geology, Mathematics, Statistics. (One course chosen must be a lab and at least six credits must be in Physical and Biological Sciences.)	15	X	X		
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Social Sciences

SOC 201 Introduction to Sociology	3	X			
PSY 201 General Psychology	3	X			
xx xxx Social Science courses selected from: Cultural Anthropology, Black American Studies, Business Administration 309 or 321, Criminal Justice, Economics, Agricultural Economics 120, Economic and Social Geography, History, Plant Science 200, Political Science, Psychology, Sociology, University Course 420.	9		X		X

COLLEGE: HUMAN RESOURCES
 DEPARTMENT: INDIVIDUAL AND FAMILY STUDIES
 DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES
 MAJOR: COMMUNITY AND FAMILY SERVICES (CF)

Page 2

<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
<u>Professional</u>					
EDD 374 Experimental Education	3			X	
EDD 372 Counseling Theories Workshop	3			X	
<u>Within the College</u>					
HR 101 Introduction to Human Services	1	X			
FSN 200 Food, Culture and Dietary Adequacy	3	X			
TDC xxx TDC course	3	X			
HR xxx HR course including FSN, TDC or IFS courses.	3				X
<u>Within the Department</u>					
IFS 121 Child Development	3	X			
IFS 201 Issues in Life Span Development	3		X		
IFS 230 Emerging Life Styles of Women and Men	3		X		
IFS 235 Survey in Child and Family Services	3		X		
IFS 380 Materials and Approaches	3			X	
IFS 422 Family Life	3			X	
IFS xxx Developmental Electives chosen from:	9		X	X	
IFS 236 Infants and Toddlers: Development and Programs	3				
IFS 329 Adolescent Development	3				
IFS 403 Concepts in Gerontology	3				
IFS 453 Development in Middle Childhood	3				
IFS 465 Seminar	3				X
IFS 449 Internship in Community Services	9				X
Prerequisite for IFS 449 Internship in Community Services: cumulative index of 2.50 and major field index of 2.75 with a minimum grade of C in required courses. (Information on courses designated in major field is available from Department Office).					

COLLEGE: HUMAN RESOURCES
DEPARTMENT: INDIVIDUAL AND FAMILY STUDIES
DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES
MAJOR: COMMUNITY AND FAMILY SERVICES (CF)

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

<u>Restricted electives</u> determined in consultation with adviser upon completion of IFS 235.	18			X	X
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<u>Electives</u> May include Military Science, Music or Physical Education. (Only two credits of activity type Physical Education and four credits of Music organization credits may be counted toward the degree and four credits of 100- and 200-level courses in Military Science/Air Force.)	11				X
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CREDITS TO TOTAL A MINIMUM OF	129				
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Program in Psychology Education

E 110 Language Requirement Second Writing Course

A & S Group Requirements

Group A	Group B	Group C	Group D
12 hrs.	12 hrs.	12 hrs.	13 hrs. in at least two departments

Academic Studies (57 credits) Grade of "C" or better in all courses.
2.75 G.P.A. required *as prerequisite to student teaching*

Psychology Required Courses (33 credits)

Each of these: PSY 201 Introductory
PSY 309 Statistics
PSY 415 History & Systems

2 of these 3 : PSY 301 Personality
PSY 303 Social
PSY 325 Child

2 of these 4 : PSY 310 Sensation and Perception
PSY 312 Learning and Motivation
PSY 314 Brain and Behavior
PSY 340 Cognition

Additional Departmental Requirements

Elective Courses (12 credits)

3 Advanced Content Electives. At least TWO of these Content Electives
MUST be at or above the 400 level (i.e., 400, 600 and
with special permission 800 levels). Note that
PSY 415, 466, 468, 366, 365 may not be used to satisfy
this portion of the elective requirements.

1 Free Elective. Any course from our departmental offerings
including PSY 466, 468, 366, 365 may be used
to satisfy the Free Elective.

Related Area (24 credits)

SOC	3 hrs.
H	3 hrs.
EC	3 hrs.
ANT	3 hrs.
G	3 hrs.
PSC	3 hrs.

Professional Studies

EDS 209	3 hrs.
EDS 340, 147, 258	3 hrs.
EDS 410	3 hrs.
EDS 461 or EDD 322	3 hrs.
H 491	3 hrs. (Fall)
EDD 400	3 hrs. (Spring)
H 493	3 hrs. (Spring)

TOTAL: 124 credits; 2.5 overall g.p.a. *as prerequisite to student teaching.*
For further information see Dr. Pulliam 435 EWG Office telephone 451-2860

COLLEGE: ARTS AND SCIENCE
 DEPARTMENT: PSYCHOLOGY
 DEGREE: BACHELOR OF ARTS
 MAJOR: PSYCHOLOGY EDUCATION (XPY)

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

E 110 Critical Reading and Writing	3	X			
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BA - COLLEGE REQUIREMENTS

Skill Requirements

<u>Writing:</u> A writing course involving significant writing experience including two papers with a combined minimum of 3000 words which are to be submitted for extended faculty critique of both composition and content.	3			X or	X
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<u>Foreign Language:</u> Completion of the intermediate-level course in a given language (112) or satisfactory performance on a placement test in the language of the student's choice.	0-12	X	X	X	X
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Mathematics:

M 114 Elementary Mathematics and Statistics	3	X			
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or

M 115 Pre-Calculus	3				
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or

Performing at a satisfactory level on a placement test.

Breadth Requirements*

<u>Group A.</u> Understanding and appreciation of the creative arts and humanities. Twelve credits representing at least two departments.	12	X	X	X	X
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<u>Group B.</u> The study of culture and institutions over time. Twelve credits representing at least two departments.	12	X	X	X	X
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<u>Group C.</u> Empirically based study of human beings and their environment. Twelve credits representing at least two departments.	12	X	X	X	X
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COLLEGE: ARTS AND SCIENCE
 DEPARTMENT: PSYCHOLOGY
 DEGREE: BACHELOR OF ARTS
 MAJOR: PSYCHOLOGY EDUCATION (XPY)

<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
Group D. The study of natural phenomena through experiment and analysis. A minimum of thirteen credits representing at least two departments including a minimum of one course with an associated laboratory.	13	X	X	X	X

MAJOR REQUIREMENTS

Within the Department

PSY 201 General Psychology	3	X	X		
PSY 309 Measurement and Statistics	3		X	X	X
PSY 415 History and Systems of Psychology	3				X
Two of the following three courses:		X	X	X	X
PSY 301 Personality	3				
PSY 303 Introduction to Social Psychology	3				
PSY 325 Child Psychology	3				
Two of the following four courses:			X	X	X
PSY 310 Sensation and Perception	3				
PSY 312 Learning and Motivation	3				
PSY 314 Brain and Behavior	3				
PSY 340 Cognition	3				
PSY xxx Nine credits of advanced content electives. At least two courses must be at or above the 400-level(i.e., 400, 600 and with special permission 800-levels). Note that PSY 366, 415, 466, 468 and 365 may not be used to satisfy this portion of the elective requirements.	9	X	X	X	X
PSY xxx Any course from our departmental offerings including PSY 366, 466, 468 and 365.	3	X	X	X	X

COLLEGE: ARTS AND SCIENCE
 DEPARTMENT: PSYCHOLOGY
 DEGREE: BACHELOR OF ARTS
 MAJOR: PSYCHOLOGY EDUCATION (XPY)

<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
<u>Within the College</u>					
Twenty-four credits in the following social sciences with at least three credits in each department:	24	X	X	X	X
ANT xxx Anthropology course	3				
EC xxx Economics course	3				
G xxx Geography course	3				
H xxx History course	3				
PSC xxx Political Science course	3				
SOC xxx Sociology course	3				
<u>Professional Studies</u>					
EDS 209 Psychological Foundations of Education	3	X	X	X	X
One of the following three courses:		X	X	X	X
EDS 147 Historical Foundations of Education	3				
EDS 258 Sociological Foundations of Education	3				
EDS 340 Philosophical Foundations of Education	3				
EDS 410 Educational Psychology	3	X	X	X	X
EDS 461 Measurement Theory and Techniques for Classroom Teachers	3	X	X	X	X
or					
EDD 322 Reading in Content Areas	3				
H 491 Planning a Course of Instruction	3				X
H 493 Seminar: Problems in Teaching History and Social Sciences	3				X
EDD 400 Student Teaching	9				X

COLLEGE: ARTS AND SCIENCE
 DEPARTMENT: PSYCHOLOGY
 DEGREE: BACHELOR OF ARTS
 MAJOR: PSYCHOLOGY EDUCATION (XPY)

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

Electives

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

X	X	X	X
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CREDITS TO TOTAL A MINIMUM OF

124

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

Attachment 5
February 4, 1985

Bachelor of Arts in Sociology: all concentration areas
Curriculum Changes

OLD REQUIREMENTS

No more than four (Sociology Ed., three)
Sociology courses at 200 level may be
counted toward the major.

NEW REQUIREMENTS

Maximum of 12 credits at 200 level
Maximum of 12 credits at 300 level
Minimum of 6 credits at 400 level
or higher

Attachment 6
February 4, 1985

Bachelor of Science in Agriculture: Entomology major
Curriculum Changes

Requirements within the Department

OLD REQUIREMENTS

Entomology courses 15 cr.

NEW REQUIREMENTS

Entomology courses	11 cr
ENT 405 Insect Structure and Function	4 cr

COLLEGE: AGRICULTURAL SCIENCES
 DEPARTMENT: ENTOMOLOGY AND APPLIED ECOLOGY
 DEGREE: BACHELOR OF SCIENCE IN AGRICULTURE
 MAJOR: ENTOMOLOGY (ENT)

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

Within or External to the College

C 101 General Chemistry	4	X			
C 102 General Chemistry	4	X			
B 207 Introductory Biology I	4		X		
B 208 Introductory Biology II	4		X		
B 302 General Ecology	3			X	
AG 211 Literature of the Agricultural and Life Sciences	1	X			
or					
B 270 Literature of the Life Sciences	2				
CIS 105 General Computer Science	3		X		
or					
AGE 101 Introduction to Agricultural Engineering Technology	3			X	
Nine credits from the following:	9			X	X
B xxx Biology courses at/or above the 300-level.					
or					
PLS xxx The following PLS courses:					
PLS 151 Introduction to Crop Science	3				
PLS 202 Introductory Plant Pathology	3				
PLS 203 Plant Pathology Laboratory	1				
PLS 204 Soils	4				
PLS 355 Weed Biology and Control	2				
PLS 356 Weed Biology and Control Laboratory	1				
PLS 300 Principles of Animal and Plant Genetics	3				
PLS 402 Plant Taxonomy	3				

Within the Department

ENT 305 Concepts in Entomology	4		X		
ENT 406 Insect Identification - Taxonomy	3			X	X
ENT 408 Field Taxonomy	1				
ENT 465 Seminar	1				
ENT xxx Additional Entomology courses	15		X	X	X

Attachment 7

February 4, 1985

College of Business and Economics:
Management Information/Decision Support Systems minor
Curriculum Change

OLD REQUIREMENT

ACC 302 3 cr

NEW REQUIREMENT

BE 325 Cobol and Business Computing
 (new course) 3 cr

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
19716

COLLEGE OF BUSINESS & ECONOMICS
OFFICE OF THE DEAN
PURNELL HALL
PHONE 302-451-2551

May 21, 1984

MEMORANDUM TO: Bernice Weinacht
Assistant Director, Records

FROM: Eric Brucker
Dean, Business and Economics

SUBJECT: Revisions in "MI/DSS Minor"

The College of Business and Economics faculty recently voted to change the requirements for the MI/DSS Minor as follows:

ACC 302 (Accounting Information Systems) will no longer be a required course in the minor. Reason: There was too much overlap in course content between ACC 302 and BE 330 (Systems Analysis and Implementation).

BE 325 (COBOL and Business Computing) A new three-credit business computing course will replace BE 331 (COBOL Overview), a one-credit course. Reason: The College feels our MI/DSS students need a more in-depth COBOL course than the course we originally planned. Note: We'll keep the old course on the books for a year or two and, if there is demand for a one-credit COBOL course, we will offer BE 331 again. Until this change is approved, we plan to offer the course under a BE 367 course number.

We view these changes as minor and, to date, have heard no negative comments on the changes from faculty or students.

Attached are copies of the necessary paperwork for the addition of BE 325 to our course listings and the changes in the MI/DSS minor program. We'd like to implement these changes for students beginning the minor in the Fall of 1984 and have taken the necessary steps to notify the affected students, and to change the Fall course registrations.

Thanks.

elg

cc: L. Dunn
J. Krum
W. Markell
E. Saniga
Faculty Senate

Attachment 8
February 4, 1985

PH.D. PROGRAM IN LINGUISTICS
FINAL REPORT FOR PERMANENT STATUS

December 1984: Updated and Abridged from Permanent Status Report, March 13, 1984, with Extract from External Review and Response to External Review

TABLE OF CONTENTS

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FACULTY	2
STUDENT PROFILE	6
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EXTRACT OF REPORT OF EXTERNAL REVIEW COMMITTEE	10
RESPONSE TO EXTERNAL REVIEW FOR PERMANENT STATUS OF PH.D. IN LINGUISTICS	13

PREFACE

The Linguistics Program at the University of Delaware began in the fall of 1980. At that time, the program was given provisional approval for a four year period, after which the program was to be reviewed for permanent status. During this trial period, the faculty and administration of the program have made every attempt to implement a coherent, graduate-level linguistics curriculum, focused on applied linguistics, and drawing on, unifying, and expanding the resources for language study at the University of Delaware. Through the efforts of the linguistics faculty and administrators, the program has grown considerably and has become viable and visible at both the local and national level.

The subsequent report provides a detailed profile of the linguistics doctoral students, an outline of the program's administrative structure, a synopsis of the curriculum, a description of the faculty and their research, commentary on library resources in linguistics and special features of the program, and finally some recommendations from the linguistics faculty for improving the program.

In all of this, it should be noted that the program has grown extremely rapidly - from, indeed, nothing in 1979 to having twenty-eight current students who actively participate in the profession and who publish as graduate students, to having granted four Ph.D.'s (all of those students are employed), to having a unified curriculum, and to having a linguistic faculty which is highly productive and visible. This success has not come about without great expenditure of time and energy by both the faculty and students, to which the subsequent report attests.

FACULTY

The faculty of the linguistics program is drawn from several departments: English, Languages and Literature, Communication, Psychology, and Educational Studies. There are presently fourteen faculty members: four full professors, nine associate professors, and one assistant professor. Since appointments are made in the primary departments, ranks of the faculty are determined by those departments. There is thus no promotion and tenure procedure for linguistics proper, although appointment to the linguistics faculty is a matter determined by the Executive Committee of the program.

Research strengths of the faculty lie particularly in psycholinguistics, second language acquisition, second language methodology, English as a second language, discourse, and text theory. The research productivity of the faculty has been especially noteworthy. Below is a breakdown of books and articles published during the years since the program's inception:

1980 6 books 19 articles

1981 3 books 32 articles

1982 5 books 32 articles

1983 7 books 23 articles

Such consistent productivity has resulted in both national and international recognition of the linguistics faculty. Indicative of this recognition is the fact that faculty members have served, or are currently serving, on editorial boards of major journals (e.g., Child Development, Discourse Processes, Language, Cognition and Instruction) and occupy significant positions in national organizations (e.g., the Modern Language Association and the Educational Testing Service).

Many of the faculty have also received major grants or have served as referees for national granting agencies. A considerable number of the faculty

have also received grants from within the University of Delaware.

Details of these facts can be found in the vitas of the faculty, which are available upon request. Synopses of these vitas are listed below:

Linguistics

Core Faculty

DiPietro, Robert J. (Ph.D., Cornell University, Linguistics, 1960). Chair Department of Languages and Literature, and Director, Linguistics Program. Dr. DiPietro has written 2 books, co-authored 6 books, edited 4 monographs, and published over 60 articles. He has consulted with many governments and agencies on foreign language teaching, and conducted foreign language teaching institutes. Dr. DiPietro was selected as the first Andrew S. Mellon Distinguished Lecturer in Languages and Linguistics. He is listed in Who's Who in American Education, International Scholars Directory, Men of Achievement, and Who's Who in America. He serves on the editorial boards of Discourse Processes and Papers in Linguistics, and he is on the board of directors of the Linguistic Association of Canada and the U.S.

Frawley, William J. (Ph.D., Northwestern University, 1979, Linguistics). Associate Professor, Department of English and Assistant Director, Ph.D. Program in Linguistics. Dr. Frawley has published a book of translations, edited 2 books, co-edited 2 other books, authored 31 articles, and co-authored 5 other articles. His publications appear in Language, Applied Linguistics, Text, Dictionaries, Lingua, Studies in L2 Acquisition, Language and Style and the LACUS Forum. Dr. Frawley is an associate editor of Language.

Lantolf, James P. (Ph.D., Pennsylvania State University, Linguistics, 1974). Associate Professor, Department of Languages and Literature. Dr. Lantolf has co-edited 2 books and written 20 articles. His work has appeared in the Modern Language Journal, Bilingual Review, Studies in L2 Acquisition, Intl. Jn. of Psycholinguistics, Applied Linguistics, Orbis and General Linguistics. Dr. Lantolf currently serves as Chair of the Executive Committee on Applied Linguistics for MLA.

Labarca, Angela. (Ph.D., Ohio State University, Foreign Language Education, 1979). Associate Professor, Department of Languages and Literature. Dr. LaBarca has authored several ESL and Spanish texts and published 9 articles and has delivered numerous papers at international forums.

Schweda-Nicholson, Nancy L. (Ph.D., Georgetown University, French and Linguistics, 1979). Assistant Professor, Department of Languages and Literature and Director, Interpretation Program. She has written 3 articles, edited 1 book and currently serves on the Board of Directors of the Translators and Interpreters Education Society (TIES).

Steiner, Roger. (Ph.D., University of Pennsylvania, 1963, Romance Linguistics). Professor, Department of Languages and Literature. Dr. Steiner has published 4 dictionaries, 13 articles and co-authored another dictionary. His articles have been published in Medievalia, Yearbook of Pedagogical Seminar for Romance Philology, The Comparative Romance Linguistics Newsletter, Modern Philology and Revista de Literatura. He consults for lexicographers currently compiling Spanish/English and French/English dictionaries. Dr. Steiner is currently editor of the American Journal of Lexicography, and has been a leader in developing a discussion group on lexicography for M.A. He also serves as a reviewer for NEH proposals, and was Lilly Fellow at the University of Pennsylvania, 1979-1980 and 1980-1981.

Wedel, Alfred. (Ph.D., University of Pennsylvania, Germanic Philology, 1970). Associate Professor and Assistant Chair, Department of Languages and Literature. Dr. Wedel has co-edited one book and written 20 articles and reviews. His work has appeared in Linguistics, Journal of English and Germanic Philology, Nueva Revista de Filologia Hispanica, Neuphilologische Mitteilungen, and several festchriften. He has also presented numerous papers at international conferences.

Secondary Faculty

Ackerman, Brian P. (Ph.D., SUNY at Stony Brook, Experimental Child Psychology, 1977). Associate Professor, Department of Psychology. Dr. Ackerman has written 18 articles and co-authored 11 others. His work has appeared in Developmental Psychology, Child Development, Journal of Genetic Psychology and Journal of Child Language. He served on the editorial board of Child Development and as a reviewer for JVLVB and the Journal of Experimental Child Psychology.

Amsler, Mark (Ph.D., Ohio State University, English, 1976). Associate Professor Department of English. Dr. Amsler has edited two volumes (The Languages of Creativity) and has published a considerable number of papers on linguistic subjects: these papers have appeared in Assays, Genre, Allegorica, and Pre-Text. He has just completed a book on medieval theories of grammar.

Arena, Louis A. (Ph.D., Georgetown University, Applied Linguistics, 1973). Associate Professor, Department of English; Director, University Writing Center. Dr. Arena has published 1 book and 8 articles. He has served as a consultant for various educational testing services; he is now chairman of the TOEFL and ETS.

Borden, George A. (Ph.D., Cornell University, Speech Behavior, 1964). Professor Department of Communication. Dr. Borden has written 2 books, co-authored 2 other books and published 15 articles. His work has appeared in Focus, the Journal of Communication and the International Journal of Intercultural Relations. He served as chair of the Department of Communication, and on the editorial board of the Journal of Communication. Dr. Borden is listed in Who's Who in America and Who's Who in the World.

Finnie, W. Bruce. (Ph.D., Ohio State University, 1965, English). Associate Professor, Department of English. Dr. Finnie has written 2 books on

language, has co-edited a 3rd, and was special editor of an issue of a journal. His articles and notes on language and literature have appeared in American Speech, The Chaucer Review, Names, and PMLA. He has won the University Excellence in Teaching Award, was program chairman for the American Dialect Society Conference on campus last summer, has served on the editorial board of Names: Journal of the American Names Society, has read MMS for The Chaucer Review, and served for several years as Coordinator of Linguistics Programs in English and Director of Graduate Studies in English.

Golinkoff, Roberta M. (Ph.D., Cornell University, Developmental Psychology, 1973). Associate Professor, Department of Educational Studies. Dr. Golinkoff has written 6 articles, co-authored 14 articles, edited 1 book and co-edited 2 other books. Her work has been published in Infant Behavior and Development, Journal of Child Language, Child Development and Merill-Palmer Quarterly. She has served on the editorial boards of Child Development and Journal of Educational Psychology and has been a reviewer for NICHD and other federal agencies.

Venezky, Richard L. (Ph.D., Stanford University, Linguistics, 1965). Unidel Professor of Educational Foundations. Dr. Venezky has written The Structure of English Orthography, edited Orthography, Reading and Dyslexia and published more than 50 articles, chapters and technical reports. He served on the editorial boards of Computers and the Humanities, Human Learning, Cognition and Instruction and Visible Language. He is listed in Who's Who in America, the Directory of American Scholars and International Who's Who in Education.

TABLE 2
Funding Analysis*

	% of Students Funded	External	Internal
Total	69% (N=22)	10% (N=2)	90% (N=20)
Part Time (N=7) 25%	32%		
Full Time (N=21) 75%	73%		

*Based on data included in Table 1

TABLE 3
Analysis of GRE Scores Relative to Program Minimum (1050)

	\bar{X} GRE			
	V	M	Total	%Scoring 1050 or over
All Students (N=28)	535	497	1032 (-18)	57% (N=16)
American Students (N=18)	585	530	1115 (+65)	72% (N=13)
Foreign Students (N=10)	442	439	881 (-169)	30% (N=3)

Status of Program Graduates

To date, four students have successfully completed all of the program requirements and have been awarded the PhD in Applied Linguistics. All of these students currently hold university-level teaching positions. Following is a brief statement on each of these students:

1. Patricia Dyer: PhD Applied Linguistics 1983; formerly director of the English Language Institute at the University of Delaware; currently, editor in the Office of Computer Based Instruction at the University of Delaware; received the MA in English from the University of Delaware.
2. Rajai Khanji: PhD Applied Linguistics 1984; currently, assistant professor of English and linguistics at the University of Jordan; received the MA in English from the State University of New York; while in the program was funded as TA and through a university fellowship; has published several articles and presented papers at international conferences in Canada, the United States and Greece.
3. Don McCreary: PhD Applied Linguistics 1984; currently, assistant professor of linguistics and English as a Second Language (ESL) at the University Georgia; while in the program was awarded a competitive university fellowship; has published several articles and presented a number of papers at major national and international conferences on applied linguistics and psycholinguistics; has lectured and taught ESL in Japan.
4. Ghaida Salah: PhD Applied Linguistics 1984; currently, assistant professor of ESL and linguistics at An-Najah University on the West Bank; while in the program was funded through a grant from AMIDEAST; has presented papers at national and international conferences on applied linguistics and language teaching methodology.

RECOMMENDATIONS

1. Funding

The linguistics program has grown tremendously since its inception four years ago. The generosity of the two departments administering the program has been considerable, but there remains the need for permanence in the assignment of TA lines and fellowships specifically for linguistics. Such stability is needed both to maintain the current level of enrollment and to attract new students of high calibre. Certainty of funding has increased in the past year, with the contributing departments granting TA's on less of an ad hoc basis, and this increase in certainty has allowed the program to meet, directly, two problems: (1) excellent students have had to attend the program on a part-time basis, which hinders rapid and smooth completion of their studies; (2) accepting well-qualified students, but offering them no funding. It is expected that stable funding will be continued. It must be emphasized that the present funding for the Ph.D. in linguistics will not involve either additional funds external to the College nor reallocation from existing units within the College, except to the extent already previously provided.

The program has also made considerable strides forward in attracting foreign students with their own funding sources: past students have received funding from AMIDEAST and the Saudi Arabian Educational Mission, and two current students have funding from the Egyptian Educational and Cultural Bureau. We are also negotiating directly with the Saudi Arabian Embassy for additional funding for Arabic speaking students. Finally, two faculty members (Profs. Lantolf and Frawley) have completed the initial work on a major grant proposal and anticipate its submission to the National Security Agency in early Spring;

if this proposal is successful, the grant should provide some external funding for graduate students.

2. Faculty

The program needs new faculty: a point made also by the External Review Panel. In the past year, the program has lost three faculty members: one from retirement and two from resignations. The current faculty is already at its maximum teaching efficiency, since all of the faculty do double duty by teaching in a home department and in the linguistics program. Because of this, faculty cannot regularly offer new courses or additional seminars, although every attempt has been made to do so (see the section on Curriculum).

At least two new replacement faculty members are needed. One such appointment should be in sociolinguistics: an appointment in this field would round out the offerings in applied linguistics. The other appointment should be in general theoretical linguistics, preferably with a specialty in phonology or syntax, but with a broad enough training to provide basic knowledge about all areas of recent theoretical linguistics. This appointment would round out the theoretical offerings.

EXTRACT OF
REPORT OF EXTERNAL REVIEW COMMITTEE

Concluding Thoughts. The Program in Linguistics at Delaware is eloquent testimony that innovative program building and graduate student recruiting can be successfully carried out even in these days of general retrenchment. We believe that the geographical location of the University is such that it will attract talented students and highly motivated faculty not only from the state but from surrounding areas as well. There exist very good library facilities both on campus, and within easy driving distance, to support a full-fledged program. We note that faculty and students continually reiterated the need for an independent Department of Linguistics, and we concur. Lastly, we expressed strong concern about the necessity for the continued presence of an internationally visible scholar and strong administrator to head the program in the foreseeable future. We believe very strongly that the gains achieved to date are remarkable, but that much additional work needs to be done to solidify the program, to attract additional staff and promising graduate students. This will clearly require Bob DiPietro (or at least a Bob DiPietro-like person) -- that is, a visible and prominent scholar/researcher/administrator at the highest academic level to provide direction and leadership to the program.

Recommendations. We offer the following recommendations which derive from our reading, our meetings with staff, administrators and students, and from our own discussions:

1. The Ph.D. Program in Linguistics at the University of Delaware should be continued as a regular program;
2. Steps should be taken to ensure the availability of a centralized core curriculum of courses or seminars available every year as described

in the body of the report. (This core includes work in phonetics and phonemics, morphology, syntax, semantics, and language typology.) Students should be required to demonstrate mastery of the body of material, analytic techniques, etc. embodied in this core curriculum either by examination or by seminar participation;

3. Priority should be given to the addition of three staff members to the faculty of the Linguistics Program with special training and research interests in phonology, grammar/grammatical theory and sociolinguistics. Ideally, at least one of these appointees should be at a senior (or full professor) level;

4. A seminar in research methods should be an obligatory part of the curriculum;

5. Faculty members should be encouraged to pursue independent support for research activities. In this regard, it may be necessary to grant "release" time to staff and it may be desirable for the University Grants Officer to arrange specific orientation sessions for staff to the sources of support for work in the language sciences;

6. Students should receive training in proposal writing as a part of their general course requirements;

7. Immediate attention needs to be given -- quite independent of other administrative considerations -- to providing a reading room for students and staff from the Linguistics Program to gather;

8. The confusing relationships that we observed between the Linguistics Program and the English Language Institute need to be clarified. An ELI is typically a very important resource for a strong (applied) linguistics program;

9. Additional work remains to be done to further develop the Strategic Interaction model and some specific recommendations are presented in the body of this report;

10. Planning should proceed concerning the formation of an autonomous Linguistics Department.

RESPONSE TO EXTERNAL REVIEW
FOR PERMANENT STATUS
OF PH.D. IN LINGUISTICS

Below is the response of the Executive Committee of the Program in Linguistics to the external review for permanent status. These comments specifically address the recommendations on pp. 16-17 of the report since those recommendations summarize the material contained in the body of the report. The numbers of the responses below correspond to the numbers of the recommendations on pp. 16-17 of the review.

1. Recommendation For Permanent Status. This is the issue at hand, and we have no comment except to say that we thought that the external review was generally fair and we enthusiastically support the review panel's recommendation that permanent status be granted.

2. Core Curriculum. The panel recommended a tightening up of the core curriculum, through regularization of the offerings and the introduction of some new courses to enhance training in core linguistics. Many of these ideas had already been implemented at the time of the review, and some changes have taken place since the report (see below). In any case, we believe that one of the difficulties in excessively tightening up the core curriculum is that the flexibility of the program might be compromised, which we decidedly do not want to happen since the flexibility of the program is unique and a distinct advantage. We believe that it is necessary for students to demonstrate competence in particular areas of linguistics, not in specific courses, and we thus want to maintain an area distribution rather than a specific track of courses.

Nonetheless, the recommendations of the panel are quite pointed, and we offer the following comments. Phonetics and phonemics have been offered in the past; unfortunately Prof. Williams, who taught the course, resigned

at the end of 84B. We are thus without a phonologist, but we plan on hiring a phonologist. In the interim, Prof. Frawley's course Linguistic Theory has been modified to include more phonology, Prof. Lantolf will offer Descriptive Linguistics (with a great deal of phonology) in the Winter Session, and Prof. DiPietro's course Field Methods addresses these questions directly. As to the need for morphology and syntax, Prof. Frawley's Linguistic Theory has been substantially modified to include considerable work on these areas and to survey recent theoretical advances; Prof. Arena's Modern English Grammars already treats these issues in detail, and he will offer a doctoral seminar on English syntax in 85B: this course will specifically deal with theory and analysis of morpho-syntax. The recommendation (on p. 4 of the report) to include the theories of Pike, Lamb, and Halliday in a course on syntax seems to us irrelevant and reflects the sympathies of one of the members of the review panel, not the current state of affairs in linguistics. Nevertheless, Prof. Amsler's course The History of Linguistics does treat the comparison of theories, so that recommendation has already been met. Finally, there has been a course in semantics offered every year for the past 5 years (by Profs. Frawley and Arena); a course on language typology seems to us to be unnecessary, again reflecting the concerns of one of the reviewers and not the trends in the field: in all fairness to the suggestion, however, we should point out that typology is considered in Prof. Frawley's Linguistic Theory.

The critical aspect of the panel's recommendations, however, is the consistent scheduling of the core curriculum. We find this suggestion a little strange since all of the core courses have been scheduled every year for the past six years, with the exception of phonology, which will be regularly scheduled once we hire a new phonologist. Consistent verbal advising has always been

done, and a list of courses is published every semester and distributed to all students. We thus do not really see the rationale behind the proposed sequencing of courses on pp. 4-5 since these matters seem to us to have been settled for some time. This is not to say, however, that we will never institute changes in the core and scheduling. We undoubtedly will make changes, but not until we see a more pressing need to do so.

3. New Staff. Of course, we must hire new replacement faculty, and we agree fully with the recommendations of the panel to hire faculty in phonology, grammatical theory, and sociolinguistics. We plan to request to hire faculty for these areas; until that time, the present courses have been modified to cover these areas.

4. Seminar in Research Methods. This is an excellent suggestion, and we concur fully with the recommendations of the panel. We have, in the past, discussed the possibility of such a course, and although none has been offered specifically in research methods, some of the linguistics courses have been modified to include work on methods of research. There are courses in existence which address research methods in particular areas of linguistics -- e.g., experimental design for language testing -- but no course in general research methods. It is rare for any linguistics program to have such a course, as a cursory survey of course offerings in other programs reveals, but given the time and energy of the faculty, we will make every effort to implement this suggestion.

5. Faculty Grants. External support is, of course, necessary to the establishment and continuation of a viable research program. The linguistics faculty has generally not received much outside support, though not because there have been no efforts: a recent proposal to the Spencer Foundation was

unsuccessful. We intend to pursue outside funding for research this year. In this regard, Profs. DiPietro, Lantolf, and Labarca met, on Sept. 7, 1984, with Richard Tucker of the Center for Applied Linguistics to discuss the possibility of grants for language research. That meeting was very profitable, and as a result Profs. Lantolf and Frawley will submit a proposal (see above) to the National Security Agency for a substantial grant for research on Soviet theories of language learning.

The linguistics faculty has benefitted from the Unidel grant for Cognitive Science: two of the core faculty of linguistics are involved with the Cognitive Science program, and several linguistics colloquia have been sponsored by that program.

6. Student Training in Grant-Writing. This is an excellent idea, but at present we see no need to make such training a requirement for our students. (They already have enough to do.) We have in the past included our students in our own grant-writing, and we will continue to do so; we also have encouraged them to write proposals and helped them in the writing. But we see no need to require them to do so, no need to add to their already substantial curricular requirements.

Several of our students do have experience in grant-writing: one has the promise of external support from private industry for research on literacy, and another has similar prospects for money for research on sign-language. We have always encouraged such activities.

7. Reading Room. We concur that there needs to be a reading room for staff and students. Had we been able to find space for such a reading room during the past five years, we would have had one in place. There is no need to detail the general lack of space in the University nor to repeat that Linguist-

ics has never had its own office, much less a reading room. We will, however, make every effort to find a location for a reading room. Until then, the students gather in their offices in the departments of English and Languages and Literature for their informal discussions.

8. The ELI. The relationship between the ELI and the Linguistics Program has indeed been a confusing one in the past. This is expected to change. From discussion with the Dean, we have learned that the ELI may become more closely allied to Linguistics and in this respect will provide a sound research source for both students and faculty.

9. Further Work on Strategic Interaction. We believe that the statements (pp. 7-11 of the report) about Strategic Interaction (SI) are, despite the disclaimer of the first sentence of section II, out of place. These criticisms of SI again reflect, in our opinion, the theoretical whole. However, since the discussion of SI constitutes a major part of the report, we feel compelled to respond in order to dispel any doubts which the members of the Committee on Graduate Studies may have, given their reading of the report.

The statements about SI derive from a misunderstanding of language instruction at Delaware and the place of Linguistics in that enterprise. First, SI is not the only method being used: we have implemented and tested many types of communicative methods, one of which is SI. Since SI has been created and developed by Prof. DiPietro, it naturally gains prominence at Delaware, but the issue is the teaching of languages in more reasonable ways, with different methods: it is not a question of imposing only one method (all too often done in the past). Second, the criticisms of SI proper are, to us, wrong, and while there is no need to engage in full academic argument here, we feel we must respond, if only briefly.

All of the criticisms are insensitive to the fact that such things as accuracy/fluency, comprehension advantage, etc. are the basic research issues in the field of teaching methodology. If there were answers to these problems, then there would be no reason to debate methods. SI and other communicative methods address these issues squarely, and the research of the linguistics faculty and students is designed to come up with solutions to comprehension, fluency, etc. The dissertations and faculty in research in linguistics have, to a great extent, already dealt with many of the "suggestions" on pp. 7-11 of the report. Insofar as SI and other communicative methodologies implemented at Delaware successfully include students to work with other people in speaking a language, we feel confident about the methods. In a time of retrenchment and general change in foreign language enrollments, the INCREASE in such enrollments at Delaware with the introduction of SI and other methods stands as testimony to the success which linguistically-oriented methods have had: indeed, we are praised in the report for being so innovative.

10. New Department. We wholeheartedly support continued planning for a possible Linguistics Department.