

UNIVERSITY FACULTY SENATE

SUMMARY OF AGENDA

MARCH 5, 1984

- I. ADOPTION OF THE AGENDA
- II. APPROVAL OF THE MINUTES: February 6, 1984
- III. REMARKS BY PRESIDENT TRABANT and/or PROVOST CAMPBELL
- IV. ANNOUNCEMENTS
 - A. Senate President Smith
- V. NEW BUSINESS
 - A. A resolution from the Committee on Graduate Studies to extend the provisional status of the Ph.D. program in Applied Science/Climatology for two years.
 - B. A resolution from the Committee on Student Life for Faculty Senate approval of the D.U.S.C. Instructional Evaluation Proposal.
 - C. A resolution from the Coordinating Committee on Education for Faculty Senate approval of a Doctor of Philosophy Degree and program in the Department of Individual and Family Studies, College of Human Resources.
 - D. Senate consideration of and response to the notion of a Universal National Service.
 - E. Introduction of new business.



UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
19716

UNIVERSITY FACULTY SENATE
301 HULLIHEN HALL
PHONE: 302-451-2921

February 22, 1984

TO: ALL FACULTY MEMBERS

FROM: D. Michael Kuhlman, Vice President
University Faculty Senate

D M Kuhlman

SUBJECT: Regular Faculty Senate Meeting, March 5, 1984

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, March 5, 1984 at 4:00 PM in Room 110 Memorial Hall.

AGENDA

- I. Adoption of the Agenda
- II. Approval of the Minutes of the Senate meeting of February 6, 1984.
- III. Remarks by President Trabant and/or Provost Campbell
- IV. Announcements
 - A. Senate President Smith
- V. New Business
 - A. A resolution from the Committee on Graduate Studies (M. Sussman, Chairperson). The Committee on Graduate Studies unanimously requests approval of postponement of the review for permanent status for the Ph.D. in Applied Sciences/ Climatology. We request Senate approval of the following resolution:

WHEREAS, on December 3, 1979, the Senate approved initiation of the graduate major of Applied Sciences/Climatology leading to the Ph.D. degree, and

WHEREAS this approval was on a provisional basis for four years beginning September, 1980, with review for permanent status to occur Spring, 1984, and

WHEREAS the Climatology faculty have noted that few students have been admitted consistent with high admissions standards, and it is expected that the first student will complete the program in 1985-86, therefore

BE IT RESOLVED that provisional status for the Ph.D. in Applied Sciences/Climatology is extended for two years with review for permanent status to occur Spring, 1986.

- B. A resolution from the Committee on Student Life (C. Marler, Chairperson). The Committee unanimously requests approval of the following resolutions on instructional evaluation:

WHEREAS students experience continuing problems in making wise choices regarding the University's academic resources; and

WHEREAS their decision-making would be aided by reliable information concerning instructional variables relevant to academic planning; and

WHEREAS wider student involvement in providing and using this information would contribute to the seriousness with which they approach instructional evaluation; and

WHEREAS a more serious student approach to instructional evaluation could only assist faculty further to improve their skills and courses,

BE IT RESOLVED that the Faculty Senate approve the "D.U.S.C. Instructional Evaluation Proposal" as reprinted in Attachment 2.

FURTHER BE IT RESOLVED that the Faculty Senate direct the administrator of each academic unit (other than those exempted by the Program) to insure that the Proposal questions are administered and the data sent to D.U.S.C., beginning with the 1984-85 fall term (85A).

Note: Attachment 2 provides the rationale, procedures, and questionnaire associated with this proposal.

- C. A resolution from the Coordinating Committee on Education (U. C. Toensmeyer, Chairperson). With one member abstaining, the Committee unanimously requests Faculty Senate approval of the following resolution to establish a Doctor of Philosophy Degree in Family Studies for the Department of Individual and Family Studies, College of Human Resources.

WHEREAS on April 4, 1983 the Faculty Senate passed a resolution charging the Coordinating Committee on Education to reexamine a proposal to establish a Ph.D. degree in Family Studies, and to report the results of its reexamination back to the Senate, and

WHEREAS this (April 4) resolution specifically charged the Coordinating Committee to examine financial issues and issues related to research funding and capability, and

WHEREAS on May 9, 1983 the Coordinating Committee reported to the Senate that it would be unable to fulfill its charge without a revised and expanded proposal from the Department of Individual and Family Studies, and

WHEREAS the Department of Individual and Family Studies has provided such an expanded/revised proposal, and

WHEREAS the Coordinating Committee judges that questions regarding the research and financial aspects of the program (as well as its academic content and quality) are dealt with satisfactorily in the expanded proposal,

BE IT RESOLVED that the Faculty Senate approve the establishment of a Doctor of Philosophy Degree and program in Family Studies, on a five-year provisional basis, effective September, 1984, with a review to be conducted in the academic year 1988-89.

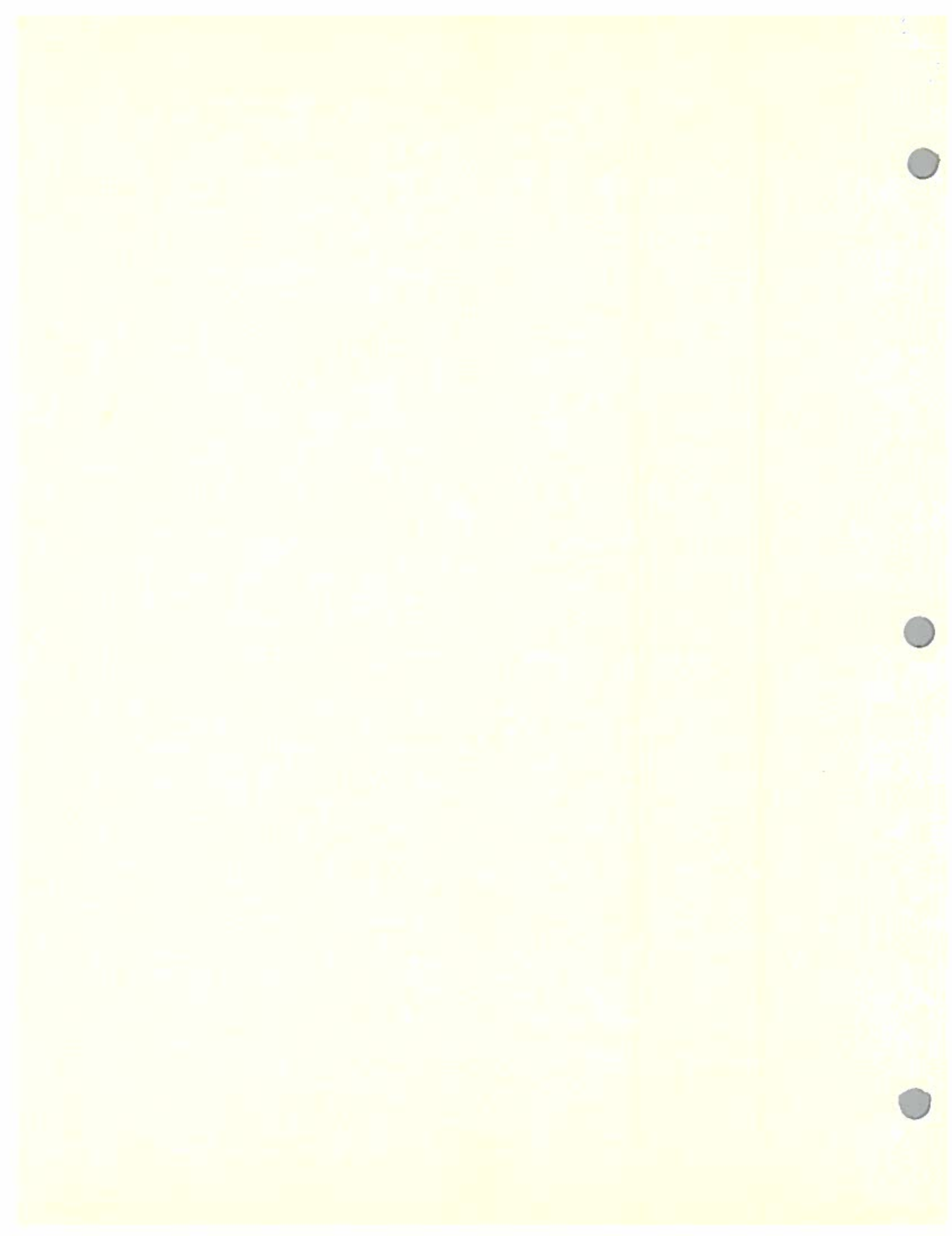
Note: A summary of the academic features and course requirements of the proposed program are included in Attachment 3. A copy of the summary of the financial/research aspects of the program has been sent to each Faculty Senate member as Attachment 4.

- D. Senate consideration of and response to the notion of Universal National Service.

At the December 5, 1983 meeting of the Faculty Senate, President Trabant made a presentation on the idea of Universal National Service, quoting from a speech delivered by Dr. David Saxon (President of M.I.T.) to a Washington meeting of the National Association of State and Land-Grant Colleges. (A copy of these remarks was attached to the circulated minutes of the December Senate meeting.)

President Trabant urged the Senate to give Dr. Saxon's proposal serious consideration, and to prepare some response to it. As announced by Senate President Smith at the February 6, 1984 Faculty Senate meeting, the Executive Committee came to the decision that the best way to respond to President Trabant's request was to take it up (at least initially) with the Senate acting as a committee of the whole. Therefore, this part of the March meeting has been reserved for Senate discussion of this issue.

- Attachments:
1. Committee Activity Report
 2. The D.U.S.C. Instructional Evaluation Proposal
 3. Program Requirements and Areas of Concentration for the Ph.D. in Family Studies
 4. Summary of the Proposal for the Doctor of Philosophy in Family Studies (this attachment sent to Senate members)



COMMITTEE ACTIVITY REPORT

ACADEMIC COMPLAINTS, UNIVERSITY REVIEW COMMITTEE FOR (Gordon J. DiRenzo)

Revising complaint procedures

ACADEMIC FREEDOM, COMMITTEE ON (A. Jon Magoon)

1. Reviewing disruptive behavior policy
2. Reviewing D.U.S.C. Instructional Evaluation Proposal

ADJUNCT ACADEMIC AFFAIRS, COMMITTEE ON (Mark J. Miller)

Reviewing S.O.A.R.

COMPUTER COMMITTEE

1. Reviewing Computer Copyright Policy
2. Reviewing new decisions on computing hardware and software
3. Discussing personal computer policy for humanities faculty
4. Reviewing Computer Ethics policy

EDUCATION, COORDINATING COMMITTEE ON (U. Carl Toensmeyer)

1. Reviewing Majors/Double Degrees/Double Majors
2. Reviewing 500-level courses

FACULTY WELFARE AND PRIVILEGES, COMMITTEE ON (John McLaughlin)

1. Considering "Equity Interest" addition to Faculty Handbook
2. Considering individual faculty complaints

GRADUATE STUDIES, COMMITTEE ON (Marvin Sussman)

1. Reviewing permanent status of Operations Research Program
2. Reviewing updated policy statement--College of Marine Studies
3. Reviewing suspension of Masters Program in Textile Design and Consumer Economics
4. Reviewing consolidation of Masters Program in Languages and Literature
5. Reviewing confirmation of concentrations in College of Education
6. Reviewing request for representative of Graduate Office on the Committee on Student Life
7. Reviewing departmental responses to letter of Graduate Committee on graduate courses
8. Reviewing course approvals
9. Reviewing proposed changes in policies applicable to the Ph.D.

NOMINATING COMMITTEE (Jane Lamb)

Developing a slate of nominees to be presented at May meeting of the Senate

PERFORMING ARTS SUBCOMMITTEE (Donald C. Mell)

Reviewing request for partial funding from Minority Student Center for Fifth Annual Black Women's Emphasis Celebration, April-May, 1984

PHYSICAL PLANNING AND UTILIZATION, COMMITTEE ON (Harold D. Neikirk)

1. Reviewing University Research Park at Lewes
2. Hearing report from Committee on Personal Safety

STUDENT LIFE, COMMITTEE ON (Charles D. Marler)

Reviewing Academic Honesty

UNDERGRADUATE ADMISSIONS AND STANDING, COMMITTEE ON (R. Dean Shippy)

1. Reviewing Credit by Examination Policy
2. Reviewing recruitment

THE DUSC INSTRUCTIONAL EVALUATION PROPOSAL

Rationale

This proposal contains procedures and questions which the Delaware Undergraduate Student Congress (DUSC) feels would effectively achieve its goals concerning instructional evaluation: to assist students in making the wisest choices regarding academic resources at the University; to inform students of the overall structure of a course; and to foster a more serious consideration of instructional evaluations among both students and faculty. DUSC feels that adoption of this proposal would enhance the value of instructional evaluations and thus contribute to the entire academic system at the University.

Procedures

Publication of instructional evaluation data would be implemented through the following procedures:

1. All courses offered on the Newark campus of the University of Delaware will be evaluated with the exception of the following:
 - a. The Colleges of Business and Economics, Agriculture, and Human Resources will not be included because each already provides similar instructional evaluation data to students.
 - b. English 110 classes will be excluded from the evaluation because it is not an optional course for students.
 - c. Data will only be reported from courses in which ten or more students are registered.
2. The evaluations will include only those questions approved by the Faculty Senate and the DUSC Executive Committee. There will be no space for reprinting additional subjective comments by students. No editorial comment will be made by those assembling the data.
3. Faculty members will be free to include approved questions in their own evaluation instruments or use a one page form provided by DUSC. If the first option is elected, data from the Proposal questions only will be reported to DUSC. In the second case, the form will be returned to DUSC which will provide a copy of the data to the faculty member. In both cases, the expense of reporting approved questions will be borne by DUSC.
4. The actual appearance of the book will be that of a large, loose-leaf binder. These books will be available in three

monitored locations on campus: the Reserve Room of the Morris Library, the Student Information Center, and the Main Desk in Christiana Commons.

5. Evaluation information is for student use only in their academic planning. Any other use is contrary to the proposal's purposes. Therefore, access will require presentation of a student I.D. card, and materials will not be available for duplication.
6. To increase their fairness and usefulness, the book will include evaluative data for at least two successive instructor offerings of a course (following the first term).
7. Prior to the compiling process, the data will be kept in the locked file cabinet of the DUSC President.
8. The information will be compiled by the computer system at the University.

Instrument*

Directions: Give the instructor/course a rating for each of the following instructional components. Use the highest score (5) only to indicate unusually high agreement with the statement.

<u>Low Score</u>	<u>High Score</u>	<u>Unable to Judge</u>	<u>Does Not Apply</u>
1 2 3	4 5	6	7

1. Stated course objectives clearly.
2. Presentations, readings, graded work, and other course activities were generally related to stated course objectives.
3. Appeared well organized for class presentations and other activities.
4. Had a positive attitude toward teaching the class.
5. Promoted positive/respectful class interaction.
6. When appropriate, encouraged student viewpoints different from his/her own.
7. When appropriate, suggested practical applications of theory.

*The questions may be incorporated into an instructor's present evaluation instrument (cf., Procedures point #3).

8. Seemed to sense when students did not understand or were confused.
9. Answered questions effectively.
10. Tests and other graded work provided fair and effective measures of course content.
11. Tests and other graded work provided feedback which helped students to evaluate their course progress/standing.
12. Assistance was available outside class from the instructor(s) and/or the TA(s).
13. Workload was appropriate to course level (1=too light, 3=average, 5=too heavy).
14. Requires outside class activities, in addition to study time given to reading, preparing papers, etc. (1=0 hrs., 2=1-2 hrs. weekly, 3=3-5 hrs. weekly, 4=6-10 hrs. weekly, 5=more than 10 hrs. weekly).
15. Led to valuable learning.



Program Requirements and Areas of Concentration
for the Ph.D. in Family Studies

Settles, Steinmetz, Sussman, Kliman

CORE

Research Methods and Statistics

- Steinmetz - Settles
- ** IFS 8XX Research Seminar in Child and Family Studies
- IFS 267/ DA 367 Survey Research and Data Collection Research
- IFS 368 Research
- ** EDS 861 Introduction to Statistical Inference (or equivalent)
- XXX XXX Statistical, Research and Computer electives

Family Theory

- Settles - Sussman
- ** IFS 350 Theory and Research in Child and Family Life
- A IFS 867 Seminar: Contemporary Issues in Family Studies
- A IFS 8XX Life Course Transitions of Individuals and Families

AREAS OF CONCENTRATION

Families and Individuals with Special Needs

- Deiner - Kliman - *Levin*
- IFS 405 Impact of Aging on the Family
- IFS 410 The Hospitalized Child
- IFS 420 Teaching Strategies for the Disadvantaged
- IFS 425 Teaching Human Sexuality to the Disabled
- IFS 643 Transdisciplinary Implications of Developmental Disabilities
- IFS 655 Measurement Techniques for Children and Families
- IFS 663 Atypical Infant
- IFS 670 Exceptional Children and Their Families
- IFS 867 Theories of Aggression, Conflict and Violence
- NO 885 Concepts of Maternal and Child Health
- PHL 664 Medical Ethics
- PE 630 Percapual - Motor Development
- EAS 630 Counseling in the Black Community
- ANT 671 Comparative Study of Medical Systems
- PSY 824 Community Mental Health
- PSY 828 Therapeutic Intervention with Children and Families
- PSY 845 Childhood Psychopathology
- SOC 836 Seminar in Criminal and Delinquent Behavior
- EDD 857 Practicum in Agency Counseling
- EDD 880 Seminar in Special Education
- EDS 678 Theories of the Exceptional Child
- EDS 683 Curriculum and Methods for Teaching the Gifted Child
- EDS 685 Counseling Parents of the Exceptional Child
- CON 610 Intercultural Communications: Theoretical Problems
- SOC 821 Theories and Approaches to Social Deviance
- SOC 828 Sociology of Poverty

Intervention with Families and Individuals

- Kliman - Deiner - *Levin*
- IFS 653 Measurement Techniques for Children and Families
- IFS 670 Exceptional Children and Their Families
- SAS 630 Counseling in the Black Community
- PSY 828 Therapeutic Intervention with Children and Families
- X 319 Dynamics of Small Groups
- EDD 674 Theories of Counseling
- EDD 675 Using Tests in Counseling
- EDD 676 Practicum in Counseling
- EDD 677 Group Counseling
- EDS 652 Tools and Techniques of Counseling
- EDS 654 Counseling Theory and Interviewing
- EDS 658 Group Counseling
- EDS 664 Counseling Services
- EDS 685 Counseling Parents of the Exceptional Child

Child Development

- Klinzing - Kilbride - *Perlowitz*
- IFS 638 Adolescence and Youth: Theories
- IFS 641 Infant Development and Stimulation
- IFS 651 Advanced Child Development
- IFS 653 Measurement Techniques for Children and Families
- IFS 658 Readings in Child Development
- IFS 660 Teaching of Child Development
- PSY 804 Developmental Psychology Seminar
- PSY 863 Seminar: Child Psychology
- EDS 832 Nature of Human Intelligence
- EDS 833 Human Development
- EDS 835 Advanced Human Development
- EDS 837 Human Development: Seminar
- EDS 851 Psychological Assessment of Children
- EDS 832 Development: Language and Cognition

Early Childhood Education

- Van Camp - Deiner - *H. H. (replacement) - Schiffrman*
- IFS 610 The Hospitalized Child
- IFS 635 Preschool Programs for Exceptional Children
- IFS 640 Preschool Administration
- IFS 641 Infant Development and Stimulation
- IFS 655 Measurement Techniques for Children and Families
- IFS 657 Practicum Child Development Education
- IFS 662 Curriculum Analysis in Early Childhood
- EDD 600 Teacher as Researcher
- EDD 602 Early Childhood Literature
- EDD 604 Language Arts in Early Child Education
- EDD 620 Foundations of Reading Instruction
- EDD 621 Developmental Reading Instruction
- EDS 639 The Legal Rights of Teachers
- EDS 686 Programming for Gifted Children
- CON 659 Processes in Teacher-Learner Communications
- CON 660 Principles of Communications for Teachers

Family

- IFS 605 Impact of Aging on the Family
- IFS 621 Dynamics of Family Development
- IFS 630 Teaching of Family Life
- IFS 655 Measurement Techniques for Children and Families
- W 616 The American Family 1808-1900

Gerontology

- Sussman - Steinmetz
- IFS 603 Concepts of Aging
- IFS 605 Impact of Aging on the Family
- IFS 6XX Program Planning and Administration of Adult Care Facilities
- IFS 8XX Life Course Transitions of Individuals and Families
- IFS 8XX Adult Development
- IFS 667 Adulthood, Aging and Bureaucracy
- TDC 6XX Interdisciplinary Studies in Gerontology

Adolescent and Adult Education

- Liprie - Stewart - *Steinmetz*
- IFS 642 Leadership in Human Resources
- IFS 630 Teaching of Family Life
- IFS 637 Instructional Methods
- IFS 639 Curriculum
- IFS 653 Measurement Techniques for Children and Families
- IFS 6XX Program Planning and Administration of Adult Care Facilities
- EDS 895 Leadership Theory and Research

Home Economics Education

- Stewart - Liprie - *Steinmetz*
- IFS 614 Evaluation in Home Economics
- IFS 616 Organization and Administration
- IFS 628 Trends and Issues
- IFS 637 Instructional Methods
- IFS 639 Curriculum
- IFS 656 Supervision

* These faculty will have the responsibility of coordinating the comprehensive/qualifying exams: soliciting questions, identifying faculty, establishing schedules, reporting results to appropriate faculty.

** These are required courses for the doctoral program. Students entering the doctoral program with a master's degree are expected to have completed a graduate level course in family (IFS 621), a developmental course (IFS 603, 638, 641, 651), an introductory research methods course (MR 630) and an introductory statistics course or equivalent.

IFS 6XX or 8XX = courses under development; XXX = any appropriate university course.

Courses from other departments are suggested electives - negotiations for these and additional courses will be undertaken with appropriate departments.

Note
The additions: faculty members have been appointed to the graduate faculty since this was developed

FAMILY STUDIES PROGRAM-DECISION TREEI. BASIC FAMILY STUDIES AND RESEARCH
(15 credits)REQUIRED COURSES - ALL STUDENTS

IFS 8xx - Seminar - Contemporary
Issues in Family Studies

IFS 850 - Theory and Research in
Child and Family Life

IFS 8xx - Life Course Transitions
of Individuals and
Families

IFS 8xx - Research Seminar in
Family Studies

ED 861 - Statistics
(or equivalent)

II. CHOICE OF TWO PROFESSIONAL FOCI
(9-12 credits)

A. Speciality in Family Studies

EDF Human Development
plus selected courses which
deal with:

- 1) transitions: birth
school
marriage
work
retirement
- 2) disruptions
and crises: exceptional
illness
deviance
violence
unemployment
divorce
death
- 3) adjustments: parenting
career change
financial planning
social issues
remarriage

B. Comprehensive Family
Systems

IFS 621 - Dynamics
Family Development
or equivalent plus
coordinated group o
process and policy
courses in -

- Family Intervention
- Human/Health Service
Systems
- Policy Analysis
- Family Life Educati

III. CHOICE OF THREE APPLICATION FOCI
(9-12 credits)

A. RESEARCH

Statistics
Theory
Research Design
Proposal Management
Special Problems
Research

B. COMMUNITY SETTINGS

Organizational Management
Leadership
Supervised Internship/Independent Study
Program Planning and Development
Personnel Development
Community Organization
Counseling
Evaluation Research Design

C. EDUCATIONAL SETTINGS

Administration
Leadership
Higher Education - History and
Philosophy
Curriculum Development
Evaluation Research Methods
Assessment and Measurement
Supervised Field Work/
Independent Study

IV. REQUIRED ALL STUDENTS - DISSERTATION RESEARCH

IFS 9xx - Doctoral Dissertation (1-12)
IFS 9xx - Research

(in addition, many students will also have
master's thesis and research at 800 level)

NEW AND PROPOSED IFS 800 LEVEL CORE COURSES

IFS 8xx Life Course Transitions of Individuals and Families -

The relationship between personal and kinship life cycles is examined with emphasis on normal life changes.

Under Development

This course presents an overview of linkages between individual development and group processes. The advanced student will be introduced to comparative cultural and historical materials on life course transitions and to current research and theoretical trends analyzing these transitions. Implications for programming to support individuals and families for stressful life experiences are included.

IFS 8xx Research Seminar in Child & Family Studies -

A detailed analysis of the state-of-the-art models for research in family studies.

This doctoral level seminar is based on a foundation of research methodology, design statistics, and previous student research projects. The aim is to develop greater sophistication in the application of these principles and to improve the fit of method to problem and analysis. Exemplary models of research in practice will be reviewed. Issues covered include research prospecti development, panel studies and longitudinal designs, improving questionnaire designs, evaluation designs and methodologies, and distinguishing cohort, period, aging, and historical effects in data analysis.

IFS 867 Seminar: Contemporary Issues in Family Studies -

Foundation, identification, and development of selected contemporary concerns in family studies.

Available

The seminar will present historical and theoretical framework for understanding current issues in research, program planning, policy development, and practice in family studies. Selected topics will be analyzed for special contributions to the future of the field. Selected issues are definitions of family, federal role in family research and practice, family as a unit of analysis in research, family linkages with bureaucracies, and family support systems. Offered Spring, 1983

IFS 850 Theory and Research in Child and Family Life -

Analysis of theories and related research models
dealing with child development, behavior, and family life.

Revised

This course builds upon the student's background in developmental and family theory and research by involving the student in critical review, application, and building of theoretical propositions. Individual special projects are designed to review substantive areas of research and critiques the use of theory in the design and interpretation of the research and/or practice applications.
Offered Spring, 1981, 1982, 1983

Several additional courses will be developed for inclusion in the program at the end of the year.

OUTCOMES FOR THE STUDENT IN THE DOCTORAL
PROGRAM IN INDIVIDUAL AND FAMILY STUDIES

The graduate will have developed

Cognitive:

- 1) A broad integrated perspective on family studies with an understanding of family organization and processes.
- 2) Fundamental developmental concepts incorporating psychological, sociological, educational and biological viewpoints on the individual throughout the life course transitions and as related to the family life cycle, cultural and social change.
- 3) A thorough grasp of individual and family education, intervention, and policy implementation approaches.
- 4) Philosophical and theoretical ideas to identify what research methodology and/or design is appropriate to fit specific problems or issues in Individual and Family Studies.

Affective:

- 5) Sensitivity and responsiveness to the needs and values of varied types of families and individual family members throughout the stage of the life cycle.
- 6) A concern about and involvement in some of the issues related to services and supports for families and individuals.
- 7) The ability to identify and focus on selected realistic objectives and implement program and problem solving strategy.

Technical Application:

- 8) Skills in statistical applications, computer techniques, and research methodology and design.
- 9) Selectivity in choosing from available information relevant and cogent materials for problem solving.

10. Leadership skills necessary for program development and promotion in a variety of human resource agencies and educational settings.
11. Investigative, diagnostic, evaluative procedures and techniques appropriate to professional work in human resource settings.
12. Ability to develop linkages between agencies and families with the families maintaining their identity.
13. Sophistication in organizing, priority setting, and maintenance of ongoing administrative functions in complex organizations.
14. A repertoire of communication skills appropriate to his or her professional commitment: counseling, language, teaching (lecturing, tutorial, group process techniques).

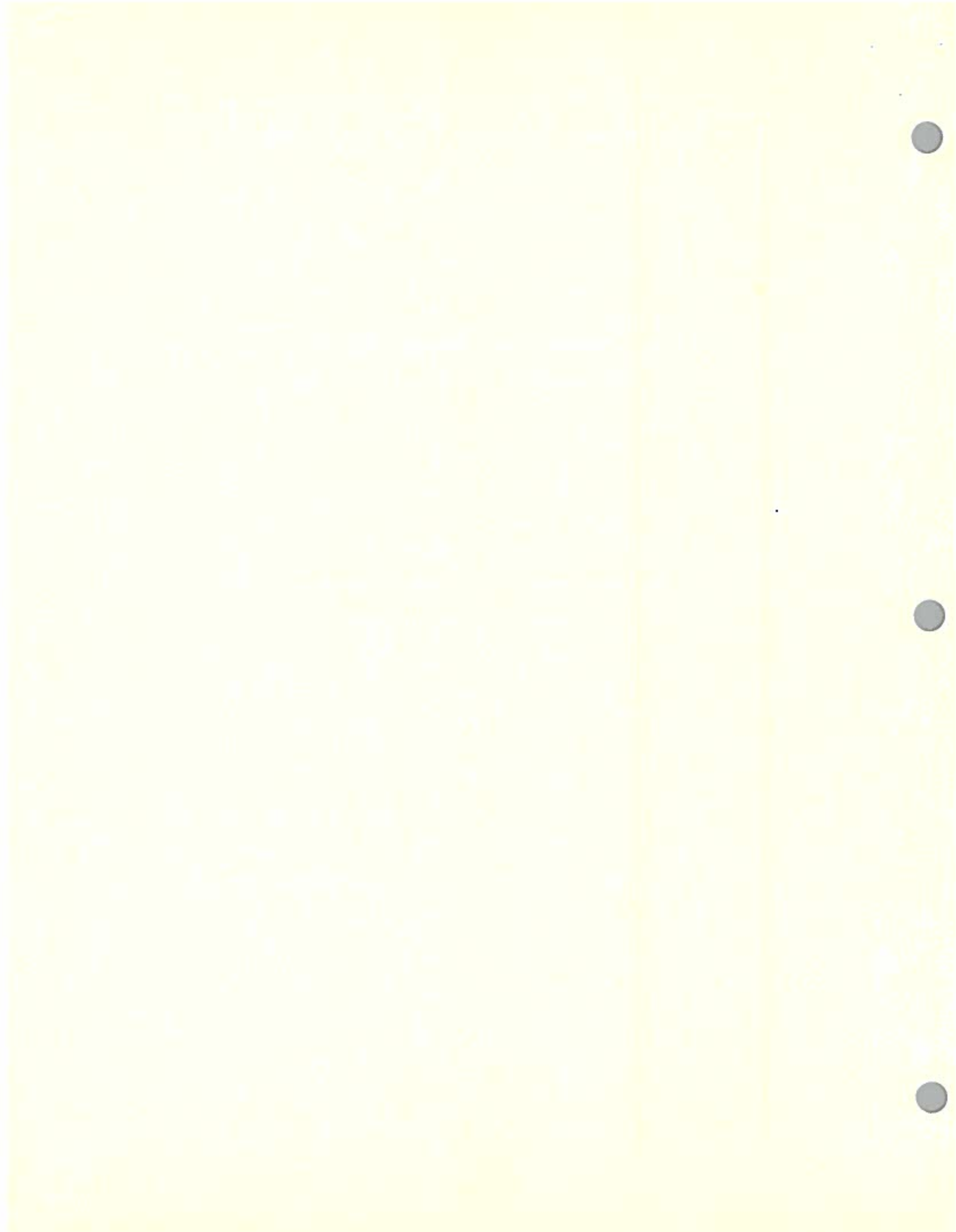
9-21-82

Note: Due to the length of this attachment, it is being sent only to members of the Faculty Senate. A copy of the entire proposal for the Ph.D. in Family Studies is in the Faculty Senate Office.

SUMMARY OF THE PROPOSAL FOR THE
DOCTOR OF PHILOSOPHY IN FAMILY STUDIES

Submitted by the
Department of Individual and Family Studies
College of Human Resources
University of Delaware

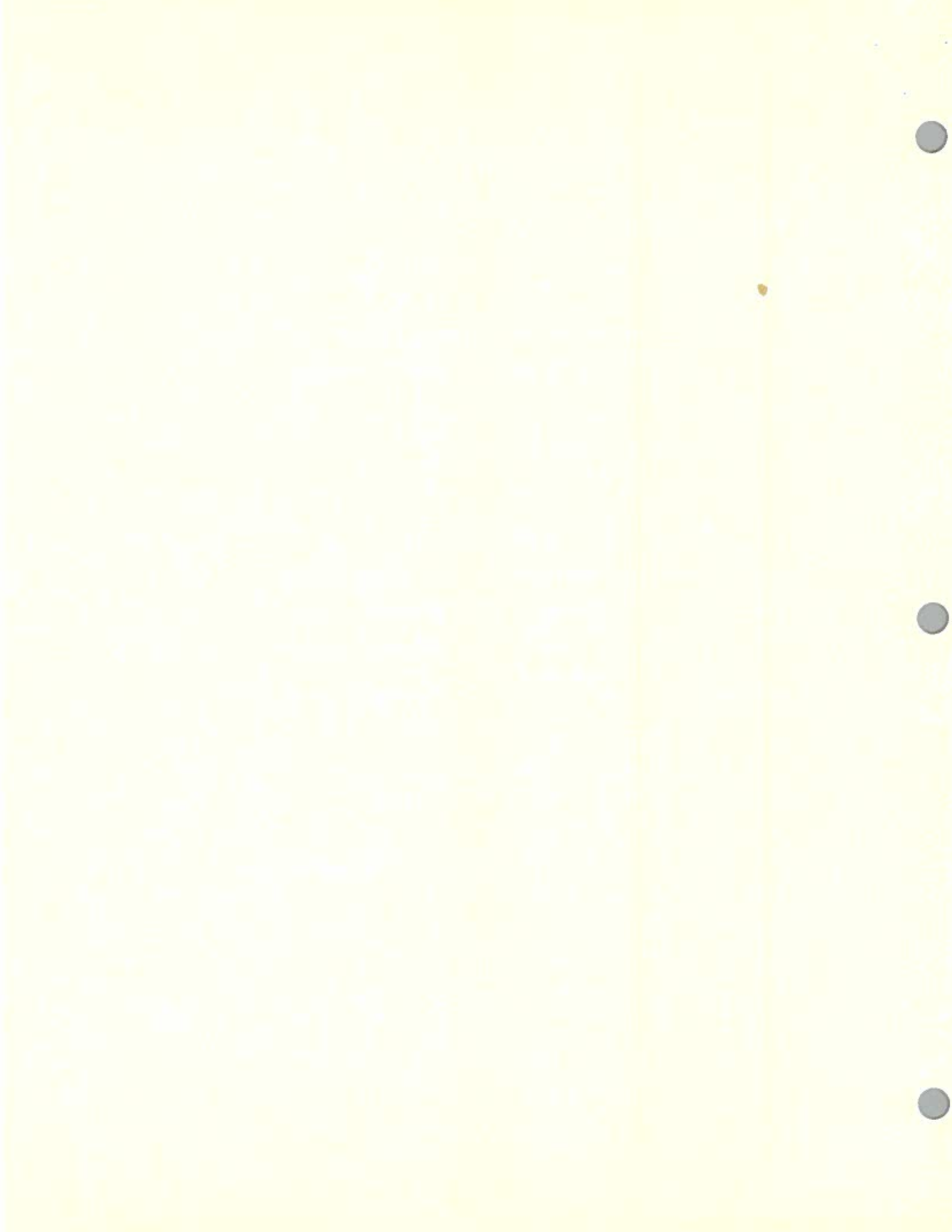
November, 1983



SUMMARY OF THE PROPOSAL FOR THE
DOCTOR OF PHILOSOPHY IN FAMILY STUDIES

Submitted by the
Department of Individual and Family Studies
College of Human Resources
University of Delaware

November, 1983



SUMMARY OF THE PROPOSAL FOR THE
DOCTOR OF PHILOSOPHY IN FAMILY STUDIES

From the Department of Individual and Family Studies,
College of Human Resources
To the University Faculty Senate

1. Name of the Proposed Degree

Doctor of Philosophy in Family Studies (Ph.D.)

2. Introduction

This document presents the Department of Individual and Family Studies proposal for a doctoral program in Family Studies. Preparation for this program began in 1979 and during these past three years, new faculty appointments and evaluation and revision of courses and programs were focused on achieving this goal while maintaining strong undergraduate and masters programs. A doctoral program is now essential to attract and maintain scholarly faculty, to enhance our national reputation, to expand opportunities for securing human service grants and contracts.

3. Purpose

The proposed Ph.D. program in Family Studies concentrates on the interdisciplinary study of problems, issues and development of individuals and families over the life span. Unlike current programs available at the University of Delaware, our program emphasizes processes of family adjustments and transitions, interactions among family members and the inter-relationships between the family and society. The objective of this Ph.D. program is to prepare researchers, scholars and leaders in family studies for positions in universities, human service agencies, other educational institutions and human resources/personnel departments in industry.

4. Need

Technological and medical advances have changed the structure of the family: life span has increased, producing multi-generational households; individuals with severe handicaps survive; individuals with severe chronic illness have greatly expanded life expectancies. With constricting resources and a trend towards de-institutionalization, the family has absorbed the major responsibility for financial, emotional and psychological support. Furthermore, rising divorce rates, illegitimacy and single parent families have changed the shape of families. Dual careers, job demands such as extensive traveling, shiftwork and inflexible hours, job instability and unemployment intensify the need for new family coping skills. The above stress producing conditions can culminate in instability, family violence, divorce and maladaptive behavior. Researchers with an interest in

theoretical development as well as intervention and prevention strategies are needed; a Ph.D. is the generally accepted prerequisite for this level of research.

5. Impact on Current Programs

a. Bachelor of Science

All undergraduate programs have been revised in the past three years. An enrollment plan and admission/retention guidelines were developed for our programs in Community and Family Services, Nursery/Kindergarten Education, and Young Exceptional Children. A two-year moratorium on admissions has been placed on Home Economics Education in order to review existing enrollments and program requirements. NASDTEC evaluation materials have been prepared for the teacher certification programs. A three-year plan of course offerings has been implemented. Student enrollments and interests have been maintained while program quality has improved.

b. Master of Science

Over the past five years, the graduate offerings for the masters program have been greatly enriched and diversified. A schedule for cycling courses has been developed which allows students to plan a sequential program. All 400/600 joint course offerings have been re-evaluated and most are offered in alternate years as "graduate only" courses. Advanced graduate courses at the 800 level have been developed as well, and are regularly offered to the University community.

In 1982, an external review team evaluated our current Masters program and the proposed doctoral program and described the masters degree program to be demanding, interesting and relevant. They recommended that we re-evaluate the requirements for master's thesis research, noting that the level of sophistication and complexity required was more appropriate for a doctoral dissertation. (This external review team report is available for review.)

6. Proposed Ph.D. Program

a. Number of Participants

Enrollment in the Ph.D. Program will be kept at a level appropriate to the availability of space, faculty and resources. We propose an initial enrollment of six full time students with a maximum total enrollment of 15-20 in five years. A phasing plan is recommended with new enrollments based on the progress of those in-residence and available financial support. This will provide control over the number of candidates participating at any one time. Personal interviews have been held with approximately 30 individuals, and over 50 have expressed interest in enrolling. Filling an initial quota of six students in the first year of operation will not be a problem.

b. Requirements for Admission

Applicants must hold a bachelor's or master's degree from an accredited institution in a related area of study. Those entering with a bachelor's degree shall have an overall grade point average of 2.5 and a 3.0 in the major area of study. A graduate index of 3.0 is required for any/all graduate work. Admission will be based on undergraduate and graduate grade point average, three letters of professional reference, Graduate Record Examination scores, and when appropriate, a portfolio of professional work related accomplishments. Applicants are encouraged to take the advanced GRE test in their speciality area and/or the Miller's Analogy. Scoring 650 on the advanced test and in the 80th percentile of the Miller's Analogy could impact on admission if GRE's are below 1050. Procedures which quantifies these items has been developed and approved by the University Committee on Graduate Studies. This or a modified version will be employed with the admission of Ph.D. candidates.

c. Program Requirements

The degree program requires a minimum of 30 graduate credit hours beyond the master's exclusive of dissertation hours. It is expected that most students will need a greater number of credits to complete a program which is designed to meet specific interests and needs. If a student enters at the baccalaureate level, a minimum of 72 hours of graduate credit is required. Ordinarily students admitted to the Ph.D. Program will have completed a master's thesis and are expected to have completed a graduate level course in family, a developmental course plus introductory research methods and statistics.

The core requirements are nine hours of family theory and 18 hours in research methodology, computer science and statistics. Twelve of these required core courses are taken in other departments throughout the University. Areas of concentration include family systems, gerontology, child development, early childhood education, adolescent and adult education, home economics education, special needs of family members, and services to families.

Course and seminar offerings of ten departments or educational programs, representing over half of all appropriate courses for a Ph.D. concentration, are utilized in the formulation and implementation of a program of study. A more detailed explanation is found in the fully documented Ph.D. Proposal. This extensive utilization of the seminar and course offerings of other educational units indicates the interdisciplinary orientation of this program, shows efficiency in utilizing existing resources, and makes it possible to undertake a Ph.D. Program in Family Studies without expanding existing staff and other resources.

Each doctoral degree student must fulfill the University residence requirement of one continuous academic year. Each student is assigned a committee responsible for developing the total academic program and examinations in cooperation with the student and major advisor. Normally, the comprehensive qualifying examination will take place at the end of the second year. The examination will be prepared by the student's committee and will cover both the basic course work and the student's specialized area. A student may take this examination no more than twice with at least three months between examinations. To be admitted to candidacy for the Ph.D. degree, a student must have passed the qualifying examination and have had his/her research proposal accepted by his/her Advisory Committee.

A demonstration of proficiency or relevant experience is required in research methodology and design, statistical application, computer techniques and oral and written communication.

7. Responses to Senate Resolutions

The University of Delaware Faculty Senate responded to this Ph.D. Proposal on April 4, 1983 with the following resolution:

WHEREAS insufficient information has been presented to the Senate concerning the financial issues of the proposed Ph.D. program and degree in Family Studies, and

WHEREAS insufficient information has been presented to the Senate concerning the research funding and capability associated with the Ph.D. program in Family Studies, and

WHEREAS an accident of timing resulted in there being a drastic change in the University's financial climate from the time of the proposal's introduction to the point of Senate consideration, and

WHEREAS Colleges should have the prerogative of setting priorities within the college, therefore be it

RESOLVED that the Senate requests the Coordinating Committee on Education to examine the proposal, especially the financial and research issues, involving the Family Studies doctoral program and report back at the May meeting of the Faculty Senate for appropriate action.

The remainder of the document will address the financial and research issues.

8. Resources for Research

a. Space and Equipment

- 1) Houses at 210 and 321 South College Avenue were renovated to provide faculty and graduate student and secretarial offices and seminar and classrooms.
- 2) Space for a Child and Family Research Laboratory for individual and small group testing and research has been made available in Alison Hall. This is equipped with a TV monitoring system and observation facilities.
- 3) Construction of a new computer laboratory, which will be a national model program, for preschool children and teacher preparation is under discussion.
- 4) New word processing and computer equipment has been ordered for the Department, which will complement existing HP2621 and LA36 terminals and Apple computers.
- 5) Sufficient resources are available in the Library to support the Ph.D. due to the interdisciplinary nature of our program. The need for historical references in Family Studies will be resolved by the acquisition of a collection from one of our senior faculty members. A new collection of assessment instruments has been purchased for faculty and student use.

b. Personnel Development

The following series of changes in personnel have made it possible to mount a Ph.D. program without requesting additional positions at this point and time. Equivalent to over \$76,000, they are:

Additional
Courses Per Year

- 1) Added three full time faculty members:
 - (a) minority position (Dr. Kenneth Hardy) 4
 - (b) non-teaching (administrative) associate level professor (moved to regular faculty status) 4
 - (c) temporary position (teaching and supervision) became a permanent line 2
- 2) Added one joint full professor 2
- 3) Unidel professor has assumed teaching responsibilities 2
- 4) Chair has assumed regular teaching responsibilities 2
- 5) The two-year moratorium on the undergraduate Home Economics Education programs has increased time for graduate research and teaching 2

The average teaching load per semester is six credit hours. With the addition of five to six graduate level courses, offered on a rotating basis, we have sufficient faculty to offer the doctoral program and improve undergraduate options, as needed, without increasing faculty load.

c. Graduate Student Stipends

Currently, the Department has four University assistantships and one fellowship. In 1982, two Department assistantships were made available. In September 1984 or 1985, an additional assistantship will be provided by the College, and within 2-4 years, a named scholarship will be available. An additional assistantship from the Graduate Office is expected in 1985. Although these stipends are currently available to Master's students, in the future, awards will be made on a competitive basis to master's and doctoral students. A concertive effort will be undertaken to recruit students who are eligible for available minority assistantships.

Other assistantships and fellowships are available within the University community. IFS students are encouraged to apply for these. For example, competitive University scholarships and an assistantship in Career Planning and Placement. From data provided from two surveys of potential candidates, we project that at least three of the initial six enrollees will not need financial assistance. Also, students will be encouraged to apply for awards provided by related professional associations. A plan for securing additional student support from private foundations has been initiated with the Development Office.

The amounts below reflect the possible range of stipends based on graduate levels two and three (\$6,375/\$6,700) and residency of student. (In-State \$1,500; Out-of-State \$3,900).

- 1) Current University Assistantships/Scholarships:
5 @ \$39,375 to \$53,000
- 2) Current Department Assistantships:
2 @ \$6,429 = \$12,858
- 3) Additional University/College Assistantships by 1985:
2 @ \$15,750 to \$21,200
- 4) Named Scholarship:
1 projected @ \$3,900

Total: \$71,883 to \$90,958

d. Faculty Capabilities

Figure 1 presents a profile of faculty members' publications, research supervision and interests. (see next page). Refer to Appendix for additional information. Following is a list of research topics currently under investigation or recently completed by faculty.

- 1) Parenting Inputs in the Management of Cystic Fibrosis
- 2) Emotion Expressions and Overt Behavior in a Stressful Situation
- 3) Older Persons - Child and Youth Linkages
- 4) Sex Equity
- 5) Mobility and Alcohol Abuse - Corporate Relocation Study
- 6) Chronically Ill Children and Their Siblings
- 7) Developing Consumer Education Competencies - Competency Based Model for Teaching Personal and Family Finance
- 8) Computer Active Preschool Project
- 9) Autonomic Responses of Autistic and Normal Children to Uni- and Multi-Sensory Stimulus Presentations
- 10) Analysis of Joint Custody as a Solution to Disputed Child Custody
- 11) Energy Policies Studies
- 12) Impact of Professional Background on Women in Leadership
- 13) Relationship Between Father's Participation in Birth and Mother-Infant Interaction at Five Months Post-Partum

FIGURE 1: Graduate Faculty Profile, Individual and Family Studies

name and Rank	Institution	Publications	Supervised Research	Research Interests
<u>essor</u>				
C. Murphy, Chair	Ohio St. Univ.	6 articles, 75 tech. reports	5 M.S., 2 Ph.D. 10 post-Ph.D. (b)	Leadership Development; Supervision; Family Life Education
B. Sussman	Yale Univ.	20 books 180 articles	5 M.S., 20 Ph.D. (b)	Life Course Transitions, Aging, Family and Org. Systems
H. Settles	Ohio St. Univ.	1 book, 10 articles, (a)	12 M.S., 3 Degrees with Dist.	Family Issues - Cost and Quality; Family Life Education
K. Steinmetz	Case Western Reserve	5 books, 3 handbooks, 31 articles (a)	8 M.S. 4 Degrees with Dist.	Family Violence, Family Theory, Gerontology
S. Van Camp tires December, 1983 - o be replaced) ociate Prof.	Univ. of Mass.	1 book 13 articles (a)	17 M.S.	Early Childhood Educ.; Curriculum Development; Learning Disabilities
L. Defner	Penn. State Univ.	3 books, 3 articles 1 handbook (a)	7 M.S. 2 Degrees with Dist.	Young Exceptional Children and Their Families; Children and Families in Crises;
S. Kliman	Univ. of Pa.	8 articles (a)	8 M.S.	Family Intervention; Assessment of Children; Human Service Systems
G. Klinzing	Penn. State Univ.	2 books 13 articles, (a)	5 M.S.	Hospitalized Child; Child Development; Communication
L. Liprie	Ohio St. Univ.	3 articles 1 monograph, (a)	11 M.S. 2 Degrees with Dist.	Adolescent Development; Home Economics Education; Curriculum and Foundations
R. Stewart	So. Ill. Univ.	2 articles 2 monographs 5 tech. reports (a)	9 M.S. 2 Degrees with Dist.	Sex Equity; Consumer Education; Curriculum and Instruction; Home Economics Education
<u>stant Prof.</u>				
A. Ferrari	Rutgers Univ.	21 articles		Autism; Individual and Family Therapy; Assessment
E. Kilbride	Bryn Mawr College	11 articles	1 M.S.	Socio-cultural Learning; Cross- cultural Psychology

rol Vinkelich, Ph.D. and David A. Schulz, Ph.D., who are graduate faculty in the College of Education and Urban Affairs,
e adjunct professors in Individual and Family Studies

) Other Developmental Products such as VCRs and Curriculum Modules

) Refers to other institutions

e. Research and Development Funding

All graduate faculty members in Individual and Family Studies have on-going research and development activities and have been successful in securing extra mural and internal funding for these projects. During the past five years, faculty members have obtained funding in several major areas. Figure 2 summarizes funding amounts and areas.

Figure 2

<u>Major Areas</u>	<u>External</u>	<u>Internal</u>
Gerontology, Child Development, Family Health and Counseling Issues	\$209,400	\$ 26,950
Field Based Studies/Development with Education and Industry	\$ 36,350	\$ 1,450
Preservice and Inservice Development and Research	\$150,000	
Computer Assisted Instruction and Research		<u>\$ 17,400</u>
Totals -	\$395,750	\$ 45,800*

*Does not include over \$350,000 in Unidel and other University funds provided for research and professional support as well as the possibility of new funds for a preschool micro-computer lab.

Other funding proposals, pending, which have been submitted by faculty are:

<u>Title</u>	<u>Amount</u>
"Evaluation - Job Training" (Approved)	\$29,923
"Training Parents as Sexuality Educators"	\$31,000
"Interaction in Families of Chronically Ill Children"	\$53,722
"Unidel"	\$89,430
Vocational Teacher Education (Approved)	\$15,524
Apple Education Foundation (25 computers, software)	Equipment

During their professional careers, Individual and Family Studies faculty have secured over eight and one-quarter million dollars for a variety of scholarly and creative activities.

This program can be implemented and maintained during the probationary period without additional University funding, except for the expected (1) student stipend awarded to all new graduate programs and access to already allocated library funds for the College of Human Resources. Priority will be given to securing additional external monies for continued support of the program.

9. Conclusion

The doctoral program has the unanimous support of the faculty of Individual and Family Studies. The external review team, which examined our program stated in their evaluation report:

"The Team supports the vigorous pursuit of the doctoral program. If the program is established, there will be a number of very positive effects. Among these will be an attraction for more undergraduate and graduate students, an increased potential for research, more funding, additional publications, increased stimulation for existing faculty, and effective recruitment potential for new faculty. Rejection or postponement of the doctorate might be a significant factor in preventing the continuation and further development of creative and scholarly activity within the Department."

(External Review Team Report, September 26-28, 1982 Site Visit, pages 4-5)

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APPENDIX

Examples of Faculty Publications

DEINER, PENNY L.

Resources for teaching young children with special needs.
Harcourt, Brace and Jovanovich, March, 1982.

FERRARI, MICHAEL

Childhood autism: deficits of communication and symbolic development. I. distinctions from language disorders. Journal of Communication Disorders, 15: 191-208. 1982.

With W. S. Matthews and G. Barabas. Emotional concomitants of childhood epilepsy. Epilepsia, 23: 671-681. 1982.

HYSON, MARION C.

Going to the doctor: a developmental study of stress and coping. Journal of Child Psychology and Psychiatry, 24(2), 247-259. 1983.

With S. Hatoff and C. Byram. Teachers' practical guide to educating young children: a growing program. Boston: Allyn and Bacon, 1981.

KILBRIDE, JANET E.

With P. C. Kilbride. Sociocultural factors and the early manifestation of sociability behavior among Bajanda infants. Ethos, 2(3), 296-314, 1974.

With M. Yarczower. Recognition and imitation of facial expressions: a cross-cultural comparison between Zambia and the United States. Journal of Cross-Cultural Psychology, 11(3), 281-296. 1980.

KLIMAN, DEBORAH S.

With P. T. Reid. Measuring sex-role identification of black and white preschool girls: replication and expansion. Replications of Social Psychology, 2: 57-60, 1982.

Avoiding sexism in early childhood education. Day Care and Early Education, 6: 19-21, 1978.

KLINZING, DENE G.

With D. R. Klinzing. The hospitalized child: communication techniques for health personnel. Prentice-Hall, 1977.

With D. R. Klinzing. Improving communication between a nursing staff and hospitalized children. Journal of Continuing Education in Nursing, 11: 16-20, 1980.

LIPRIE, MARY LOU

Sixty significant leaders: Bernice Mallory. American Home Economics Association, Washington, DC Lena Bailey, and Beulah Sellars Davis, Eds. 216-218, 1982.

With C. Campbell. Research application: public relations, man, society and technology, 34: 96, December, 1974.

PALKOVITZ, ROBIN J.

With A. R. Wiesenfeld. Differential autonomic responses of autistic and normal children. Journal of Autism and Developmental Disorders, 10, 347-360. 1980.

Predictors of involvement in first-time fathers. Doctoral Dissertation, Rutgers University, 1980. University Microfilms No. 205-801

SCHULZ, DAVID

Human Sexuality. Prentice Hall, 1979

Marriage, The Family and Personal Fulfillment, Prentice Hall, (second edition), 1980.

SETTLES, BARBARA H.

Family Relations. Decade Review: Journal of Marriage and the Family. J. Walterseed, Ed., 42: 103-5, November, 1980.

With J. Culley, F. Denis and J. Van Name. Public payments for foster care. Social Work, Vol. 22, No. 3, May, 1977, 219-223.

STEINMETZ, SUZANNE K.

Cross cultural marital abuse, Journal of Sociology and Social Welfare, VIII:2 (July): 404-414, 1981

With M. Straus and R. Gelles. Behind Closed Doors: Violence in American Families, Doubleday, 1980.

STEWART, HESTER R.

Handbook for teaching consumer education: problem-solving approach. Research Grant, University of Delaware, 1980.

Integrating career education into home economics education. Journal of Home Economics, September, 1976.

SUSSMAN, MARVIN B.

With H. Gross. Alternatives to traditional family life, Haworth Press, 1982.

With G. C. Kitson. Marital complaints, demographic characteristics and symptoms of mental stress. Journal of Marriage and the Family, November, 1982.

VAN CAMP, SARAH S.

An analysis of auditory attending skills. Journal of Learning Disabilities, 13, 4: 56-60. 1980.

Expression of laterality and recall of early education by persons over sixty-two years of age. Perceptual and Motor Skills, 52: 755-761. 1981.

VUKELICH, CAROL J.

With J. Cassidy and D. Berger. A beginning reading program for gifted four year olds. Journal of Language Experience, Vol. 3, No. 1, 27-34, Fall, 1980.

With J. Golden. The development of writing in young children: a review of the literature. Childhood Education, January, 1981.

Titles of Completed Master's Theses

<u>Student's Name</u>	<u>Thesis Title</u>	<u>Advisor</u>
<u>1983</u>		
Boston, Martha B.	Sex of Authority Role Models Influences Achievement Performance and Recognition	D. Kliman
Justiniani, Oliva Maria Acuña	Perceptions of Sex Roles Among Puerto Rican Women Living in Wilmington, Delaware	J. Kilbride
DelDin, Patricia A.	An Examination of Adults' Assessments of Appealing and Unappealing Children	D. Klinzing
Lemerond, Barbara	The Impact of Socialization on Women's Career Related Efficacy Expectations	D. Kliman
MacRostie, Linda C.	Parental Perceptions of Stress in the Management of Cystic Fibrosis	B. Settles
Natale, Rita L.	Clothing Preferences and Related Factors of a Selected Group of Alumnae of the University of Delaware, Classes of 1918 to 1950	M. L. Liprie
Whiteoak, Katie C.	Selected Factors that Influenced the Change of Major by Students in the Classes of 1982 and 1983 in the College of Human Resources at the University of Delaware	M. L. Liprie
Zimny, Elizabeth	A Parent Education Program: An Effective Means of Teaching Parents About Support Systems	B. Settles
<u>1982</u>		
Amsden, Deborah J.	Task Performance and Perceived Stress in Families Caring for an Elderly Relative	S. Steinmetz

<u>Student's Name</u>	<u>Thesis Title</u>	<u>Advisor</u>
<u>1982 (Continued)</u>		
Bent, Patricia A.	An Exploratory Study of Preschool Children's Understanding of Selected Consumer Education Concepts	M. L. Liprie
Chelotti, Linda M.	Hospital Administrators' Attitudes Towards Child Life Programs and Rooming-In	D. Klinzing
McShaw, Nancy L.	Assessing Attitudes of Cooperative Extension Agents Towards Advisory Committees: Pilot Study of Handbook and Training Seminar	H. Stewart
Wason, Linda A.	Evaluation of the Family Resource Training Program	D. Klinzing
<u>1981</u>		
Chin, Sandra M.	The Effect of the Learning Disabled Child on the Family	P. Deiner
<u>1980</u>		
Carter, Susan G.	Affective Matching and Social Comprehension Components of Empathic Behavior in Three Age Groups	M. J. Strattner-Gregory
Fennell, Suzanne P.	Essential Professional Competencies for Vocational Home Economics Teachers at the University of Delaware	H. Stewart
Foulke, Sarah R.	Caring for the Parental Generation: An Analysis of Family Resources and Support	S. Steinmetz
Graff, Mary J.	Social Contacts and Activities of Retirement Community Residents	B. Settles
Green, Glenda M.	The Relationship Between Marital Consensus and Coping with the Stress of Having a Cystic Fibrosis Child	B. Settles

<u>Student's Name</u>	<u>Thesis Title</u>	<u>Advisor</u>
Hicken, Sandra L.	Developing a Competency-Based Training Program for Paraprofessionals Working with Handicapped Children	S. Van Camp
Raphaelson, Susan H.	A Cultural and Linguistic Survey of the Hispanic Community of Wilmington, Delaware with Implications for Preschool Programs	S. Steinmetz
Rowe, Nancy M.	An Assessment of Employed Citizen's Needs for Information and Referral Networks	D. Kliman
Trabant, Jeraldine S.	Crisis/Growth Therapy Plan for Counseling Battered Women	S. Steinmetz

