

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
19711

UNIVERSITY FACULTY SENATE
303 HULLIHEN HALL
PHONE: 302-738-2829

November 28, 1977

MEMORANDUM

TO: All Faculty Members
FROM: Byron P. Shurtleff, Vice President
University Faculty Senate
SUBJECT: Regular Senate Meeting, December 5, 1977



In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, December 5, 1977 at 4:00 p.m. in room 110 Memorial Hall.

AGENDA

- I. Adoption of the Agenda.
- II. Approval of the Minutes of the regular Senate meeting of November 7, 1977.
- III. Remarks by President Trabant and/or Provost Campbell.
- IV. Announcements - J. Pikulski, President, University Faculty Senate.
- V. Old Business
 - A. Recommendation from the Committee on Graduate Studies (H. Kwart, Chairperson), in consultation with the Committee on Committees, regarding the duties and membership of the Committee on Graduate Studies. (Note: This item was returned to the committees at the November 7 Senate meeting.)

In view of the concerns expressed at the October 3, 1977 meeting of the Senate with regard to the composition of the Faculty Senate Committee on Graduate Studies and the duties and terms of its membership, the following is recommended for adoption by the Faculty Senate.

RESOLVED, that the following be added to the Faculty Handbook, replacing paragraph 4 (I-17) in the charge to the current standing committee:

1. The faculty members of the Graduate Studies Committee shall be selected by the Senate Committee on Committees from among experienced scholars of the faculty, people with established reputations in their research fields and a strong commitment to the highest graduate standards, and experience with various types of graduate degree programs.

2. Nominations of persons eligible for service on the Committee on Graduate Studies shall be solicited annually from the University Officer of Graduate Studies and also from the Provost, among other sources of nominations, by the chairperson of the Committee on Committees.
 3. The Committee shall consist of a Chairperson and six other faculty members serving for three-year terms to be arranged in sequence such that the terms of no more than two members shall expire in any academic year. In addition there shall be two ex officio members including the University Officer for Graduate Studies and the Director of the University Library. There shall be two graduate student members appointed. During the transition period, members as they retire from the Committee shall be replaced by members with the new period of tenure.
 4. The Chairperson of the Graduate Studies Committee shall be selected by the Committee on Committees, and shall be confirmed by the Senate for a two-year term. Nominations for this position shall be taken from a register maintained by the University Officer for Graduate Studies of persons who have served at least one previous term of membership on the Graduate Studies Committee.
- B. Recommendation from the Committee on Graduate Studies (H. Kwart, Chairperson) in consultation with the Committee on Committees, regarding the Charge to the Committee on Graduate Studies.

In view of the recent action of the Senate in adopting in principle the recommendations of the Interim Governing Board of the Graduate College for restructuring the graduate education process, it is clear that the Faculty Senate Graduate Studies Committee requires some modification of its charge. The committee presently seated recommends the following for approval by the Senate:

RESOLVED, that the following be incorporated into the Charge to the Committee on Graduate Studies:

The Faculty Senate Committee on Graduate Studies shall periodically receive from the University Officer for Graduate Studies a review of the status of each department's program of graduate studies and appropriate recommendations for any action that may be deemed necessary for steering the course of such programs consistent with the objectives of the departmental Graduate Program Policy Statements and the University Graduate Policies. Any modifications, elaborations, or endorsements of such program reviews by the University Officer for Graduate Study (they may be periodic, internal, or external, as specified in the Interim Governing Board recommendations) shall be undertaken with the collective judgment of the Graduate Studies Committee membership. The Graduate Studies Committee may endorse any report by the University Officer or submit an independent report to the President, the Provost, and the respective instructional deans on the subject of departmental graduate program-reviews and any action which may be indicated.

VI. New Business

- A. Recommendation from the Committee on Graduate Studies (H. Kwart, Chairperson) to amend the Handbook to provide for the extended terms of members of the Graduate Studies Committee. (Words in italics have been added.)

RESOLVED, that paragraph 3 of General Provisions Regarding Committees, I-13 of the Faculty Handbook, shall be amended to read: "*Except as otherwise provided in these by-laws*, faculty appointments to committees are to be for terms of two years...."

- B. Recommendation from the Committee on Committees (B. Settles, Chairperson) for confirmation of the following committee appointments:

E. Naudain Simons, chairperson, Committee on Student Life
 Paul Solano, member, Committee on Educational Innovation and Planning
 Mark Amsler, member, Committee on Educational Innovation and Planning
 David Pong, member, Committee on International Studies
 Edeltraut Gilgenast, member, Committee on International Studies.

- C. Resolution from the Executive Committee for endorsement by the Faculty Senate of the University of Delaware Board of Trustees Proposal for a Delaware Board of Regents. (The proposal was distributed as Attachment 1 of the November Agenda.)

The faculty of the University of Delaware recognizes the immediate need for the creation of a commission or board that would coordinate the activities of the three tax-assisted institutions of higher learning in the state of Delaware. That faculty maintains that such a board should indeed coordinate rather than regulate and that at least a majority of its membership should consist of the leadership of the three tax-supported or tax-assisted institutions of higher learning in this state. Such a board should aim to insure that the highest quality, most diverse and most cost-effective educational opportunities exist for the citizens of the state of Delaware. Such a board should require that the responsibilities for the effective operation of the institutions of higher learning lie with the leadership of those institutions and should not impose controls which would significantly interfere with the autonomous exercise of responsibility and creativity by those institutions.

The proposal for the establishment of a Delaware Board of Regents which was approved and endorsed by the University of Delaware Board of Trustees meets these guidelines. Therefore be it

RESOLVED, that the Faculty Senate of the University of Delaware endorses in principle the creation of a Board of Regents as outlined by the University of Delaware Board of Trustees in their resolution dated October 14, 1977.

The faculty of the University of Delaware also recognizes that there are many factors that need to be taken into consideration for the creation of a body that could eventually have the responsibility for the coordination of the efforts of private as well as public institutions of higher learning. These considerations deserve careful

yet prompt study. The entire University of Delaware community has a responsibility to monitor the progress of the proposal submitted to State officials on October 14, 1977, to consider alternatives that others might suggest and to make additional proposals if needed; Therefore,

BE IT FURTHER RESOLVED that a committee composed of representatives of the Board of Trustees, the officers of the administration, the faculty and students be created for the purposes listed above at the earliest possible date. Procedures for the establishment of such a committee should be acceptable to the chairperson of the Board of Trustees, the President of the University, the President of the Faculty Senate and the President of the UDCC.

- D. Resolution from the Committee on Faculty Welfare and Privileges (M. Tripp, Chairperson) and the Committee on Budget Review (R. Kleinman, Chairperson) regarding disclosure of faculty salary and University financial information .

In response to a request for a recommendation from the faculty regarding University policy on financial disclosure the Committees on Faculty Welfare and Privileges and on Budget Review jointly developed a questionnaire for submission to faculty, administrators, professionals and staff. The responses of faculty and administrators were summarized (Attachment 1) and a clear majority (57%) think the budget should be made public, and an even larger majority (78%) think the Senate should be instrumental in shaping the data released. Therefore,

WHEREAS we believe that open disclosure of financial matters is in the best interests of the University; that the University should comply with both the spirit and the letter of the law; and that an institution dedicated to the principles of free exchange of information and ideas can ill afford to be secretive about its financial status,

THEREFORE BE IT RESOLVED that the Senate adopts the following position:

1. Complete copies of University budget data including restricted and unrestricted budgets as well as individual salaries should be placed in the University Library, available to the public.
2. The University Senate will participate in decisions concerning the content, form and procedures to be used in the release of salary and other financial data.

- E. Recommendation from the Committee on Faculty Welfare and Privileges (M. Tripp, Chairperson) for a faculty Jury Duty Policy.

The rights and duties of every faculty member as a citizen include that of judicial service. The fact that a person is employed by an institution partly supported by state funding is unrelated to these civic duties.

Because the workload of most faculty is distributed on an individual schedule, the obtaining or availability of appropriate substitutes for teaching and research responsibilities while on jury duty is not always possible.

Paid substitution by the University for teaching of scheduled classes may be necessary under unusual circumstances, but in most instances each faculty member bears the cost of substitution in workload personally. This cost is further magnified by the inconvenience and added workload that occurs when the delayed responsibilities must be made up.

The current per diem juror rate of \$15 is a token restitution for the added work and disruption of scheduled responsibilities incurred by the faculty member on jury duty.

Therefore, unless the University has incurred some demonstrable expense relating to an individual's absence, the per diem payment for jury duty is the personal property of the individual contributing the jury duty and is not subject to claim by the University.

THEREFORE, BE IT RESOLVED THAT the Faculty Senate approves the following Jury Duty Policy for transmission by the President to the Board of Trustees for inclusion in the Faculty Handbook.

JURY DUTY POLICY

The University encourages faculty members to fulfill their civic duty by serving as jurors when called upon.

Faculty members called upon to serve as jurors will continue to receive salary during periods of absence necessitated by appearance at Court. Such individuals will keep their chairperson/dean advised of probable periods of absence.

Where teaching or research schedules are affected, the faculty member shall cooperate with their chairperson/dean in finding suitable substitutes for instruction of students or for the conduct of research which cannot be delayed.

If an individual faculty member must complete most of the teaching and research responsibilities in addition to the time spent as a juror, then the per diem payment shall be retained by the individual. In all other cases the monies received from the State, County or City for such service as a juror will be remitted to the University Payroll Officer. Such reimbursement to the University will be only the per diem rate paid, not travel or meal allowances.

- F. Recommendation from the Coordinating Committee on Education (W. Fletcher, Chairperson) for approval of the Master of Education Degree program option in Bilingual Education. (Attachment 2)

RESOLVED, that the Faculty Senate approves the Master of Education Degree program option in Bilingual Education for one year. Subsequent authorization for an additional two years of operation is contingent upon a review by the Senate Graduate Studies Committee by April, 1978.

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

BPS/b

Attachments: Committee Activities Report

1. Table: Response to Questionnaire Concerning Financial Disclosure
2. Master of Education Degree program option in Bilingual Education

Response to Questionnaire Concerning
Financial Disclosure

November 14, 1977

Employment Category	Question Number	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total Response
		No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)		
Faculty (Teaching/Research) (Total = 771)	1	119 (37)	68 (21)	30 (9)	35 (11)	70 (22)	322					
	2	55 (18)	65 (21)	25 (8)	64 (21)	94 (31)	303					
	3	146 (46)	101 (32)	29 (9)	13 (4)	26 (8)	315					
Faculty (Admin.) (Total = 53)	1	7 (13)	15 (28)	3 (6)	8 (15)	20 (38)	53					
	2	14 (28)	10 (20)	5 (10)	11 (22)	10 (20)	50					
	3	13 (25)	16 (31)	12 (23)	7 (14)	4 (8)	52					

Master of Education
Bilingual Education Option

Background

In response to existing needs in the training of bilingual-bicultural teachers who serve the Spanish-speaking children in the State of Delaware and surrounding states, the University of Delaware appointed a bilingual-bicultural specialist and in 1975 instituted a program specially designed to train bilingual-bicultural teachers.

The program has been servicing teachers at the graduate level (Master's) and para-professionals at the undergraduate level. All the participants are presently servicing Spanish-speaking children in Delaware, New Jersey, and Pennsylvania. Because of the geographical location of the University of Delaware, many requests have also been received from potential candidates from Maryland.

The impact which the program has had can best be measured by the Certification in Bilingual Education which was approved by the Department of Public Instruction of Delaware on June 19, 1975. The College of Education is currently developing a program in bilingual-bicultural education leading to a doctoral degree.

Based on the success which the program has already achieved, the University of Delaware proposes to prepare thirty teacher trainers under the auspices of a Title VII grant.

Organizational Location of the Program

The Master of Education degree with a specialization in bilingual education shall be offered by the College of Education although the program is truly an interdisciplinary one. The following departments will participate along with the College of Education in the training of the candidates: the Languages and Literature (Spanish Program) Department, English Department, Geography Department, Sociology Department, and Psychology Department.

The College of Education Graduate Faculty offers programs of graduate study that lead to the Master of Education degree for students who wish to assume professional roles in public and private education. At present, the programs that lead to the Master of Education degree are designed to prepare students to be school and college administrators, counselors, special educators, and curriculum or teaching specialists at the primary through the secondary levels in the natural and social sciences, mathematics, reading, and language arts.

The graduate program in bilingual-bicultural education requires the student to complete thirty-nine hours of graduate study with at least a 3.0 index and to pass a comprehensive examination based upon the entire program.

Progress and Completion of Program

The academic standing of all candidates shall be reviewed each semester. It is necessary for graduate students to earn a 3.0 grade-point average or better at the end of each semester to remain in good standing. Those who have failed to maintain a 3.0 grade-point average will have their case reviewed by the Chairman of Curriculum and Instruction, the Coordinator of Bilingual Education, and the Office of the College of Graduate Studies. Only under special circumstances, after a careful review of the student's performance, will he/she be allowed to remain in the program.

The course load for full-time students is nine to twelve credit hours.

Students must have a grade index of at least 3.0 to be eligible to take the comprehensive examination and, of course, to graduate. Participation in the program must be terminated if the over-all grade index falls below 2.5. For the most part, this means that every "C" must be balanced by an "A."

Courses in which less than a "C" grade is earned are not counted in the thirty-nine hours of the program, although they are still counted in the grade index.

In order to receive the Master of Education degree, the student must successfully pass a Master's Comprehensive Examination. The examination is scheduled for July since the students will complete their course requirements during the summer.

To be eligible to take the examination, candidates must have regular status, have at least a 3.0 graduate index, and be enrolled in the last six hours of the program. Application to take the examination must be made at the Office of Graduate Studies in Education by June 1.

The examination is based upon the entire program and is prepared and evaluated by the Coordinator of Bilingual Education, the student's advisor, and instructors in each field. It is an examination in which the student demonstrates not only knowledge of the content of the program but, more importantly, the ability to integrate the separate courses of the program.

Theoretical and Methodological Framework of the Program

In order to alleviate the new demands of bilingual education and after extensive and careful examination and research of existing programs, the College of Education has designed a program whose goals and applications differ from other existing programs at this institution.

Based on the idea that a true bilingual-bicultural program is not simply a language or culture orientation, the College of Education has designed and developed a truly interdisciplinary program which addresses itself to the particular skills which a bilingual-bicultural teacher trainer must possess in order to effectively operate in a bilingual-bicultural setting.

The program has been designed jointly with the College of Education and the following departments: Languages and Literature Department (Spanish Program), English Department, Geography Department, Sociology Department, and Psychology Department. Within the College of Education, the Department of Curriculum and Instruction, the Department of Educational Foundations, and the Department of Professional Services will service the Bilingual-Bicultural Education Program in the areas of curriculum, testing and evaluation, methodology, and school and community relations. The Spanish Program in the Department of Languages and Literature will participate in the program with their offerings in the areas of culture and civilization. Teaching English as a Second Language will be the responsibility of the English Department. Latin American as well as North American geography courses will be taught by members of the Geography Department. Sociolinguistics will be offered by the Department of Sociology and Psycholinguistics by the Department of Psychology.

The program will be coordinated by the Coordinator of Bilingual Education and the Bilingual Education Committee composed of members of the different faculties of the University of Delaware, the Supervisor of Foreign Languages and Bilingual Education at the State Department of Public Instruction, the Coordinator of the Wilmington Public Schools' Bilingual Program, and representatives from the Spanish-speaking community.

Candidates finishing this program will have acquired a sensitivity towards the culture of the group which they are to serve plus the Hispanic culture in general. This knowledge will enable them to further use and develop teaching materials and techniques according to the different needs of the classroom teacher who they will in turn help to train.

A person who has received a Master's degree in Education with a specialization in bilingual education will be able to work in curriculum construction, curriculum adaptation, and the evaluation of such curriculum. This curriculum, be it in English or in Spanish, will reflect an understanding of the culture of the group to be served plus the American culture and shall be stripped of the problems of bias shown towards the American minorities as exists in many textbooks and materials in

use in the classroom, not to mention the tools with which minority children are being tested today.

Individuals responsible for teaching courses are bilingual or serve in a team-teaching capacity with a bilingual instructor. In this way there is always a native speaker serving as a resource person in order to insure that no educational inaccuracies occur due to linguistic or cultural interference.

Opportunities for Field-Based Experience

Arrangements with the Bilingual-Bicultural Program serving the non-English-speaking children in the greater Wilmington area have been made so that students enrolled in our program will have the opportunity to work with practicing bilingual teachers at either the elementary or secondary school level in the area of tutoring, curriculum assessment, adaptation and development, counseling, and student language assessment.

Besides participating in the classroom, the students will be assigned to serve in the mayor's office for Spanish Assistance for Spanish Affairs and in one or more of the following existing community agencies and programs: La Borinquena; Latin American Community Center; Hispanic Council, Inc.

The opportunity of working at the mayor's office will give the candidates an inside knowledge of how big city government works so as to be able to effectively work within its framework.

During this period, the candidates will have the opportunity to work with all parents including those whose children are in need of bilingual-bicultural education. They will serve as a liaison and resource person for the school and the student, the community and the parent, and the parent and the child. This will be developed in order to make the parent aware of the role that he/she should play in the education of the child. This will create the necessary dynamics for parents and teachers working together towards the ultimate goal of achieving the best kind of education that the child should be entitled to.

The University calendar is specifically adapted during Winter Session (5 weeks) to provide field-based experiences. Our Winter Program would include one half-day participation in school-related activities and one half-day participation in community-related activities.

Evidence of Permanency

As already mentioned in (1) Description of Existing Program, the University of Delaware has been offering courses in bilingual-bicultural education at the graduate and undergraduate level since 1975.

The program enjoys the backing of the faculty and administration of the College of Education as shown by the participation of different teachers from different departments in the development and implementation of the bilingual-bicultural program.

It is our intent to continue training teachers in bilingual-bicultural education so that they, in turn, will become teacher trainers in their respective school districts.

Program Consultation and Coordination

The Bilingual-Bicultural Program at the College of Education, University of Delaware, was developed in consultation and in cooperation with the Delaware State Department of Public Instruction, the Wilmington Public Schools' Bilingual Program, The Wilmington mayor's office for Spanish Assistance for Spanish Affairs, and with a Bilingual Education Committee composed of members of the different faculties of the University of Delaware, members of the Spanish-speaking community, and with the approbation of the Interim Governing Board and the Senate Committee on Graduate Studies.

Arrangements have already been made with the mayor's office for Spanish Assistance for Spanish Affairs, with three local community agencies, and with the Wilmington Public Schools' Bilingual Program where the candidates will, for five weeks, participate in the field-based facet of the program. The activities in which they will be involved were explained in "Opportunities for Field-Based Experience."

Description of Competencies and Program

There will be an ongoing evaluation of the student's competencies in various areas necessary to be an effective teacher in a bilingual-bicultural educational program.

To be an effective teacher trainer an individual must have the following competencies:

1. An understanding of cultural change and diversity among ethnic groups.
2. An understanding of social and economic patterns and their relationship to the target culture.
3. An understanding of the child-rearing practices in the native culture and in the wider culture.
4. An understanding of the role that religion and values play in the social, political, and cultural behavior of the target culture and in the wider one.
5. An understanding of the family structure and role definition in the target culture community and in the wider one.
6. An understanding of the historical, social, geographical, and cultural background of the target community at large and its contribution to the social, cultural, and historical development of the U.S.A.
7. The capacity to communicate and teach in the target language and in English.
8. The ability to identify problems with linguistic interference with the target language and English.
9. The ability to teach English as a second language and Spanish as a second language.
10. The ability to maintain an ongoing dialogue between the school and the target community by involving the community in school affairs.
11. The ability to work with the administration and fellow teachers to serve as an agent of change within the school environment.
12. The ability to identify, design, and assess curriculum materials appropriate to educational objectives.
13. The ability to be adaptable to multi-learning styles and achievements of students from a linguistic minority background.
14. The ability to perceive the limitations of achievement tests for students from a linguistic minority background.
15. The ability to use and devise criterion reference tests which are educationally, culturally, and linguistically appropriate.

The following program has been designed in order to develop and refine the aforementioned competencies.

Fall Semester

- EDC 667 Methods in a Bilingual Setting (3 credits). Detailed study of the methodology for teaching reading, mathematics, social science, and science in a bilingual classroom. Course will be team-taught with an expert from each area for each segment of the course. Designed for the elementary level.
- or
- EDC 667 Methods in Subject Matter in a Bilingual Setting (3 credits). Methods in student's teaching field; treatment of aims, materials, unit organization,

evaluation and teaching techniques to be used in a bilingual classroom.

- EDP 557 Guidance in the Bilingual Classroom (2 credits). A course in the area of guidance aimed at the needs of the classroom teacher, considering the purposes, assumptions, and theories of the guidance and counseling activities as they relate to minority students.
- SP 667 Puerto Rican Culture and Civilization (2 credits). A comprehensive study of the Taino culture, Spanish culture, and African cultures and their contribution to what today is known as Puerto Rican culture. Also included is an analysis of the American Culture influence from 1898.
- EDP 648 School and Community Development (2 credits). A consideration of the impact that school and community have on each other; the basis of desirable inter-relationships between school and community. An action program, in keeping with the interests and needs of participants and their communities, should be the final outcome of the work.
- G 226 Geography of Latin America (2 credits).* A study of the physical, historical, and cultural geography of Latin America.
- Anthro 667 North American Culture and Civilization (2 credits). A study of the different native tribes and other cultural groups which have contributed to form what today is defined as North American culture.

Winter Session

- EDC 667 Field Experience in the Bilingual Classroom (3 credits). Students will be assigned to a practicing bilingual teacher at either the elementary or secondary school level to work in the areas of tutoring, curriculum assessment, adaptation, counseling, and student language assessment.
- EDC 667 Field Experience in the Dynamics of Community and School Relations (3 credits). Students will be assigned to a community agency to become aware of the problems of the target community and their reflection on the education of the children who live in it. They will serve as a liaison and resource person for the school and the student, the community and the parent, and the parent and the child.

Spring Semester

- SP 212 Latin American Civilization and Culture (2 credits).* Geography, history, art, and society of Latin American lands.
- E 698 Teaching English as a Second Language (3 credits). Investigation of the literature containing the traditional and modern techniques of teaching the pronunciation, grammar, and vocabulary of American English, Devising and presenting lesson plans.
- SOC 667 Sociolinguistics (3 credits). Selected issues in social linguistics theory and research. Emphasis on social functions of language in varied communicative context. Special attention will be given to the language of the target community.
- PSY 652 Language and Thought (3 credits). A survey of the research dealing with the nature of linguistic and cognitive structures, their development, and their interaction. Special attention will be given to the language of the target community.

*This is not for graduate credit.

- G 225 Geography of the United States (2 credits). * A study of the physical, historical, and cultural geography of the United States.

First Summer Session

- EDF 660 Educational Measurements (3 credits). Principles of evaluation, statistics, methods commonly used in educational measurement, validity and reliability of measures.
- EDC 667 Designing and Developing School Curricula (3 credits). A basic course in theory and practice of curriculum design and development. Specific areas include nature and structure of theory, role of theory in designing and developing school curricula, principles and procedures essential to solution and analysis of curriculum problems.

Second Summer Session

- EDC 667 Proposal Writing (1 credit). A course specifically designed to teach the participants the importance of a well-written proposal and how to "put it together."

Comprehensives

*This is not for graduate credit.

Number of Candidates

Presently five candidates are ready to enter this program. The number in any given year will be limited by the availability of faculty, grant support for fellowship awards, and the demand for bilingual educators in this area.

The ever-increasing number of Puerto Rican students in New Jersey, Pennsylvania, Maryland and Delaware will be a primary source of applicants for this degree program.

Criteria for Selection

1. Applicants should consult with the Graduate Faculty of Education who serve as advisors in the program. To be considered, they must file an application form with the Graduate College office.
2. GRE test scores for the verbal and quantitative that sum to at least (1050).
3. Applicants who meet the University requirements for admission will be given further consideration based on the quality of achievement of other applicants, the ability of faculty advisors, and the need for professionals in each program field.
4. Official transcripts of all previous work that indicate a general undergraduate index of at least 2.5/4.0 and a graduate index of at least 3.0 for any graduate work.
5. There is a Provisional Admissions Policy for Delaware educators who nevertheless may fail to meet the minimum Graduate College Admission Standards when there is other evidence of academic aptitude and when the quotas in the program are not filled by students who meet the regular admission requirements. In all cases, the provision is that students establish a 3.5 graduate index in the first eighteen hours of 600-800 level graduate courses in the program.
6. Candidates must qualify for teacher certification in the State of Delaware.
7. A personal interview will be held with each potential candidate, and at that time, an assessment of both Spanish and English language skills will be made. The Peace Corp Language Proficiency Rating System will be employed to determine the candidate's language status. Candidates must achieve a score of at least 3+. A rating system of 1 to 5 will be utilized to measure applicants in the areas of sensitivity towards minorities and their future plans in the field of bilingual/bicultural education.

December 5, 1977

UNIVERSITY FACULTY SENATE

Committee Activities

This summary reflects items contained in the monthly committee reports for November.

Academic Freedom

Discussion of possible revision of the Academic Freedom statement in the Handbook in light of Judge Schwartz's criticism and Board of Trustees change.

Adjunct Academic Affairs

Ongoing review of Continuing Education structure and programming
Evaluation of Early Admissions Honors Program

Beverage Alcohol

Study and assessment of alcohol use/misuse by students on campus

Budget Review

Review of proposed cuts in the University budget

Committee on Committees

Preparation of charge and membership for an ad hoc committee to study the implications of Judge Schwartz's decision
Ongoing review of proposals for restructuring of Graduate College and Graduate Studies committee
Development of a policy for the formation of search committees
Development of recommendation regarding replacement of longer-term committee members
Nominations to fill committee vacancies
Review of charge to Committee on Physical Planning and Utilization

Coordinating Committee on Education

Evaluation of the Institute for the Neurosciences and Behavior
Recommendation on the Engineering Administration program
Discussion of course duplication study

Educational Innovation and Planning

Development of goals for committee activities
Review of report "Characteristics of Excellence in Higher Education"
Review of mandatory retirement policy

Faculty Welfare and Privileges

Definition and application of the term "Lecturer"
Review of "Guidelines on Faculty Involvement Related to Extraordinary Financial Circumstances"
Review of Student Grievance Procedure

Fine Arts and Exhibitions

Development of schedule for spring exhibitions

Graduate Studies

Review of Student Grievance Procedure
Ongoing review of implementation of the Interim Governing Bd. Report

International Studies

Staffing of committee
Preliminary discussion of study abroad programs

Library

Study of problems of delinquent faculty library accounts

Promotion and Tenure

Review of promotion criteria and departmental promotion committees

Speakers Board

Consideration of requests for funding

Student and Faculty Honors

Distribution of nomination forms for Excellence in Teaching awards
Discussion of relation of Honors Advisory Board to the Student and Faculty Honors Comm.
Review of policies on and publicity for University honorary degrees
Scheduling of Degree with Distinction oral examinations

Student Life

Review of University policy on campus religious and political organizations

Visiting Scholars

Consideration of requests for funds

The following committees did not meet:

Coordinating Committee for Cultural Activities; Nominating Committee

The following committees did not return the form:

Academic Services; Computer Committee; Instruction Resources; Performing Arts;
Physical Planning and Utilization; Research; Rules; Undergraduate Admissions;
Undergraduate Studies.

December 5, 1977

MEMORANDUM

TO: University Faculty Senators

FROM: Barbara Settles, Chairperson *BHS*
Faculty Senate Committee on Committees

SUBJECT: Recommendations for amendments to the 12/5/77 Senate Agenda

The following amendments to the 12/5/77 Faculty Senate Agenda are recommended by the Committee on Committees.

New Business

A, 2 (page 2) to be rewritten as follows:

The chairperson of the Committee on Committees shall annually submit nominations of persons eligible for service on the Committee on Graduate Studies from the University Officer of Graduate Studies, the Provost, and other sources.

A, 3 (page 2) line 5: delete the word "including"; the sentence would then read:

In addition there shall be two ex officio members, the University Officer for Graduate Studies and the Director of the University Library.

B (page 2) to be rewritten as follows: (*italicized words replace last 12 lines*)

RESOLVED, that the following be incorporated into the Charge to the Committee on Graduate Studies:

The Faculty Senate Committee on Graduate Studies shall periodically receive from the University Officer for Graduate Studies a review of the status of each department's program of graduate studies and appropriate recommendations for any action that may be deemed necessary. *The Graduate Studies Committee shall prepare its own recommendations concerning periodic internal or external reviews of individual graduate programs.*

BHS/b

This alternate to the original resolution, Item 5 C, to the University Faculty Senate in general by the Steering Committee of the College of Arts and Science Faculty and was approved unanimously by the following members who were in attendance: B. Scott, C. Boffecker, A. Livingston, A. Gould, P. Reynolds, W. Baxter, G. Frick, F. Lorenz Smith, and J. Holmuis.

RESOLVED, That the faculty of the University of Delaware be concerned with the proposed creation of a commission or board that would coordinate the activities of the three tax-assisted institutions of higher learning in the state of Delaware. That faculty maintains that if a board is created, it should indeed coordinate rather than regulate and that at least a majority of its membership should consist of representatives of the three tax-supported or tax-assisted institutions of higher learning in this state. Such a board should aim to insure that the highest quality, most diverse and most cost-effective educational opportunities exist for the citizens of the state of Delaware. Such a board must recognize that the responsibilities for the effective operation of the institutions of higher learning lie with those institutions and should not impose controls which would significantly interfere with the autonomous exercise of responsibility and creativity of those institutions.

The faculty of the University of Delaware also recognizes that there are many factors that need to be taken into consideration for the creation of a body that could eventually have the responsibility for the coordination of the efforts of private as well as public institutions of higher learning. These considerations deserve careful yet prompt study. The entire University of Delaware community has a responsibility to monitor the progress of proposals submitted to State officials and to make recommendations if needed. Therefore,

BE IT FURTHER RESOLVED That a study committee be created by the Committee on Committees for the purposes listed above at the earliest possible date.