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The Dean of Faculty and of Curriculum

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THE DEAN OF FACULTY AND OF CURRICULUM

The design of programs:

A clearly perceived theory of education is necessary for the design of programs. The Dean should be the sort of person to whom questions such as the following naturally occur. The University of Dallas program is value-centered; what are these values? how are they promulgated? How does education fit into society? What is society now? what will it be? How much weight should be given to practical matters? to student preferences? to free electives?

The core curriculum requires constant evolution and alteration to keep it alive and effective in laying the foundation for a good education.

What belongs in the core? Are teachers more important than subjects? What kind of measure of success can be used to evaluate the core? Should some one person be in charge of the core curriculum?

What are the major disciplines? What constitutes a major? How can a major fit into eight upper level semester courses? Do some majors require more time than others? more intellect? Is there a hierarchy of disciplines? If so, must this knowledge be kept private? How do major disciplines fit into professions? How much should they partake of professions?

What are the economics of major programs? What are the unit costs? by hours? by students? by professors? How do we figure

income earned by a department? How can we justify discrepancies in unit costs?

The Development of Faculty

Probably the most important job the Dean has, in conjunction with the President, is the selection of faculty members. What general criteria should apply to the choices? What weight goes to various characteristics? Intelligence, industry, professionalism, knowledge of subject, charm, appearance, originality, publications, experience in teaching, experience in industry, reputation in the profession, reputation with students? What negative elements can be tolerated?

What will be the effect of a particular candidate on the rest of the faculty? on salary schedule? on morale?

How can the present faculty be evaluated, man by man? When do we terminate appointments? How do we reward valuable professors?

How can we stimulate intellectual growth? What movements should we get going? What groups should be formed? How do we further research and publication? How much of this should we do?

The Dean of Faculty should be the intellectual activator on the campus. He should leave to the Dean of Students the guidance and control of the students, including academic counselling and discipline. The clerical work involved is, unfortunately, appreciable, but much of it can be routinized, performed by a secretary, or done in conjunction with registrar and business office. Office

assignments and scheduling for each semester probably form the bulk of the clerical work, and these occur spasmodically. The two concerns which should occupy most of the time of the Dean are the improvement of curricula and the development of faculty. These two concerns must be pursued with a great deal of personal imagination and analysis along with a great deal of conferring with the faculty.

PROPOSED CURRICULA

	1st yr.		2nd yr.		3rd yr.		4th yr.	
Humanities core (Lit., Hist., Phil., Art, Music)	6	6	6	6				
Language	4	4						
Math	3	3						
Contemp. Studies	2	2						
Philosophy			3	3			3	
Politics			3					
Economics				3				
Science (a)			3	3				
Theology (b)					3	3		
Major					6	6	6	6
Specified or elective					6	6	9	6
Elective								
Science Program (open to all)								
Humanities	6	6	6	6				
Mathematics	4	4	4	(4)				
Contemp. Studies	2	2						
Chemistry	4	4						
Physics			4	4				
Biology			3					
Philosophy					3	3		3
Politics							3	
Economics				3				
Theology (b)					3	3		
Major					6	6	6	6
Language					4	4		
Specified or elective							6	6

(a) Science may be delayed to junior year in favor of 2nd (elementary) language; economics and/or politics (2nd sem.); drama, art, music, elementary education.

(b) One or both theologies can be delayed to senior year.

Science Education Major

Math 16/12, Chemistry 8, Physics 8, Biology 8/3, Advanced 6/9 & 3/6, Education 18, electives 3.

Humanities core will be listed as literature and history under present titles.

Language majors may take second language in sophomore year. No advanced language course may be taken in freshman or sophomore year unless both first and second elementary language qualifications have been satisfied.

The usual minimum for a major is 24 advanced hours; no more than 32 advanced hours may be taken in a single subject and no more than 42 hours including elementary courses. Each department should have a project course at the senior level of 3 to 6 hours included in the advanced hours noted.

The theology undergraduate major will be phased out as the graduate program is introduced.

Departments that do not come into direct contact with freshmen should arrange an informal, non-credit program for potential majors.

(Evaluate one credit courses)