

UNIVERSITY FACULTY SENATE

SUMMARY OF AGENDA

September 14, 1992

- I. **ADOPTION OF THE AGENDA**
- II. **APPROVAL OF THE MINUTES: May 4 and 11, 1992**
- III. **REMARKS BY VICE PROVOST ANDERSEN**
- IV. **ANNOUNCEMENTS: Senate President Lomax**
- V. **OLD BUSINESS - None**
- VI. **NEW BUSINESS**
 - A. Election of the chairperson of the Committee on Committees and Nominations
 - B. Recommendation for provisional approval of the Master of Arts in Economics for Educators
 - C. Recommendation for the creation of a new department in the College of Arts and Sciences entitled "Department of Physical Therapy"
 - D. Introduction of new business

the 1990s, the number of people in the world who are undernourished has increased from 600 million to 800 million.

There are a number of reasons for this. One is that the world population has increased from 5 billion to 6 billion.

Another reason is that the world population is becoming more urban. This means that there is a greater demand for food.

There are also a number of other factors that are contributing to the increase in undernourishment. These include:

• The increasing demand for food from the growing middle class in developing countries.

• The increasing demand for food from the growing population of the world.

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University of Delaware

UNIVERSITY FACULTY SENATE
219 McDOWELL HALL
NEWARK, DELAWARE 19716

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

September 2, 1992

TO: All Faculty Members

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

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

SUBJECT: Regular Faculty Senate Meeting, September 14, 1992

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, September 14, 1992 at 4:00 p.m. in room 110 Memorial Hall. The agenda will be as follows:

AGENDA

- I. Adoption of the Agenda.
- II. Approval of the minutes of the Senate meetings of May 4 and 11, 1992.
- III. Remarks by Vice Provost Andersen
- IV. Announcements: Senate President Lomax
- V. Old Business - None
- VI. New Business
 - A. Election of a chairperson of the Committee on Committees and Nominations from among the committee members elected by the Senate.

Frank B. Dilley (Philosophy)

David W. Smith (Life and Health Sciences)
 - B. Recommendation from the Committee on Graduate Studies (R. Dalrymple, Chairperson '91-92) with the concurrence of the Coordinating Committee on Education (K. Lomax, Chairperson '91-'92) for provisional approval of a new degree called Master of Arts in Economics for Educators. (Attachment 1)

WHEREAS, the Center for Economic Education in the College of Business and Economics has administered a masters program for teachers since 1981, and

WHEREAS, the program has been offered as one of the options in the Master of Instruction degree in the College of Education, and,

WHEREAS, the program is unique and different from the general requirements of the Master of Instruction, be it therefore

RESOLVED, that the Faculty Senate approves provisionally, for four years, the establishment of a new degree in the College of Business and Economics, entitled Master of Arts in Economics for Educators, and be it further

RESOLVED, that the name Master of Instruction in Economic Education be discontinued, with the understanding that a student in the Master of Instruction program can choose economics as the area of emphasis.

- C. Recommendation from the Coordinating Committee on Education (Lomax, Chairperson '91-'92) for the creation of a new Department in the College of Arts and Sciences entitled DEPARTMENT OF PHYSICAL THERAPY. (Attachment 2)

WHEREAS, the faculty in the graduate program for Physical Therapy were given the opportunity to request departmental status in the College of their choice, and

WHEREAS, the College of Arts and Science, both the College Senate and Dean Mary Richards, accepted the request from faculty in the Physical Therapy program to become a department, be it therefore

RESOLVED, that the University Faculty Senate support the establishment of a new Department of Physical Therapy.

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

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Attachments:

1. Master of Arts in Economics for Educators
2. Department of Physical Therapy

Catalogue Description

The Master of Arts in Economics for Educators (MAEE) degree is designed for teachers who have been teaching for at least three years. The candidates must complete 30 credit hours of graduate work, 18 of which are required courses: ECON 671, ECON 672, ECON 673, ECON 674, ECON 678 and ECON 679. In addition, each candidate is required to write a research paper applying economics to a public policy issue.

Overview - Master of Arts in Economics for Educators

Section 1

Graduate Degree: Master of Arts in Economics for Educators
Degree Status: Permanent Approval
Administrative Office: Director, Center for Economic Education

Section 2

Total Credits Required:

30 credits, of which at least 18 must be economics courses at the 600 level or above.

Required Courses:

Econ 671	Microeconomics for Economic Educators	3 credits
Econ 672	Macroeconomics for Economic Educators	3 credits
Econ 673	Curriculum Strategies for Elementary Economic Education	3 credits
Econ 674	Curriculum Strategies for Secondary Economic Education	3 credits
Econ 678	Monetary and International Trade Theories for Economic Educators	3 credits
Econ 679	Contemporary Issues for Economic Educators	3 credits

Optional Courses:

Other economics courses at the graduate level or above

Graduate courses in education or other departments at the 500 level or above

Credit for graduate courses qualifying under the preceding criteria may be transferred from CEND upon approval of the Department's Administration Officer. Up to six credits for graduate courses qualifying under the criteria may be transferred from other Universities upon approval of the Administration Officer. The courses to be transferred must have been taken within the last five years.

Other Requirements:

Participants will develop an economic education implementation design which must be approved by the director of the program.

Participants will complete a public policy paper which will be reviewed by the program director and one other economics faculty.

Section 3 - Graduate Faculty

All full-time faculty at the rank of Assistant Professor or above. Part-time faculty at the discretion of the director.

Section 4 - Admission Policies

The program is open to educators who:

- Meet admission requirements of the Office of Graduate Studies of the University of Delaware. Official transcripts of all undergraduate work are required for admission to this area of concentration.
- Have completed a minimum of three (3) semester hours in economics.
- Hold a current teaching certificate and have a minimum of three (3) years experience.
- Are nominated by Council or Center Director for Economic Education in their geographic region.

Section 5 - Requirements for graduation

Each candidate must maintain a 3.0 grade average based on 4.0 system.

Section 6 - Degree Completion

Implementation Project: As explained in Section 2, each candidate is required to design an implementation program to meet the economic education needs of their area school district. The candidate will receive three hours of credit upon the satisfactory completion of this project.

Thesis or Research Paper: As explained in Section 2, each candidate is required to complete a research paper (public policy paper) in conjunction with the final three hours of credit.

Estimate of Number of Degree Candidates: Over the past 10 years, over 100 degrees have been awarded by the College of Education at MIEE degrees. It is envisioned there will be 20-25 candidates every 2 year cycle.

Section 7 - Financial Aid

General Guidelines: Financial aid is not provided in the traditional sense. Most candidates are eligible to receive tuition scholarships for 24 graduate hours and \$600 for each of the two summer sessions on the campus of the University of Delaware.

DATE: April 10, 1992

TO: Professor Frank B. Murray, Dean
College of Education

FROM: William R. Latham III, Chairperson *WRL*
Department of Economics

SUBJECT: Change of Name and Location for Existing Master of Instruction in
Economic Education Degree

On Thursday, April 9, 1992 you, Dean Kenneth Biederman, Professor William Stanley, Professor James O'Neill, and I met and reached two agreements regarding the above named degree. I promised to send you a summary of our agreements following the meeting. I believe that the following reflects what we discussed accurately.

1. We agreed that the existing Master of Instruction in Economic Education degree in the College of Education should be changed to the Master of Arts in Economics for Educators degree in the Department of Economics. The program is one in which the graduate students learn more about economics so that they can be better teachers of it. They also learn some additional educational pedagogy and learn how to promote economic education effectively in conjunction with Councils for Economic Education or Centers for Economic Education in their home states. Many of the students already have master's degrees, most of which are Master of Education degrees. Within the degree program the ranges for economics and education courses for individual teachers are from a minimum of 18 to a maximum of 24 credit-hours of economics and from a minimum of 6 to a maximum of 12 credit-hours of education. Thus, in all cases, the majority of the credit in the program is in economics courses. However, the core economics courses required of all the students are not exactly the same as the courses in the other economics graduate programs. In fact, enrollment in the courses they take is limited to other teachers in the same program, and the course names all have the phrase "for Economic Education" incorporated so that other students will not be misled into thinking they are open for any graduate students. The objective in these courses is not to train practicing economists but to train practicing teachers in economics. For this reason a degree name other than "M.A. in Economics" is appropriate. We agreed that an appropriate degree title would be "Master of Arts in Economics for Educators."

2. The existing degree program is only available to teachers



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willing to enroll full-time in the program for two consecutive summers. We agreed that, while this program should be moved to the Department of Economics and renamed, there should still be a traditional Master of Instruction degree in economic education available for Delaware teachers through the College of Education.

cc: Dean Kenneth R. Biederman
Professor James B. O'Neill
Professor William Stanley

**Proposal to Convert the
Physical Therapy Program
to the
Physical Therapy Department
in
The College of Arts and Science
University of Delaware**

The Physical Therapy Program has been in existence at the University of Delaware since 1974. During that time it has been administratively housed in the Division of Health Sciences (a free-standing unit) and, in its current structure, the School of Life and Health Sciences within the College of Arts and Science. In 1989, the program converted from a Bachelor of Science curriculum to the Master of Physical Therapy (MPT).

In June of 1991 Provost Murray appointed a task force, the "College of Nursing and Allied Health Science Review Committee." This committee examined many aspects of the health related programs on campus. The committee's purpose, objectives, criteria, procedures, and findings and recommendations related to physical therapy are attached (addendum 1). The summary statement related to the Physical Therapy Program stated:

"The Physical Therapy Program should be granted status as an independent department, located in the College of Physical Education, Athletics and Recreation, or alternatively in the College of Arts and Science. The faculty of the program should be consulted on the location of the new department."

The program faculty agreed that they wished to convert from a program to a department. They met with appropriate academic leaders and, after considerable deliberation, chose to pursue departmental status in the College of Arts and Science. In a memorandum, dated October 4, 1991, the Program formally requested this change to Dean Richards (addendum 2). Please refer to this memorandum for rationale behind choosing to pursue departmental status in the College of Arts and Science. Dr. Richards approved the proposal and forwarded the memorandum with her own cover memorandum to Provost Pipes (addendum 3). Following the exchange of memoranda, the Physical Therapy Program director met with Provost Pipes to discuss this issue. Provost Pipes supported the idea and requested that a formal proposal be initiated and submitted.

The MPT program has 66 full time students, which makes it the fifth largest full time graduate program at the University of Delaware. Approximately 300 undergraduate students on campus have identified themselves as "Physical Therapy Interest." All graduate students are responsible for their own tuition. Approximately 75 percent are non-Delaware residents. Positions in the

program are in great demand. In 1990, the program received 352 applications for 32 positions. This year a significant increase in that number is anticipated. We receive 20 to 30 requests for information per *day* regarding our program.

Conversion to departmental status will provide a more integral relationship to other departments through faculty senates, faculty committees etc., and will allow the Physical Therapy faculty to establish departmental policies on promotion and tenure to allow faculty to be tenured within the discipline of physical therapy. It is understood that, with the exception of the Black Studies Program, a program is not allowed to grant tenure. For additional rationale, please refer to addendums 1 and 2.

The program faculty and staff fully realize that some resources will have to be made available to fund specific expenses involved in this proposed conversion. A prioritized list of these expenditures can be found in addendum 4. Discussions with Dean Richards and Provost Pipes have been held to identify the potential resources to meet these needs. The program is willing to expand student enrollments from the present 32 if some funding agreements can be reached. An increase of four students per class would net an increase of eight in two classes. The income derived from these tuitions will offset the additional expenses incurred by the conversion. Further expansion, to a maximum of 40 per class, could occur when the faculty line is unfrozen.

Faculty

The faculty consists of six full time faculty (two tenured and four on tenure track) and one professional. One faculty line is "frozen" at the current time. There are approximately fifteen part-time faculty, including eight physicians who are regularly scheduled lecturers.

University Faculty:

Stuart Binder-MacLeod, Assistant Professor, Ph.D., P.T. (Medical College of Virginia)

Joseph Lucca, Associate Professor. Ph.D, P.T. (Delaware)

Lynn Snyder-Mackler, Assistant Professor, Sc.D., P.T., A.T.C. (Boston University)

Irene McClay, Assistant Professor, Ph.D., P.T. (Penn State)

Paul Mettler, Associate Professor and Director, Ed.D., P.T. (Northeastern)

John Scholz, Assistant Professor, Ph.D., P.T. (Connecticut)

University Professional:

Kenneth Seaman, B.S., P.T. (Delaware)

Part-Time Faculty:

Joan Mettler, Sc. D., P.T. (Boston University)

Jill Black, M.S., P.T. (Delaware)

Wendy Hardesty, M.S., P.T. (Temple)

Pruett-Fischer, M.S., P.T. (Delaware)

Mary Sinnott, M.S., PT. (Temple)

John Knarr, M.S., P.T., A.T.C. (Delaware)

Ann Lang, B.S., P.T. (Delaware)

Brent Noyes, M.D. (Jefferson)

William Newcomb, M.D. (Temple)

Stephen Hershey, M.D. (Jefferson)

Michael Axe, M.D. (Jefferson)

Scott Mackler, M.D., Ph.D. (Pennsylvania)

Joseph Siebold, D.O. (Philadelphia College of Osteopathic Medicine)

David Sowa, M.D. (Johns Hopkins)

Leonard Katz, M.D. (Louvain, Belgium)

Mission of the Physical Therapy Program/Department

The University of Delaware MPT Program is a University based physical therapist educational program housed within the College of Arts and Sciences. The MPT program faculty believe that the university is an appropriate environment for the education and development of future physical therapists, especially at the master's degree entry-level.

The mission of the program is to prepare a physical therapy generalist at the master's degree entry level who is capable of providing excellent physical therapy services in virtually any physical therapy practice environment. This graduate is also capable of pursuing a specialty area within the profession. As a program within a State supported institution of higher learning, we recognize the need and obligation to address the continually changing physical therapy needs of the State of Delaware. We also recognize the considerable commitment the State and university have made to the growth and development of this program.

The physical therapist is a professional member of a health care team who views the patient as an individual with multi-dimensions (physical, intellectual, and psycho-social). It is the unity and dynamic nature of these dimensions which must be recognized and respected in each individual if the health care team is to adequately serve humanity. Interwoven in this philosophy is the belief in the dignity of humankind, the right of quality health care services, and the potential of the individual as a consumer to actively participate in the health care process. It is the team concept with the patient as an active participant which best serves the needs of the patient in maintaining or restoring his/her state of health and well-being.

Physical therapists serve not only as primary providers of health care but also as administrators, consultants, educators, and researchers. As such, the educational preparation of the physical therapist is an integrative process-drawing from the liberal arts, basic sciences, natural, and applied sciences.

The future of health care has always rested on the art and scientific inquiry of its practitioners. Physical Therapy is a profession, which like other health care professions, is ever evolving and advancing in the quality, nature, and extent of services offered. The body of knowledge of Physical Therapy will only grow if its practitioners engage in basic and clinical research.



University
of
Delaware

COLLEGE OF URBAN AFFAIRS AND PUBLIC POLICY
NEWARK, DELAWARE 19716

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August 15, 1991

TO: R. Byron Pipes
Provost

FROM: College of Nursing and Allied Health Science Review Committee
Margaret L. Andersen *Margaret L. Andersen*
D. Heyward Brock *D. Heyward Brock*
David M. Ermann
Barbara J. Kelly *Barbara J. Kelly*
Daniel Rich, Chair *Daniel Rich*
Thomas R. Scott *Thomas R. Scott*

SUBJECT: Interim Report

SUMMARY OF RECOMMENDATIONS

We offer the following recommendations for action.

3. The Physical Therapy Program should be granted status as an independent department, located in the College of Physical Education, Athletics and Recreation, or alternatively in the College of Arts and Science. The faculty of the program should be consulted on the location of the new department.

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Purpose

In June 1991, Acting Provost Richard B. Murray established the College of Nursing and Allied Health Science Review Committee. The committee was asked "to examine the organizational structure of the College of Nursing and its relation to other units dealing with health sciences, including Physical Therapy, Medical Technology and parts of Physical Education having to do with cardiac rehabilitation, physiology and anatomy."

In his charge, Acting Provost Murray proposed that "the purpose of the study is to recommend the best administrative structure (including college and departmental) for units with a common base in the health sciences, consistent with the University's current need to minimize administrative costs." The committee was expected to base the study on "interviews with appropriate personnel within the University and by examining similar administrative structures in other institutions," and to present a report to the Provost by July 31, 1991. Provost Pipes later extended the deadline for an initial report to the end of August 1991.

This report presents the results of that examination as well as the committee's conclusions and recommendations.

Objectives

In interpreting its charge, the committee concentrated on the overall question: **What is the best (most enabling) administrative structure for University programs of professional education in the health sciences and health services consistent with the objectives of these programs and the mission and objectives of the University? We were determined to consider issues of cost savings related to existing and alternative administrative arrangements, but we also were determined that our primary focus would be on issues of academic and institutional coherence and development rather than on cost savings. Within this context, we considered the following specific questions.**

1. What are the strengths and weaknesses of the current administrative organization of programs of nursing and related health sciences and services?
2. What is the best administrative organization for programs of nursing at the University of Delaware?

3. **What is the best administrative organization for programs in medical technology, physical therapy, and applied health-related programs in physical education?**
4. **Should all of the programs be retained, given current University budgetary constraints?**
5. **Do all or some of the health-related programs in different colleges of the University share a sufficiently common intellectual and professional base of knowledge and activities such that an alternative, more synthesized organization would be more enabling in terms of performance and development?**
6. **Are there significant benefits or cost savings to be achieved for the University by altering the current administrative organization of these programs?**
7. **What obstacles would have to be overcome in the implementation of an alternative arrangement and how might those obstacles be overcome?**

Criteria

In carrying out its review, the committee utilized, in varying degrees, all of the following criteria to determine what may be the best administrative organization for the programs under consideration.

1. **Academic Coherence:** relatedness of core subject matter, ideas, norms, etc.
2. **Administrative Efficiency:** the lowest administrative overhead costs for the achievement of substantive objectives (this includes costs of disruption).
3. **Educational Impacts:** benefits and costs for students.
4. **Fiscal Cost-Effectiveness:** the least-cost option for the same or greater level of substantive achievement.
5. **Intellectual and Program Synergy:** added value from proximate organization and interaction.
6. **Professional Integrity:** meeting accepted standards for professional accreditation/recognition.
7. **Program Integrity:** congruence and supportiveness of administrative structure to program mission and development.
8. **University Mission Integrity:** congruence and supportiveness of administrative structure of programs to overall mission of University, development objectives.

9. **Acceptability:** to those most directly affected within the programs under consideration—faculty, administrators, students, and the University community.
10. **Community Impact:** effect upon and reaction from the community of related practitioners and support institutions.
11. **Longevity:** sustainability in the context of future development.

Procedures

The committee met regularly from mid-June through early August. During the initial stages of the review, the committee defined its charge broadly, to include not only the organizational structure of the College of Nursing and other units specified by Acting Provost Murray, but also other units perceived to be related to health science and health services. The committee completed an inventory of existing programs at the University that are related to the applied health sciences/health services. On the basis of this inventory, we decided to exclude some programs from our assessment (e.g., clinical psychology, Medical Scholars Program, Neuroscience Program, Department of Sociology concentration in health services, Department of Individual and Family Studies work on mental health, personal development and wellness, Department of Food Science). We concentrated on those units specified in our charge, plus the Department of Nutrition and Dietetics, the overall structure of the School of Life and Health Sciences, and the overall structure of the College of Physical Education, Athletics and Recreation.

We initially planned to conduct interviews with representatives of the local, regional and national health sciences and health services communities. We subsequently determined that, given the short time period available for the review, an internal evaluation was our first priority. We believe that after a decision has been made on an alternative organizational structure, external consultation might be part of the process of implementation.

The committee obtained budget, organizational, personnel, student and program data on the College of Nursing and some similar data for other University programs defined as within the area of applied health science/health services. It also received documents and other background information from Dean Anderson concerning her college and the organizational arrangement and institutional resources of nursing programs elsewhere.

A primary source of information and input to the committee was a series of interviews with administrative representatives of the programs that were included in our charge. Our interviews were conducted by the committee as a whole. Interviews were conducted with each of the individuals listed below.

Edith Anderson, Dean, College of Nursing
Linda Waters, Assistant Dean, College of Nursing
Betty Paulanka, Chair, Department of Nursing Science
Elaine Boettcher, Associate Professor, Nursing Science

Ellen McFadden, Acting Chair, Department of Advanced Nursing Science
Jayne Fernsler, Associate Professor, Department of Advanced Nursing Science
D. Allan Waterfield, Dean, College of Physical Education, Athletics and Recreation
Alex Doberenz, Dean, College of Human Resources
Helen Gouldner, Dean, College of Arts and Science
Milt Stetson, Director, School of Life and Health Sciences
Anna Ciulla, Director, Medical Technology Program
Paul Mettler, Director, Physical Therapy Program
Jack Smith, Chair, Department of Nutrition and Dietetics
Barbara Kelly, Professor, College of Physical Education, Athletics and Recreation (and a member of the committee)

Other individuals at the University were contacted and interviewed by one or more members of the committee (e.g., Dr. Joseph Siebold, Director, Student Health Service; Dr. John Bishop, Dean of Counseling and Student Development; Dr. David Barlow, Program Director, Physical Education). Individuals at other universities were similarly contacted by committee members and interviewed about the organizational arrangement of nursing and related health science programs at their institutions (Penn State, West Chester, University of North Colorado, Bradley University).

The committee recognized from the outset that, given the limited time available for the review and the difficulties of conducting a review during the summer months when many faculty are unavailable and scheduling of meetings and interviews is problematic, it would not be possible to carry out a fully comprehensive analysis. In this context, we point out that our various recommendations reflect different degrees of conviction on the part of the committee members, and we do not claim to have comprehensively examined all possible sources of information and input. With this caveat, we nevertheless affirm that the recommendations in this report represent the consensus of our best judgment.

Program Assessments

In reviewing current organizational arrangements, we have come to the following conclusions and recommendations with regard to specific programs in terms of their administrative structure and status within the University.

Physical Therapy Program

1. This is a very strong, very successful program with national stature.
2. The program has received substantial research support funding from Biology.
3. The research programs of the faculty may now be on the brink of self-support, making them less dependent than in the past upon subsidies from Biology.
4. The program has reached a point of development that justifies independent administrative status as a department.
5. The program could prosper as a department within a number of colleges, and would be a strong addition to those colleges.

Recommendation: The Physical Therapy Program should have departmental status. Making the program a separate department, with the existing program director becoming the chair, involves minimal costs. Physical Therapy would be a valuable addition to the College of Physical Education, Athletics and Recreation. The addition of this program would strengthen the College of Physical Education, Athletics and Recreation by expanding its scope, adding a nationally visible program and increasing opportunities for development. That location offers the possibility of intellectual and program synergies with cardiac rehabilitation, biomechanics, and exercise physiology. In addition, as one of a small number of academic programs in a small college, the Physical Therapy Program might have enhanced priority for development opportunities that would not be as readily available as part of the College of Arts and Science.

There are good reasons, however, to retain the location of the program as a separate department within the College of Arts and Science. There are existing areas of intellectual and research convergence between Physical Therapy faculty and other faculty in Arts and Science, specifically in the area of neuroscience. In addition, it is impractical to move the existing physical facilities of the program, given the costs already attached to the McKinly facility.

There is also the possibility of moving the program to the College of Nursing. It appears to the committee, however, that the Physical Therapy Program would have the least to gain from this location. The committee believes that no determination of the location of a Department of Physical Therapy should be made without full consultation with the Physical Therapy faculty. Finally, we recommend that the Physical Therapy Program evaluate the feasibility of moving to a "fee-based clinic."



SCHOOL OF LIFE AND HEALTH SCIENCES
PHYSICAL THERAPY PROGRAM
317 MCKINLY LAB
NEWARK, DELAWARE 19716

(302) 451-8910

MEMORANDUM

October 4, 1991

TO: Dr. Mary Richards
Dean, College of Arts and Science

FROM: Paul Mettler, Director, Physical Therapy Program

SUBJ: Physical Therapy Administrative Status

It is the wish of the faculty and staff of the Physical Therapy Program (the program) that the program move from our current administrative structure, a program within the School of Life and Health Sciences (SLHS), to a free-standing department. Our *unanimous* wish is that we attain this structure in the College of Arts and Science. We firmly believe that this move is a natural evolution for an academic unit that has "come of age." We also firmly believe that the College of Arts and Science is the ideal environment for us to achieve our goals and objectives. We formally request that you review this document, endorse it if it meets your approval, and forward it to Provost Pipes. The program will then follow the appropriate procedures to facilitate this change.

Our program is unique in many ways. As an educational unit, we are a professional graduate program, built upon a strong liberal arts base, dedicated to the preparation of physical therapists. We are currently the fifth largest full-time graduate program in the University of Delaware with 66 students. Our graduate students all pay full tuition (with the exception of an occasional minority fellowship awardee). We currently receive twelve applications for every available seat in our program. Our office entertains approximately 20 to 30 requests for information related to the program *per day*. There are several hundred undergraduate students on campus who have identified themselves as "physical therapy interest."

Dean Richards (Page Two)

The faculty consists of six full-time tenurable faculty (including the director) with one faculty line currently "frozen." We have one full-time professional who serves as our Academic Coordinator of Clinical Education and one salaried staff member who acts as our office coordinator/secretary. All faculty teach both lecture and laboratory sections of their courses as we currently have no teaching assistantships assigned to the program. This occurs despite the fact that physical therapy faculty are sponsoring doctoral students in the SLHS. Their graduate students are assigned to biology courses, not physical therapy courses.

Individual faculty research programs have developed steadily and significantly in the past four years. Faculty are publishing at a very consistent rate in excellent journals and are writing grants for extramural funding with success. The research focus is primarily of an applied nature and is carried out in our facility on the third floor of McKinly Laboratory. A doctoral program, reflecting the specific and unique research interests and curricular priorities of physical therapy faculty is being developed and will be submitted in a timely manner for review.

We believe we should remain in the College of Arts and Science for several reasons. First, we have been a member of the college for a number of years and feel welcome and comfortable here. We have excellent working relationships with all levels of the college administration and can see no reason to have to develop new relations elsewhere. Second, nearly all of our physical therapy interest students choose majors within the college, usually biology or psychology. Third, all of the specific prerequisite courses for our graduate program are taken in departments of the college (e.g., biology, chemistry, physics, psychology, calculus, statistics). Fourth, physical therapy faculty have secondary appointments in programs within the SLHS. Three of our faculty are currently sponsoring doctoral or master's degree students with more students anticipated in January and next September. Faculty also sponsor undergraduate student projects via Peter White Fellowships and Science and Engineering Awards. These particular arrangements are very important for the students as well as for the individual faculty member's research programs. In addition to the secondary appointments, two members of the Physical Therapy faculty are very active in the Interdisciplinary Program in Neuroscience which involves two college departments, Psychology and SLHS.

An excellent physical therapy practice clinic is housed within our facility. It is our goal to further develop this clinic to a fee for service clinic in the near future and to greatly expand its current operation. A proposal to this end has been initiated. The clinic serves to enhance educational opportunities for our students, to facilitate the research efforts of our faculty, and to provide a community service for the University of Delaware community.

Dean Richards (Page Three)

For the past several years, it has been extremely frustrating to "fall between the cracks" as a program. We are out of the information and decision making loop. The program has developed national status yet is hardly recognized on campus. Moving to a departmental status will free us of at least one layer of bureaucracy and allow us to become more visible. This change will allow the program to make *its own* decisions and chart *its own* course. Program status has deprived us of many of the tools necessary for continued development and growth.

A move such as this will require some resources from the University. We have identified and prioritized this list (list follows) and request your support as we move forward in this process. We are proud to have our success recognized by our University and look forward to working with you and your staff in the coming days.

Thank you for your support and interest in our program.

CC/

M. H. Stetson
S. Dean
A. Waterfield



COLLEGE OF ARTS AND SCIENCE
OFFICE OF THE DEAN
123 MEMORIAL HALL
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October 9, 1991

MEMORANDUM TO: R. Byron Pipes
Provost

FROM: Mary P. Richards *MPR*
Dean of Arts and Science

SUBJECT: Departmental Status for Physical Therapy

Attached please find a copy of the proposal presented by the Physical Therapy program requesting departmental status within the College of Arts and Science. I have discussed the contents of this proposal with faculty members in the department and urged them to choose the course that would best serve their goals for the future. This is the course they have chosen. Please review these materials if at all possible prior to the meeting that Professor Mettler has with you today. I endorse the program's desire to stay in the College of Arts and Science because I believe professional programs of this sort are best served by a strong link to the Arts and Sciences. I will be happy to discuss this further if you wish.

MPR/lc
Enclosure
cc: Prof. Paul Mettler

**Expected/Proposed Expenses for
The Conversion of the Physical Therapy Program
to
The Physical Therapy Department**

1. One full time professional.

This individual will serve two functions. One, she/he will assist the current academic coordinator of clinical education (ACCE) in his functions of developing and assigning clinical internship sites, and performing on-site clinical visits. Second, he/she will be involved in some teaching to lighten the current load on tenure track faculty. This position is *essential* if the program is to expand enrollments in any way.

2. One half time secretary.

This individual will primarily assist the current program office manager in her duties. The main functions will be to perform departmental typing and interact with the many mail and telephone inquiries into the program. This task has become extremely important as interest in the program has expanded significantly in the past few years. We literally receive 20 to 30 requests for information or applications per day. We also entertain many visitors on campus who come to discuss the MPT program and related undergraduate majors. Many of these visitors are unannounced or sent over by the Visitor's Center.

3. Office equipment to support new secretarial person, e.g., computer, printer, office furniture, photocopy machine, etc.

4. A \$20,000 increase in current operating budget supported by the College to offset the contributions currently made by SLHS.

This money is primarily designated for professional travel, equipment maintenance/safety checks, and small equipment purchases.

5. Complete occupancy of the third floor of McKinly.

Funds were identified for the conversion of the third floor of McKinly Lab which was designated for the MPT program. Currently, SLHS controls three of the rooms on the floor. The floor is already overcrowded with as many as 80 people on the floor at any given time. Also, there is a significant amount of expensive research and teaching equipment stored in the area. These rooms will be essential for the addition of a new secretary and

professional. Also, one space will be designated as the research lab for faculty member who will be recruited when the line is unfrozen.

6. A commitment to save the frozen line.

This line was designated for and allocated by the State Legislature for the original expansion/conversion of the physical therapy program to the graduate level. It was not filled because, prior to the freeze, the program was consciously attempting to gradually phase in new faculty. The program is requesting that the University return the line when the economic situation is more amenable to addition of new faculty. This position will be critical in the upcoming years as a doctoral program is initiated and the program competes for external funding and if further expansion of enrollments of the MPT are anticipated.



University of Delaware

RECEIVED
UNIVERSITY OF DELAWARE

MAY 11 1992

FACULTY SENATE

COLLEGE OF ARTS AND SCIENCE
OFFICE OF THE DEAN
123 MEMORIAL HALL
NEWARK, DELAWARE 19716

(302) 451-2351

May 7, 1992

MEMORANDUM TO: Dr. Kenneth Lomax
Chairperson, Coordinating Committee on
Education

FROM: Dr. Mary P. Richards *MPR*
Dean of Arts and Science

SUBJECT: Proposal for Department of Physical Therapy

In response to your memo of April 29, 1992 concerning budgetary support for a new Department of Physical Therapy, I am writing to say that financial arrangements have just been completed to cover new costs associated with departmental status. In brief, Physical Therapy intends to increase its enrollment to 36 students in 1992-93 and to 40 students in 1993-94. Given the additional income, they will be allowed by the Provost's office to hire a new professional staff member to help with teaching and clinical site visits. Approval of their proposed fee-for-service clinic will generate additional income sufficient to cover secretarial and additional maintenance costs.

I strongly endorse the proposal to give the Physical Therapy program departmental status. It is a high-quality graduate program of sufficient size to thrive independently.

MPR/lc
cc: Professor Paul Mettler

Memorandum



May 1, 1992

To: Kenneth Lomax, Chairperson
Coordinating Committee on Education

From: Dave Ermann, ^{NY}President
Arts and Science Senate

Re: Proposal for Department of Physical Therapy

Creation of a department of Physical Therapy has been discussed at some length by the Arts and Science Senate.

On December 16, 1991, after considerable debate, the Senate voted 21-2 to table the proposal for due process reasons-- other members of the School of Life and Health Sciences had not met to discuss it. Subsequently, on February 17, 1992, the Senate voted 20-4-1 to approve creation of a department of Physical Therapy within the College of Arts and Science.

Attached are minutes and supporting documents from our meetings. If our somewhat cryptic minutes on this matter are inadequate for your purposes, I would be pleased to provide additional information about the texture of the discussion.