

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: _____

Anthony Seraphin, Chairperson, College of Arts and Sciences Educational Affairs Committee
phone number __302-831-1021

Department: Mathematical Sciences _____
email address: seraphin@math.udel.edu _____

Action:

Revision to the breadth requirements for BA degrees in the College of Arts and Sciences _____

(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 2009 Fall _____
(use format 04F, 05W)

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

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

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

Revising or Deleting:

Undergraduate major / Concentration: _____
BA majors in the College of Arts and Sciences _____
(Example: Applied Music – Instrumental degree BMAS)

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

Graduate Program Policy statement change: _____
(Must attach your Graduate Program Policy Statement)

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

Graduate minor / concentration: _____

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.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)? None

(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")

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

Identify other units affected by the proposed changes:

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

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

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

Revisions to the College of Arts and Sciences breadth requirements were approved by the College of Arts and Sciences Faculty Senate at its March 2008 meeting. As before, there are four groups. Titles clearly defining the groups have been added and descriptions have been revised. In response to the request of 2006 by the University Senate Faculty Undergraduate Studies Committee, a process for performing outcomes-based assessments on all courses has been developed.

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If it 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)

REVISED CURRICULUM

COLLEGE BREADTH REQUIREMENTS

(MINIMUM GRADE OF C-)

These requirements apply to all College of Arts and Sciences Bachelor of Arts Degrees.

General Requirements: Courses fulfilling the breadth requirement must be open to majors outside the Department or Program sponsors. Students must earn a minimum grade of C- to gain breadth credit.

Creative Arts and Humanities.....9

Courses provide students with an understanding and appreciation of the visual and performing arts, of aesthetic forms, designs, or craftsmanship, or of literary, philosophical, and intellectual traditions. Courses may focus on a single aesthetic form or intellectual tradition, or on cross-cultural comparisons. Nine credits of courses representing at least two departments or appropriate instructional units.

History and Cultural Change.....9

Courses provide students with an understanding of the sources and forces of historical changes in ideas, beliefs, institutions, and cultures. Courses may address social, cultural, intellectual, economic, technological, artistic, scientific, and political development, changes in a discipline, or globalization and its effects.

Social and Behavioral Sciences.....9

Courses provide students with an understanding of the behavior of individuals and social groups in the context of their human and natural environments. Courses emphasize the empirical findings, applications, and methods of the social and behavioral sciences. Nine credits of courses representing at least two departments or appropriate instructional units.

Mathematics and Natural Sciences.....10

Courses provide students with an understanding of fundamental concepts and phenomena of mathematics, logic, and the natural and physical sciences, and methods used to approach and solve problems. The laboratory component provides exposure to the working methods of science. Ten credits of courses representing at least two departments or appropriate instructional units and including a minimum of one course with an associated laboratory.

If the grade earned is sufficient, a course may be applied toward more than one requirement (e.g., breadth and major requirements), but the credits are counted only once toward the total credits for graduation. If all but one course in a breadth area has been taken in one department or program, a course cross-listed with that program will not satisfy the distribution requirement. For a complete list of the courses which fulfill breadth requirements, see pages XX-XX.

OLD CURRICULUM (PROVISIONALLY APPROVED APRIL 2007) - FROM PAGE 91 of the 2008-2009 catalog:

COLLEGE BREADTH REQUIREMENTS

These requirements apply to all College of Arts and Sciences Bachelor of Arts degrees.

Group A 9

Analysis and appreciation of the creative arts and humanities.

Nine credits of courses representing at least two departments or appropriate instructional units.

Group B 9

The study of culture and institutions over time.

Nine credits of courses representing at least two departments or appropriate instructional units.

Group C 9

Empirically based study of human beings and their environment.

Nine credits of courses representing at least two departments or appropriate instructional units.

Group D 10

The study of natural phenomena through experiment or analysis.

Ten credits of courses representing at least two departments or appropriate instructional units and including a minimum of one course with an associated laboratory.

If the grade earned is sufficient, a course may be applied toward more than one requirement (e.g., breadth and major requirements), but the credits are counted only once toward the total credits for graduation. If all but one course in a group has been taken in one department or program, a course cross-listed with that program will not satisfy the distribution requirement. For a complete list of the courses which fulfill breadth requirements, see pages 95-99.

...

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

Department Chairperson _____ Date _____

Dean of College Jim Argy _____ Date 9/16/08

Chairperson, College Curriculum Committee [Signature] _____ Date 09/15/08

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 10/23/2007 /khs

May 13, 2008

John Madsen, Chair
Undergraduate Studies Committee
University of Delaware Faculty Senate

Dear John:

Please find attached revisions to the College of Arts and Sciences breadth requirements which were adopted by the College of Arts and Sciences Faculty Senate at its March meeting. As before, there are four groups. Titles clearly defining the groups have been added and descriptions have been revised. In response to last year's request by the Faculty Undergraduate Studies Committee, a process for performing outcomes-based assessments on all courses has been developed. The revisions received overwhelming support in the Arts and Sciences Faculty Senate.

I would be happy to meet with you and your committee should there be any questions.

Yours truly,

Janet B. Johnson
President
College of Arts and Science Faculty Senate

College of Arts and Sciences Breadth Requirements Revisions
March 2008

General Requirements: Courses fulfilling the breadth requirement must be open to majors outside the Department or Program sponsors. Students must earn a minimum grade of C- to gain breadth credit.

Creative Arts and Humanities

Courses provide students with an understanding and appreciation of the visual and performing arts, of aesthetic forms, designs, or craftsmanship, or of literary, philosophical, and intellectual traditions. Courses may focus on a single aesthetic form or intellectual tradition, or on cross-cultural comparisons.

History and Cultural Change

Courses provide students with an understanding of the sources and forces of historical changes in ideas, beliefs, institutions, and cultures. Courses may address social, cultural, intellectual, economic, technological, artistic, scientific, and political development, changes in a discipline, or globalization and its effects.

Social and Behavioral Sciences

Courses provide students with an understanding of the behavior of individuals and social groups in the context of their human and natural environments. Courses emphasize the empirical findings, applications, and methods of the social and behavioral sciences.

Mathematics and Natural Sciences

Courses provide students with an understanding of fundamental concepts and phenomena of mathematics, logic, and the natural and physical sciences, and methods used to approach and solve problems. The laboratory component provides exposure to the working methods of science.

Certification Processes

Transition Period:

Departments, Programs, and Centers will nominate courses as a group by listing and certifying relevance of each course for a particular breadth area. The mechanism will consist of a memorandum from the Department Chair or Program or Center Director to Cynthia Shenkle, Assistant Dean of the College of Arts and Sciences. The goals of this nomination process are to encourage Department discussion and oversight of breadth offerings, discourage faculty idiosyncrasy in offering specific courses, and increase the efficiency of the certification of large numbers of courses during the transition period. The Educational Affairs Committee, a standing committee of Arts and Sciences, will review the nominations and determine satisfaction of the breadth criteria. Department and Program nomination should be completed by the end of the calendar year of 2008.

Post-Transition Period:

Faculty will nominate courses through the standard web-form procedure after 2008.

Outcomes Assessment:

(a) The goal of the Arts and Sciences breadth requirement is to provide exposure to a broad range of disciplines. Breadth courses will typically provide students with an overview or synthesis of a scholarly field, introduce them to classic and contemporary research in the field, and/or expose them to the core methods and intellectual traditions of a discipline. Because of the diverse nature of breadth courses, assessment of competency in specific skills is not appropriate. However, students will be expected to attain a level of mastery appropriate for a non-specialist. To this end, all students must earn a C- or better in all courses counted toward the breadth requirement. The grade is commensurate with the level of achievement expected to satisfy major requirements of most units in the College.

(b) Breadth courses must be open to majors outside the Department or Program sponsor. Accordingly, an assessment criterion is whether non-majors gain access to breadth courses. Every five years the Educational Affairs Committee will examine enrollment data for breadth courses to determine that (a) an average of at least 10% of the students rolled each semester are non-majors and (b) courses are still broadly open to non-majors (i.e., no new registration impediments).

To: Anthony Seraphin, Chair
Educational Affairs Committee

From: Brian Ackerman
Chair, Ad Hoc Committee on Group Requirements

Re: Committee Report

Date: April 9, 2008

This memorandum summarizes the activities and recommendations of the ad hoc committee on group requirements, which reports to the Educational Affairs Committee. I briefly review the background of the issues, and the constitution of the committee and its charge. I then describe the activities of the committee and I motivate and describe our proposal about the Breadth Requirements.

Background

This round of reform of the Breadth Requirements got started with a small ad hoc committee appointed by Tom DiLorenzo, when he was Dean of Arts and Sciences. The next Dean, Mark Huddleston, provided strong impetus by appointing another and much larger ad hoc committee composed of members of the current Educational Affairs Committee, Associate Deans, and several faculty members active in prior rounds. The need for reform was motivated by a consensus among committee members that several aspects of the current Breadth Requirements were seriously flawed. These included the well-documented fact that the required number of courses (16) was way beyond the norm for similar and competing institutions in the Northeast and Middle Atlantic states, the idea that breadth was achieved at the cost of depth, that seniors were too often in the position of superficially satisfying breadth requirements by taking 100- and 200-level courses usually populated by freshmen and sophomores, and that courses in the performing arts did not meet criteria for inclusion in the breadth requirements.

This committee met a few times over the course of several years, but it lost momentum with the turnover in the Deans of the College of Arts and Sciences. Work resumed when Dean Apple came to Delaware, with the discussions now centered in the Educational Affairs Committee, a standing committee of the College Senate. The committee generated a proposal that had two parts: a reduction in the numbers of required courses (and credits) from 16 to 12; and new definitions of the course criteria for group inclusion. The goal of the reduction was to increase depth in breadth. The idea was that fewer courses would encourage more dual majors and minors (i.e., counting as breadth), and majors and minors require concentrated and upper-level course work (depth). The primary change in definitions involved broadening the Group A criteria to include courses in the performing arts. The Arts and Sciences faculty Senate in the Fall of 2006 approved the part concerning the reduction in courses, but sent the part about definitions back to the committee for further discussion. The reduction part went to the University Undergraduate Studies Committee, which granted provisional approval for three years, and went into effect for all students in the College in the Spring of 2007. The provision concerned establishing a certification/recertification for breadth courses. The definitions issue and the new certification issue constitute the main charges of the Ad Hoc Committee for Group Requirements.

The Committee

The committee was composed of 12 volunteer members of the College of Arts and Sciences who represented departments and programs in the four breadth areas. The members were Brian Ackerman (Psychology and Chair of the committee), Jorge Cubillos (FLL), Kai Draper (Philosophy), Dan Leathers (Geography), Y. J. Leung (Mathematics), Rene Marquez (Art), Jonathan Russ (History), Norbert Mulders (Physics), Russell Murray (Music), Eric Rise (Criminal Justice), Jessica Schiffman (Women's Studies) and Patricia Sloane-White (Anthropology).

In September of 2007, Janet Johnson, President of the Arts and Sciences Faculty Senate, and Tony Seraphin, Chair of the Educational Affairs Committee, charged the committee. The charges were to revisit the group definitions issue requested by the A & S senate in 2006, and to establish a certification/recertification process for courses. As articulated by the Undergraduate Studies Committee, this process should include a procedure for assessing the extent to which courses met the goals of the breadth requirement.

The Proposal

The Ad Hoc committee met several times as a full committee over the course of the Fall semester, 2007. Members of departments and programs in each of the four breadth groups also met as subcommittees, and considerable discussion occurred over electronic mail between the chair and committee members, between the chair and Associate Deans, and between members of subcommittees and faculty members in key departments.

With considerable help from Department faculty members and the Associate Deans, the discussions resulted in a committee consensus about three changes to the group definitions, one charge of the committee. First, we generated language that was inclusionary in intent. That is, we wrote the group definitions sufficiently broad so that all courses in the Arts & Sciences catalogue were eligible (theoretically) for some group. This intent has been a guiding purpose of breadth reform throughout the history of this round of reform. Second, we generated short and succinct descriptions that were structured uniformly (mostly) for the four groups. Third, we changed the group/area titles from a nominal designation (A to D) to a description with referential meaning ("Creative Arts and Humanities").

These changes accomplished several goals. One was to increase the transparency of the breadth requirement for both undergraduate students and faculty members. Another was to reduce the arbitrariness of course inclusion: under the current practice, it is commonplace (and confusing for students) that similar courses in a department are and are not breadth-certified. A contributor to this arbitrariness is that the normal turnover in the Education Affairs Committee over time has generated variation in the application of prior breadth requirements in determining eligibility. A final goal was to reduce the numbers of petitions the Committee customarily receives from students who seemed to have trouble parsing the ambiguous selection requirements of the past practice and who can't understand why similar courses have dissimilar breadth status.

The other charge concerned certification/recertification. We conceptualized three goals of this aspect of breadth reform. The first was that students would have meaningful exposure to breadth in any certified course. To achieve this goal, we defined "meaningful" in terms of a minimum level of mastery of course content appropriate for a non-specialist, and we defined "minimum level" as a C-. Accordingly we recommended that the level for achieving course credit be increased from the current D to a C-.

The second goal was universal access to certified courses. Under the current guidelines access often is restricted to majors only through course prerequisites open only to majors or through registration constraints (“open to majors and minors only”). These restrictions evolved in part due to pressure to get courses certified in-major for majors, so that majors could satisfy many group requirements from courses in-major they would have to take anyway—commonly termed “double-dipping.” At a practical level, the reduction in required courses from 16 to 12 reduces the need for this practice. At a more general and theoretical level, such a restriction is contrary to the intent of a “breadth” experience. The committee’s solution was to require that breadth-certified courses must be open to majors outside the sponsoring Department or Program. Each Department or Program can decide whether the space available in a particular course (or a portion thereof) must be saved for majors. If so, the course can not satisfy the breadth requirement. Note that the practical import of this criterion may be small in many cases, as non-majors may not choose to take certain upper-level or more specialized courses offered in a major. We further proposed a procedure for monitoring accessibility, which is that the Educational Affairs Committee will examine enrollment data for breadth courses every five years to ensure that there are no registration impediments and to determine the extent to which non-majors actually enroll in certified courses.

The third goal was to minimize the impact of the new certification requirements on Departments and Programs. Given the new access criterion, all courses will have to be reconceptualized as breadth-eligible, and renominated by Department faculty. The amount of work this process would entail would be enormous if done on a case by case basis and conducted on the current web-form. We recommended instead that Department and Program faculty submit a list of breadth-eligible courses to the Educational Affairs Committee for this initial transition to the new requirements. The members of this standing committee will determine if the courses on the list satisfy breadth criteria. After this list is proposed, individual course nominations will occur through the web-form procedure.

As chair of the Ad Hoc committee, I submitted our proposal to the Educational Affairs Committee, which approved it in March, 2008. The Arts & Sciences Senate subsequently approved the proposal in the March meeting, 2008.

Shenkle, Cynthia W.

From: Shenkle, Cynthia W.
Sent: Friday, September 12, 2008 2:03 PM
To: 'Karren Helsel-Spry'; 'John Madsen'
Cc: 'Anthony Seraphin'; Apple, Tom; 'Brian P. Ackerman'
Subject: AS Breadth Proposal
Attachments: ASBREADTHREVISPROP.pdf

Dear Karren and John,

Attached please find a packet of documents related to a proposal for a revision to the A&S Breadth requirements. The packet includes a letter from Janet Johnson, last year's President of the Arts and Sciences College Senate, which was forwarded to John in late May, as well as other documents detailing the proposed revisions and supporting documentation.

The paper copies of the proposal will follow early next week. In the meantime, can you please place this proposal on the first available agenda of the University Senate Undergraduate Studies Committee.

I have cc'd here Tony Seraphin and Brian Ackerman (Chair of the A&S Ad Hoc Breadth committee), who have noted that they would be willing and glad to attend the meeting to discuss the proposal and to answer any questions of the committee.

Thank you.

Cindi Shenkle

Cynthia Shenkle
Assistant Dean
College of Arts and Sciences
University of Delaware
219 Mitchell Hall
Newark, DE 19716
(ph) 302-831-3020
(fax) 302-831-4358

REGULAR MEETING OF THE
UNIVERSITY OF DELAWARE FACULTY SENATE
Meeting Minutes
April 9, 2007

104 Gore Hall

4:00 pm

Members excused:

I. Adoption of the Agenda

Approved

I. Approval of the Minutes: March 5, 2007

Approved

II. Remarks: Dan Rich, no remarks.

Avron Abraham – Discovery Learning Experience (attachment). Faculty Senate resolution passed May 2003 stating that students entering the University of Delaware September 2005 must have a discovery (experiential) learning experience at the University. In a discovery learning experience (DLE) students learn by doing activities, related in some ways to real life, outside the classroom. Students will apply critical thinking skills and engage in reflection. Study abroad and service learning courses will be considered DLE.

III. Announcements: Senate President Dallas Hoover. Presentation of a plaque to Charles Mason honoring him for service to the University and the Faculty Senate.

IV. Consent Agenda

A. Announcements for Challenge:

1. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to articulate the UD Health Studies curriculum (BS in Health Studies in Occupational Therapy) with the Thomas Jefferson University MS in Occupational Therapy, in the Department of Health, Nutrition and Exercise Sciences – (attachment) (attachment1) (attachment2) (attachment3) (attachment4) (attachment5) (attachment6) (attachment7)
2. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to revise the BA and BA Honors in East Asian Studies in the Department of History (attachment)
3. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to add a minor in Sustainable Energy Technology in the Department of Chemical Engineering – (attachment)
4. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and

- the Executive Committee (Dallas Hoover, Chair) for the request to change the ANTH core course from ANTH265, High Civilizations in the Americas, to ANTH375 Peoples and Cultures of Latin America for the major of the Latin American Studies program in the College of Arts and Sciences (attachment revised 3-1-07) (attachment 3-1-07)
5. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to revise the minor in German Studies (attachment)
 6. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to delete three interest areas (Interest Area A: Material Culture and Visual Style, Interest Area C: Administration of Community Resources, and Interest area E: Family and Consumer Sciences Education), for an undergraduate Major in the College of Human Services, Education and Public Policy (attachment) (attachment)
 7. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to delete "Chem101/102 General Chemistry I and II" from Major requirements for the BS degree in the major of Food Science and Technology with a concentration in Food Science, and request to remove FOSC 306 as a require course from the Minor in Food Science in the Department of Animal and Food Sciences (attachment)
 8. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to delete "Chem 101/102 General Chemistry I and II" from Major requirements for the BS degree in the major of Animal Science with concentrations of Animal Biotechnology and Preveterinary Medicine, in the Department of ~~Animal and Food Sciences~~ (attachment)
 9. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to revise the Arts and Sciences Breadth Requirements for BA degrees in the College of Arts and Sciences (attachment)
 10. Recommendation from the Committee on Undergraduate Studies (Amy Johnson, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to revise the BA in Psychology (attachment)
 11. Recommendation from the Committee on Graduate Studies (Charles Mason, Chair) with the concurrence of the Coordinating Committee on Education (Alan Fox, Chair) and the Executive Committee (Dallas Hoover, Chair) for the request to revise the major for MEd in Curriculum and Instruction with a concentration of mathematics education in the School of Education (attachment 1) (attachment 2, policy)
 12. Recommendation from the Committee on Graduate Studies (Charles Mason, Chair) with the

March 20, 2007 CORRECTED LETTER

Dr. Thomas Apple
Dean, Arts & Sciences
4 Kent Way
Newark, DE 19716

Dear Dr. Apple:

The Faculty Senate Undergraduate Studies Committee (UGS) would like to thank you and Dr. Shenkle for presenting information from the College of Arts and Sciences on breadth requirement at our recent meeting. As you know, this committee agreed with your request to reduce the requirement from 16 courses to 12 with the understanding that this is a 3-year provisional period in which all current group courses are evaluated against the goals of the breadth category by the faculty of the College of Arts and Sciences. This assessment is an integral component of the UGS committee agreement to reduce breadth requirements.

This committee encourages your faculty to develop a process to complete outcomes-based assessments on all group courses based on the goals of the breadth categories. It is strongly recommended that you use the resources available by contacting the Director of Educational Assessment, Karen Stein, to begin this process. The goal of this assessment is to establish a plan for continuous academic improvement that is focused upon student learning.

Please contact me if I can be of further assistance.

Sincerely,

Amy Nagorski Johnson, PhD, RNC
Chair, Undergraduate Studies Committee

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: _____

Educational Affairs Committee, College of Arts and Sciences

Michael Arenson, Chair _____

phone number_302-831-8890_____

*Univ. Fac. Sen.
Provisionally approved
4/9/2007*

Action: _____
Sciences _____

(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 _____ **06F** _____

(use format 04F, 05W)

Current degree _____ **All Bachelor of Arts degrees in the College of Arts and Sciences** _____

(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: _____

(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: _____

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

Revising or Deleting:

Undergraduate major / Concentration: _____

BA majors in the College of Arts and Sciences _____

(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: _____

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

Graduate Program Policy statement change: _____

(Attach your Graduate Program Policy Statement)

Graduate Program of Study: _____

(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: _____

List program changes for curriculum revisions:

Reduce the number of required courses from 16 to 12 (3 courses in each Group rather than 4) for BA degrees in the College of Arts and Sciences currently requiring 16 courses.

List new courses required for the new or revised curriculum:

(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")

None.

Other affected units:

(List other departments affected by this new or revised curriculum. Attach permission from the affected units. If no other unit is affected, enter "None")

None.

Rationale:

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

The current number of required courses unduly constrains student choice, contributes to a checklist mentality toward overall requirements, and makes it difficult for students to complete breadth requirements in their first two years. Reducing the number of required courses in each Group will allow students more flexibility to develop or discover interests and talents outside their major(s). It will also facilitate their completion of general education requirements approved in May 2004 by the University Senate: a first year experience (FYE) and at least three credits of discovery-based learning (e.g. an internship, service learning, study abroad, independent study, undergraduate research program). Academic units may not exploit this reduction in A&S requirements to increase requirements for majors, as this would run counter to the goal of increased flexibility for students.

"The Undergraduate Studies Committee agreed with the College of Arts and Sciences' request to reduce the requirement from 16 courses to 12 with the understanding that this is a 3-year provisional period in which all current group courses are evaluated against the goals of the breadth category by the faculty of the College of Arts and Sciences. This provision is an integral component of the Undergraduate Studies Committee agreement to reduce the breadth requirements."

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 present curriculum.)

Revised curriculum, as it should appear in the 2006-2007 catalog:

COLLEGE BREADTH REQUIREMENTS
(~~MINIMUM GRADE OF D-~~)

These requirements apply to all College of Arts and Sciences Bachelor of Arts Degrees. ~~7, except for the Bachelor of Arts in Mathematics Education, for which the number of credits in each group is different than below. See page 142 for these requirements.~~

Group A ~~12~~ 9
Analysis and appreciation of the creative arts and humanities.
~~Twelve~~ Nine credits of courses representing at least two departments or appropriate instructional units.

Group B..... ~~12~~ 9
The study of culture and institutions over time.
~~Twelve~~ Nine credits of courses representing at least two departments or appropriate instructional units.

Group C..... ~~12~~ 9
Empirically based study of human beings and their environment.
~~Twelve~~ Nine credits of courses representing at least two departments or appropriate instructional units.

Group D..... ~~13~~ 10
The study of natural phenomena through experiment or analysis.
~~Thirteen~~ Ten credits of courses representing atleast two departments or appropriate instructional units and including a minimum of one course with an associated laboratory.

If the grade earned is sufficient, a course may be applied toward more than one requirement (e.g., breadth and major requirements), but the credits are counted

only once toward the total credits for graduation. If all but one course in a group has been taken in one department or program, a course crosslisted with that program will not satisfy the distribution requirement. For a complete list of the courses which fulfill breadth requirements, see pages 9398.

Current curriculum, as shown on page 89 of the 2005-2006 catalog:

COLLEGE BREADTH REQUIREMENTS
(MINIMUM GRADE OF D-)

These requirements apply to all College of Arts and Sciences Bachelor of Arts degrees, except for the Bachelor of Arts in Mathematics Education, for which the number of credits in each group is different than below. See page 142 for these requirements.

Group A12
Analysis and appreciation of the creative arts and humanities.
Twelve credits of courses representing at least two departments or appropriate instructional units.

Group B..... 12
The study of culture and institutions over time.
Twelve credits of courses representing at least two departments or appropriate instructional units.

Group C.....12
Empirically based study of human beings and their environment.
Twelve credits of courses representing at least two departments or appropriate instructional units.

Group D..... 13
The study of natural phenomena through experiment or analysis.
Thirteen credits of courses representing at least two departments or appropriate instructional units and including a minimum of one course with an associated laboratory.

If the grade earned is sufficient, a course may be applied toward more than one requirement (e.g., breadth and major requirements), but the credits are counted only once toward the total credits for graduation. If all but one course in a group has been taken in one department or program, a course crosslisted with that program will not satisfy the distribution requirement. For a complete list of the courses which fulfill breadth requirements, see pages 9398.

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 Programs & Planning Date

Provost Date

Board of Trustee Notification Date

March 20, 2007 CORRECTED LETTER

Dr. Thomas Apple
Dean, Arts & Sciences
4 Kent Way
Newark, DE 19716

Dear Dr. Apple:

The Faculty Senate Undergraduate Studies Committee (UGS) would like to thank you and Dr. Shenkle for presenting information from the College of Arts and Sciences on breadth requirement at our recent meeting. As you know, this committee agreed with your request to reduce the requirement from 16 courses to 12 with the understanding that this is a 3-year provisional period in which all current group courses are evaluated against the goals of the breadth category by the faculty of the College of Arts and Sciences. This assessment is an integral component of the UGS committee agreement to reduce breadth requirements.

This committee encourages your faculty to develop a process to complete outcomes-based assessments on all group courses based on the goals of the breadth categories. It is strongly recommended that you use the resources available by contacting the Director of Educational Assessment, Karen Stein, to begin this process. The goal of this assessment is to establish a plan for continuous academic improvement that is focused upon student learning.

Please contact me if I can be of further assistance.

Sincerely,

Amy Nagorski Johnson, PhD, RNC
Chair, Undergraduate Studies Committee