

Howie, Cheryl

From: Shenkle, Cynthia W.
Sent: Tuesday, October 27, 2009 2:45 PM
To: Howie, Cheryl
Subject: FW: Proposed changes to the MALS program
Attachments: checklist2004.doc; Liberal Studies.docx; MALS Assessment Plan.docx; PROGRAM POLICY STATEMENT.doc

Hi, Cheryl. For Ed. Affairs (the MALS proposal).

From: DeFattore, Joan [mailto:jdell@english.udel.edu]
Sent: Tuesday, October 20, 2009 2:42 PM
To: Shenkle, Cynthia W.
Cc: Ardis, Ann L.; forward_marym
Subject: Proposed changes to the MALS program

Attached you will find the following documentation, in this order: the form proposing two changes to the MALS program requirements; the MALS catalog page showing the current and proposed language; the MALS assessment plan; and the MALS program policy statement.

I understand that I'm to submit a signed, hard copy of the proposal, with attachments. Do I send this to each of you or to just one of you? I think I'm supposed to send the hard copy only to Cindy, but if that's not the case, please let me know.

Do you need anything else?

UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Joan DelFattore _____ phone number 302-831-2987 _____

Department: English _____ email address jdel@udel.edu _____

Date: October 20, 2009 _____

Action: Policy changes (2)

(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective

term 10F _____
(use format 04F, 05W)

Current degree MALS _____
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: MALS _____
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: N/A _____
Proposed new name for revised or new major / minor / concentration / academic unit
(if applicable)

Revising or Deleting:

Undergraduate major / Concentration: _____
(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: _____
(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change:

1. Whereas the current program requires 24 credits of MALS coursework and 6 credits of MALS869 (Thesis) or MALS879 (Project), provide a third option of 27 credits of MALS coursework and 3 credits of MALS800 (Research Seminar).

2. Add a requirement for the submission of a portfolio in the semester in which the student graduates. The portfolio is an essential element in MALS's program assessment plan (see attached).

(Must attach your Graduate Program Policy Statement)

Graduate Program of Study: MA in Liberal Studies _____
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: None

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

MALS has never had a Graduate Program Policy Statement, so the attached Statement, which includes the proposed changes, is entirely new. Since MALS has no faculty as such, the proposal has been approved by the MALS Advisory Committee, which serves as the faculty voice in this program.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter "None")

MALS800, Research Seminar. The purpose of this course is to provide a framework for reading, reflection, systematic peer interaction, and independent research aimed at helping UD MALS students adopt national best practices for multidisciplinary research in MALS programs. As the course proposal indicates, the assigned readings include models of excellent writing by MALS students nationwide. These purposes coincide exactly with the main themes of the MALS goals: multidisciplinary and the enhancement of skills in critical thinking, interpretation of texts, communication, and research. The work product of this course forms a major element of the portfolio students will submit at the end of the program, which is central to MALS's plan for program assessment.

Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>

N/A

Identify other units affected by the proposed changes:

(Attach permission from the affected units. If no other unit is affected, enter "None")

None

Describe the rationale for the proposed program change(s):

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

1. Consistent with the practices of other MALS programs, UD MALS wishes to provide its students with the option of a peer-based research experience as an alternative to doing a traditional thesis or project one-on-one with an advisor.
2. In order to implement its program assessment plan (attached), MALS must require its students to submit portfolios, as described in the program assessment plan, at the end of the program.

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.)

See attached.

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson _____ Date _____

Dean of College _____ Date _____

Chairperson, College Curriculum Committee _____ Date _____

Chairperson, Senate Com. on UG or GR Studies _____ Date _____

Chairperson, Senate Coordinating Com. _____ Date _____

Secretary, Faculty Senate _____ Date _____

Date of Senate Resolution _____ Date to be Effective _____

Registrar _____ Program Code _____ Date _____

Vice Provost for Academic Affairs & International Programs _____ Date _____

Provost _____ Date _____

Board of Trustee Notification _____ Date _____

Revised 02/09/2009 /khs

Liberal Studies

Telephone: (302) 831-6075

<http://www.udel.edu/mals/>

Faculty Listing: <http://www.udel.edu/mals/prospective.html#2>

Program Overview

CURRENT CATALOG COPY:

Designed primarily for adult, vocationally established individuals, the Master of Arts in Liberal Studies (MALS) degree offers interdisciplinary graduate education centered in the humanities and social sciences. The program emphasizes the history of ideas and the connections between fields of learning, encouraging a multidisciplinary approach to knowledge.

PROPOSED CATALOG COPY:

The Master of Arts in Liberal Studies program offers multidisciplinary graduate education comprising arts, humanities, social sciences, and the cultural aspects of science. Courses employ a multidisciplinary approach to explore broad questions that transcend any single traditional academic discipline.

Requirements for Admission

CURRENT CATALOG COPY:

Requirements for admission differ from the traditional graduate programs offered at the University. The requirements include an official transcript of previous undergraduate and graduate studies, three supporting letters (not the form from the Graduate Studies Office) from individuals who can discuss the applicant's strengths and capabilities, and a short essay of about three pages describing the applicant's intellectual interests and how the applicant thinks these can be developed in the MALS program. After preliminary screening, promising applicants will be invited to an interview after which the final admission decision will be made.

Admission is selective and competitive based on the number of well qualified applicants and the limits of available faculty and facilities. Those who meet stated minimum academic requirements are not guaranteed admission, nor are those who fail to meet those requirements necessarily precluded from admission if they offer other appropriate strengths.

PROPOSED CATALOG COPY:

Admission to the MALS program is based on a holistic review of official transcripts of previous undergraduate and graduate work, three supporting letters, and a short essay describing the applicant's intellectual interests and explaining what he/she can contribute to the MALS program and hopes to gain from it. Applicants who pass a preliminary screening will be invited to an interview with MALS Advisory Committee members, after which final admission decisions will be made.

**CURRENT CATALOG COPY:
Requirements for the Degree**

Students working for the MALS degree must take a three-credit gateway experience, two interdisciplinary core courses, choose a series of interdisciplinary electives designed specifically for the program, and complete either a master's thesis or a project. By advisement of the Director and with consent of the course instructor, MALS students may enroll in up to six credits of regular graduate offerings in the participating departments.

PROPOSED CATALOG COPY:

Requirements for the Degree

All candidates for the MALS degree must take a total of 30 credits, including a three-credit gateway experience and two three-credit multidisciplinary core courses selected from a list provided by the program. The remaining 21 credits may be divided in one of two ways. Students may take an additional 15 credits of MALS coursework and earn six credits for a thesis or project; or they may take an additional 18 credits of MALS coursework and a three-credit research seminar. In the semester in which they graduate, all candidates for the MALS degree are required to submit a portfolio to be used for program assessment.

MALS GOALS STATEMENT

Program Description:

If a traditional academic department were a country, the Master of Arts in Liberal Studies program (MALS) would be the U.N. MALS courses, taught by faculty from all over the College of Arts and Sciences, break down traditional departmental boundaries to explore important questions through a variety of disciplinary perspectives. Course offerings include such diverse topics as the blend of science, politics, and ethics involved in debates about stem cell research and other controversial issues; the multidisciplinary sources and consequences of social myths; and the roles played by film, food, art, popular culture, and war in shaping our current society. Like the course content, the backgrounds of the students reflect the multidisciplinary nature that lies at the heart of MALS. Although the program is open to all qualified students, it is designed primarily to meet the intellectual needs of mid-career and retired people. Its independence from the professional requirements of any field leaves it free to offer an unparalleled level of intellectual diversity, and class discussions are enriched by the students' expertise in such fields as law, science, religion, business, medicine, and public service. As a whole, the MALS program develops the timeless qualities of a liberal education at the graduate level: to think freely, to imagine adventurously, to choose discriminately, and to understand deeply.

<i>Goals</i>	<i>Outcomes</i>	<i>Locus in Program</i>	<i>Assessment Methods</i>	<i>Use of Assessments for Program Review and Improvement</i>	<i>Remedial Actions</i>
1. A student completing the MALS program will have an enhanced knowledge and understanding of a variety of disciplines.	Master definitions, assumptions, and information relevant to a variety of disciplines Interpret different kinds of texts, such as literary, historical, journalistic, legal, and nonprint Recognize the varied perspectives from which different disciplines approach a major question	All MALS courses are by definition multidisciplinary not only with respect to their topics and assignments, but also with respect to the varied educational and professional backgrounds of the students. In order to pass any MALS course, students must read, discuss, and write about more than one discipline.	Before graduation, each student submits a portfolio including substantial papers from at least three MALS courses demonstrating, individually and collectively, mastery of information, interpretation of texts, and recognition of varied perspectives relative to more than one discipline. Each student either completes a multidisciplinary thesis or project or takes a research seminar	Each year, a four-person subcommittee of the MALS Advisory Committee, including at least one alumnus/a of the program and excluding the program director, reviews the portfolios not to grade the students, but to address the following point about the program: * To what extent do the course papers and theses or projects demonstrate that the program is meeting its goal of multidisciplinary? Specifically, do these materials suggest that students have read seminal texts and engaged in serious analysis of materials representing a variety of disciplines and approaches?	MALS faculty, particularly those who regularly teach the program's core courses, are committed to making the program meaningfully multidisciplinary. If student coursework and theses/projects, as a whole, do not demonstrate meaningful exposure to a range of disciplines, the faculty considers a revision of the program requirements to ensure that students are not taking too large a number of intellectually homogeneous courses. Since MALS has only five to seven graduates a year, full-faculty reviews are conducted on a three-year basis in order to accumulate a sufficient quantity of data from a sufficient number of courses. A formal report and review of the annual reports on the students' portfolios is undertaken at a

			<p>whose major work product is an in-depth multidisciplinary research paper. The thesis, project, or paper is included in the portfolio.</p>		<p>spring lunch meeting of all MALS faculty every third year.</p>
<p>2. A student completing the MALS program will be able to apply multidisciplinary perspectives to the exploration of ideas and movements that have shaped world culture.</p>	<p>Integrate information, texts, and perspectives from different disciplines into an in-depth examination of important, broad-based questions Based on information, texts, and perspectives from different disciplines, draw and justify conclusions</p>	<p>Each student takes two core courses, which are by definition multidisciplinary. Each core course requires at least one major paper in which students integrate multidisciplinary perspectives into an examination of an important, broad-based question. These papers are based on thesis statements that reflect the student's conclusions and value judgments. All MALS</p>	<p>Before graduation, each student submits a portfolio including the course papers from the two core courses and at least one additional paper demonstrating these outcomes. Each student either completes a thesis or project demonstrating these outcomes or takes a research seminar in which these outcomes are the major goals. This is included</p>	<p>Each year, a four-person subcommittee of the MALS Advisory Committee, including at least one alumnus/a of the program and excluding the program director, reviews the portfolios not to grade the students, but to address the following point about the program: * To what extent do the course papers and theses or projects demonstrate that the program is meeting its goal of fostering critical thinking, analysis, synthesis, and evaluation within a multidisciplinary framework? Specifically, do these materials provide evidence to show not only that students have acquired knowledge and</p>	<p>MALS faculty, particularly those who regularly teach the program's core courses, are committed to making the program meaningfully multidisciplinary. If student coursework and theses/projects, as a whole, do not demonstrate the relevant skills, the faculty discusses and revises its collegial expectations for MALS syllabi, particularly with respect to assigned readings, writing assignments, and course assessments. Since MALS has only five to seven graduates a year, full-faculty reviews are conducted on a three-year basis in order to accumulate a sufficient quantity of data from a sufficient number of</p>

<p>3. A student completing the MALS program will be able to communicate -- orally and in writing, and when appropriate through visual media -- the conclusions he/she has drawn from in-depth study and research.</p>	<p>and value judgments about important, broad-based questions</p>	<p>courses are expected to provide an opportunity to exercise these skills in some manner appropriate to the specific subject matter.</p>	<p>in the portfolio. The portfolio also includes a reflective essay assessing the extent to which MALS has affected the student's awareness, understanding, and interpretation of ideas and movements that have shaped world culture.</p>	<p>grappled with texts in a variety of disciplines as assessed in Item 1, but also that they are able to incorporate material from different fields into a meaningfully multidisciplinary consideration of core questions?</p>	<p>courses. A formal report and review of the annual reports on the students' portfolios is undertaken at a spring lunch meeting of all MALS faculty every third year.</p>
<p>3. A student completing the MALS program will be able to communicate -- orally and in writing, and when appropriate through visual media -- the conclusions he/she has drawn from in-depth study and research.</p>	<p>Master new skills and enhance existing skills in research (including online databases), writing, and oral presentation. Write papers and make oral presentations</p>	<p>All students take a gateway course that includes intensive preparation for this aspect of the MALS program. All MALS courses are expected to include numerous opportunities for student writing and oral presentation.</p>	<p>Each student submits a portfolio that includes papers from core courses and from MALS electives demonstrating the ability to conduct research, present research findings, draw conclusions, and express and</p>	<p>Each year, a subcommittee of the MALS Advisory Committee, including at least one alumnus/a of the program and excluding the program director, reviews the portfolios not to grade the students, but to address the following point about the program: * To what extent do the course papers and theses or projects demonstrate that the program is meeting its goal of facilitating the skills</p>	<p>In Fall 2008, MALS established a required one-credit course in graduate research and writing, and a three-credit elective is also available. Moreover, the program has identified a senior member of the Writing Program to work one-on-one with MALS students as necessary. If student coursework and theses/projects, as a whole, do not demonstrate the relevant skills, the MALS Advisory Committee</p>

<p>that do not merely convey information discovered in the course of research, but also express and defend opinions and make distinctive contributions to the topic under discussion.</p>	<p>The MALS program culminates in a thesis or project or in a research seminar whose primary work product is an in-depth multidisciplinary research paper. Written MALS policies provide that any of these capstone options must not only present new research findings, but also express and defend opinions and make distinctive contributions to the topic under discussion.</p>	<p>defend opinions. Each portfolio includes a thesis, project, or research seminar paper which must, under MALS program policies, display all of these characteristics as well as making a distinctive contribution to the topic under discussion. Each portfolio includes a reflective essay in which the student not only displays these outcomes, but also assesses the ways in which his/her research, critical thinking, and communication skills have developed as a result of the program.</p>	<p>necessary to engage in effective communication of the in-depth analysis, synthesis, and evaluation assessed under Items 1 and 2?</p>	<p>consults with the research/writing professionals to develop new approaches to delivering direct instruction in research, writing, and communication as well as one-on-one assistance. The committee also consults MALS faculty to consider how syllabi, assignments, and course expectations might be adapted to serve this end. Since MALS has only five to seven graduates a year, full-faculty reviews are conducted on a three-year basis in order to accumulate a sufficient quantity of data from a sufficient number of courses. A formal report and review of the annual reports on the students' portfolios is undertaken at a spring lunch meeting of all MALS faculty every third year.</p>
---	---	---	---	---

PROGRAM POLICY STATEMENT

MASTER OF ARTS IN LIBERAL STUDIES

Part I. Program History

A. Statement of Purpose and Expectation of Graduate Study in the Program

The Master of Arts in Liberal Studies (MALS) is a nontraditional program designed to meet the intellectual needs of people who wish to explore multidisciplinary topics in the humanities, social sciences, and cultural aspects of science. Although the program is open to all qualified students, it appeals primarily to mid-career and retired people who crave an opportunity to examine and discuss seminal texts; to engage in critical thinking, writing, and debate; and above all, to explore core questions of human experience and culture that cannot adequately be addressed within the framework of any single discipline. The independence of the MALS program from the professional requirements of any field leaves it free to offer an unparalleled level of intellectual diversity, and class discussions are enriched by the students' expertise in such fields as law, science, religion, business, medicine, and public service.

B. Date of Permanent Status

1987

C. Degrees offered (include brief description of concentrations, fields, etc.)

M.A. in Liberal Studies

Part II. Admission

A. Admission Requirements (be specific about GRE, GMAT, and TOEFL Scores, G.P.A and others)

The MALS program does not require a standardized test for admission. Because many of its students have been out of school for decades, gpa is less an indicator of success than are an applicant's statement, letters of reference, and professional experience and achievements. Admission is based on the MALS Advisory Committee's holistic assessment of those elements of the application, as well as an interview in which committee members assess the candidate's suitability for graduate study and "fit" for the MALS program. Interviews are also used to address any questions arising from the application materials.

B. Prior degree requirements

Applicants must have at least a bachelor's degree from an accredited institution.

C. Application deadlines

Because MALS has no funding and thus no need to choose an entire class at one time, it has rolling admissions.

D. Special competencies needed (i.e., specific courses or experience)

None.

E. Admission categories (explain other than regular such as provisional)

None.

F. Other documents required (i.e., letters of recommendation, essays, portfolios, interviews, writing assessments, etc.)

See IIA, above.

G. **Must include** University statement: Admission to the graduate program is competitive. Those who meet stated requirements are not guaranteed admission, nor are those who fail to meet all of those requirements necessarily precluded from admission if they offer other appropriate strengths.

Noted.

Part III. Academic (present all information separately for each degree)

A. Degree Requirements

1. List course requirements according to categories such as core requirements, concentration options, electives, research credits and dissertation credit requirements. List number of credits in each category and include total credits required for degree.

Required courses:

MALS601, Graduate Research and Writing (1 credit)

MALS 602, Topics in Liberal Studies I (1 credit)

MALS 603, Topics in Liberal Studies II (1 credit)

Two three-credit core courses selected from the following list:

MALS600, Nature and Human Nature

MALS610, Force, Conflict and Change

MALS611 Documentary

MALS619, The Scientist in Society

MALS622, Interpreting the Past

MALS624, Writing in Liberal Studies
MALS625, Film and Society
MALS626, Studies In Contemporary Culture
MALS660, On Becoming Human

Five three-credit courses selected from the following list:

MALS600, Nature and Human Nature
MALS610, Force, Conflict and Change
MALS617 The Arts in Context
MALS619, The Scientist in Society
MALS620 The Use of Science in Public Discourse
MALS621 When Cultures Meet
MALS622, Interpreting the Past
MALS624, Writing in Liberal Studies
MALS625, Film and Society
MALS626, Studies In Contemporary Culture
MALS627 Studies in Material Culture
MALS628 Text in Time and Context
MALS630 Human Rights and Liberties
MALS660, On Becoming Human
MALS667, [Variable topic experimental course]

With the approval of the program director, students may replace up to six credits from this list with courses from related departments or programs.

Six credits of research or creative work:

MALS869, Thesis (6 credits)
MALS879, Project (6 credits)

OR

Three additional credits of MALS coursework (see above) and
MALS 880, Research Seminar (3 credits)

Total credits required for degree: 30

2. Give non-registered requirements in detail; includes residency requirements, qualifying examinations (number and format), portfolios, seminars, English proficiency, language requirements, teaching experience, internships, etc.

Portfolio: Before graduation, each student submits a portfolio including substantial papers from at least three MALS courses demonstrating, individually and collectively, mastery of the

program goals (see attached Assessment Plan); the thesis, project, or research seminar paper; and a reflective statement.

3. Give procedure for petitions for variance in degree requirements (e.g., course substitution policies, completion deadlines, etc.)

Students submit requests for variance in degree requirements to the program director. The MALS Advisory Committee has authorized the program director to make some decisions at his/her own discretion, such as approval to substitute up to six credits of coursework in related areas or an independent study for one of the non-core courses. Other requests are considered by the MALS Advisory Committee. Where appropriate, requests are referred in writing to the Assistant Provost for Graduate and Professional Education.

4. Define any grade minimums in courses that are different from University policy.

None.

5. Identify any courses, which may not be used towards the degree (i.e., independent study, pre-candidacy study).

None.

6. Identify expectations of facility of expression in English (oral and written) as part of the degree requirement.

None.

B. Committees for exams, thesis, or dissertations

1. Identify initial procedure for advisor and advisement procedures.

The program director serves as advisor for course selection. Each student who completes a thesis or project is assigned a thesis or project advisor; see below.

2. Identify each student committee needed and procedures for selecting committee members.

Students work with an advisor and a second reader on the thesis or project. They are selected with the mutual consent of the program director and the student.

3. Give deadlines for establishing and preparation requirements for comprehensive examinations.

None.

4. Give policies for dates of examinations, grading of committee examinations and retake options.

None.

5. Give guidelines for approving research proposals involving human or animal subjects.

The proposal form for theses and projects requires students to provide verification of Human Subjects Committee approval if the work involves any activity that falls under the purview of that committee.

6. Define procedures for thesis/dissertation approval in the department (e.g., role of department chair, dean, etc.)

Theses and projects are first approved by the advisor and second reader and then submitted to the program director. If the program director approves, a thesis goes on to the dean and Graduate Office. Projects are approved by the advisor, second reader, and program director.

7. Define departmental and student obligations for finding committee members. Define departmental and student obligations and procedures for changes in committee members.

See 2, above.

C. Timetable and definition of satisfactory progress towards the degree

1. Academic load (full & part-time) expectations. Define normal progress. Define departmental review procedures for evaluating normal progress and evaluation of performance.

Since most MALS students are mid-career or retired adult professionals, by far the most common practice is to take one course per semester. Excluding winters and summers, students who follow this practice complete 24 credits of coursework in four years. The thesis, project, or additional course and research seminar constitute the fifth year. Because of the age and life circumstances of many MALS students, leaves of absence are sometimes necessary. These are made in writing to the program director, and if they fall within the parameters approved by the MALS Advisory Committee, they are approved. Unusual or excessive requests for leaves are referred to the MALS Advisory Committee.

Each semester, the MALS administrative assistant provides the program director with a list of students who are not enrolled in classes or are who not in good standing because their gpa is below 3.0 or because they have exceeded five years in the program. The program director corresponds and/or meets with students who fall into this category.

2. Grade requirements (general and specific). Include any special departmental expectations such as minimum grades in specific

courses, limits on special problem courses, etc.

Students are required to have a gpa of 3.0 in order to enroll in MALS869 (Thesis), MALS879 (Project), or MALS880 (Research Seminar). Waivers may be granted only by a majority vote of the full MALS Advisory Committee in response to a written request from the student explaining any extenuating circumstances that may exist.

3. Thesis/dissertation progress timetable guidelines.

MALS typically take two to three semesters to complete the thesis or project. If their work on the thesis or project causes them to exceed five years in the program, the program director reviews their progress to ensure that the work is on track toward completion.

4. Thesis/dissertation defense guidelines.

The MALS program, like most of the departments from which its faculty is drawn, does not require a thesis defense.

5. Forms required.

Those required by the Graduate Office.

6. Identify consequence for failure to make satisfactory progress.

Since the MALS requirements consist of 24-27 credits of coursework and a thesis, project, or research seminar, failure to make satisfactory progress means a gpa below 3.0 and/or exceeding five years in the program. A student on academic probation because of a gpa below 3.0 (almost always the result of an unfinished Incomplete) is counseled by the program director and, if necessary, referred to the MALS Advisory Committee. Students must have a gpa of 3.0 or a waiver from the MALS Advisory Committee (see above) to enroll in MALS869, 879, or 880.

The five-year limit was predicated on the assumption that most of the students in a graduate program are full-time, whereas MALS is almost exclusively a part-time program whose students do not have graduate assistantships, fellowships, etc. Moreover, a far greater than average proportion of its students are of advanced years and/or in poor health. Accordingly, the program director, MALS Advisory Committee (which functions as the faculty voice in MALS, which has no faculty of its own), and Assistant Provost for Graduate and Professional Study make case-by-case determinations of the need for leaves of absences and extensions of graduation dates.

Protocol for grievance procedure if student has been recommended for termination for failure to make satisfactory progress.

Before being recommended for termination for failure to make satisfactory progress, students are warned in writing and clearly informed of the requirements for returning to good standing and of any deadline that may apply. Such letters are reviewed by the Assistant Provost for Graduate and Professional Education before being sent to the student. Students who fail to comply with

the requirements set forth in the letter by the deadline contained therein may petition the MALS Advisory Committee in writing for a further waiver. The terms of such waivers are discussed with the Assistant Provost for Graduate Study to ensure that they are in compliance with current university policy. If the waiver is not granted, and the student is to be recommended for dismissal, the program director sends a report to the Office of Graduate and Professional Education that states the MALS Advisory Committee vote declining to grant a waiver and the justification for this action. The Office of Graduate and Professional Education will notify a student in writing when the student is being dismissed for failure to make satisfactory progress in the program.

In the case of academic dismissal, the student may appeal the termination by writing to the Office of Graduate and Professional Education. This appeal must be made within ten class days from the date on which the student has been notified of academic dismissal. If the Vice Provost grants reinstatement, the student must meet the conditions of the reinstatement. Failure to meet these conditions will result in dismissal from the program. A graduate student may be reinstated only once. The student's academic transcript will reflect the reinstatement with academic probation status.

Part IV. Assessment Plan Indicate how the program will be evaluated and assessed. Some measures should be quantitative, other qualitative. Success should be measured against the criteria listed including stated learning outcomes and against whatever objectives have been set forth in the first section of the proposal. Academic units are encouraged to consult with the Office of Educational Assessment in developing the appropriate learning outcomes, assessment criteria, and benchmarks for success.

Please see the attached Assessment Plan.

Part V. Financial aid

A. Financial Awards

1. Types of awards, policy for granting financial awards, summer appointments, and number of years of support.
2. Responsibilities of students on contract.
3. Evaluation of students on contract.

N/A: MALS has no funding.

Part VI. Departmental Operations

A. General student responsibilities

MALS students, who are not on funding, have no responsibilities other than the successful completion of the program requirements.

1. Up-to-date addresses, etc.

Up-to-date addresses are maintained by the MALS administrative assistant.

2. Laboratories and research equipment.

None.

3. Hazardous Chemical Information Act.
Not applicable.

4. Vehicles.

None.

5. Keys, offices, mail, telephone, copy machine, computer terminals, etc.

MALS is not a department and has no faculty. The program director uses her English Department office, keys, mail, telephone, copy machine, computer terminals, etc.

B. Student government and organizations (both student and professional)

MALS Student-Alumni Association

C. Travel for professional meetings or presentations

The MALS budget from the College of Arts and Sciences funds the program director's attendance at the annual meeting of the Association of Graduate Liberal Studies Programs. No additional travel is funded by the MALS program. Students may apply for grants offered by the Office of Graduate and Professional Education or by other UD or outside agencies, and faculty follow the procedures of their home departments.