

UNIVERSITY FACULTY SENATE

SUMMARY OF AGENDA

for

May 3, 1982

- I. ADOPTION OF THE AGENDA
- II. APPROVAL OF THE MINUTES: April 12, 1982
- III. REMARKS BY PRESIDENT TRABANT and/or PROVOST CAMPBELL
- IV. ANNOUNCEMENTS - SENATE PRESIDENT HOFFECKER
- V. OLD BUSINESS
  - A. Recommendations on course numbering:  
600-numbered courses; double numbered courses
- VI. NEW BUSINESS
  - A. Election of Senate officers and certain committee members and chairs
  - B. Request for confirmation of committee appointments
  - C. Recommendation for approval of a curriculum revision in Arts and Science
  - \*D. Recommendation for a change in membership of the Committee on Graduate Studies
  - E. Recommendation for election to voting faculty status
  - F. New Business

\* Bylaw change; requires a 2/3 vote of those senators present and voting

UNIVERSITY OF DELAWARE  
NEWARK, DELAWARE  
19711

UNIVERSITY FACULTY SENATE  
303 HULLIHEN HALL  
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April 26, 1982

MEMORANDUM

TO: All Faculty Members

FROM: James D. Culley, Vice President *Jim Culley*  
University Faculty Senate

SUBJECT: Regular Faculty Senate Meeting, May 3, 1982

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, May 3, 1982 at 4:00 p.m. in room 110 Memorial Hall.

AGENDA

- I. Adoption of the Agenda.
- II. Approval of the Minutes of the regular Senate meeting of April 12, 1982.
- III. Remarks by President Trabant and/or Provost Campbell.
- IV. Announcements - Senate President Hoffecker.
- V. Old Business
  - A. Recommendations from the Coordinating Committee on Education (R. Callahan, chair) regarding course numbering policies. [Note: at its meeting of April 12, 1982 the Senate postponed action on this issue until the May meeting, pending further discussion of it by the Executive Committee, the Coordinating Committee, and the Parliamentarian. The February 3, 1975 policy referred to in (1) below is presented in Attachment 1. For the report of the ad hoc Committee on Double Numbering Courses see Attachment 2 of the Agenda for the April 12, 1982 Senate meeting.]
    1. WHEREAS the stated policy and the definition of 600 level courses as approved by the Senate on February 3, 1975 requiring a distinction between the 400 and 600 level standards of expectation and grading is not being followed in many cases, therefore be it

RESOLVED that department chairs shall establish procedures to review and ensure conformity with the stated Senate policy requiring a distinction between the 400 and 600 level standards of expectation and grading, and shall establish an academic basis that governs the dual numbering of their courses.

2. WHEREAS the stated policy allows the use of double numbering in what was expected to be only a "few cases" and current practice is not consistent with this expectation, therefore be it

RESOLVED that department chairs shall inform the Senate, through its Committee on Graduate Studies, of the means by which this Senate policy is implemented in their departments.

3. WHEREAS some undergraduates now register for a course unaware that it is double numbered and that some or many of the students will be graduate students, therefore be it

RESOLVED that course registration materials shall clearly inform students about those courses which are double numbered.

4. WHEREAS in practice there are many double numbered courses involving courses below the 400 level, therefore be it

RESOLVED that double numbering will be permitted only between 400 and 600 level courses, and care shall be exercised wherever possible to see that the two course numbers are symmetrical (e.g. QU407-QU607).

5. WHEREAS a clear definition of course numbering now exists for publication in the course catalog, therefore be it

RESOLVED that department chairs shall adhere to the course definitions described in the course catalog.

6. WHEREAS a number of anomalies currently exist in dual numbered courses (e.g. 800-600 and 600-300), therefore be it

RESOLVED that department chairs shall review department course offerings to remove these anomalies.

7. RESOLVED, ~~that~~ the items above, as approved, shall be implemented as soon as possible, and not later than the end of the 1982 Fall semester (January, 1983).

8. RESOLVED that, effective with approval of these resolutions, the actions of the Senate of October 5, 1981 and December 7, 1981 regarding the definition of 600 numbered courses and the double listing of courses are rescinded.

## VI. New Business

- A. Election of Senate officers, a chairperson of the Coordinating Committee on Education, one member-at-large of the Committee on Committees, one member of the Rules Committee, and two members of the Nominating Committee.

[Note: a slate of nominees prepared by the Nominating Committee (J. Olson, chair) is presented in Attachment 2. Senators are reminded that additional nominations may be made from the floor and that senators making such nominations are responsible for determining that a nominee would serve if elected.]

- B. Request from the Committee on Committees (J. Morrison, chair) for Senate confirmation of committee appointments. (Attachment 3)

RESOLVED, that the appointments to Senate committees and the appointments of Senate committee chairpersons, as presented in Attachment 3 of this Agenda, are hereby confirmed.

- C. Recommendation from the Coordinating Committee on Education (R. Callahan, chair) for approval of a revision in the curriculum for the B.A. degree in the College of Arts and Science. (Attachments 4 and 5)

RESOLVED, that the Faculty Senate approves the revised general education requirements in the curriculum for the Bachelor of Arts degree in the College of Arts and Science, as presented in Attachment 4 of this Agenda, effective September 1, 1982.

- D. Recommendation from the Committee on Committees (J. Morrison, chair) to change the membership of the Committee on Graduate Studies.

RESOLVED, that the Faculty Senate Bylaws III: Standing Committee System of the Faculty and its Senate, Committee on Graduate Studies, 3., (p. I-21 of the present Faculty Handbook) is changed to read:

3. The Committee shall consist of a chairperson and one representative from each college offering a graduate program, serving for three-year terms to be arranged in sequence such that the terms of no more than four members shall expire in any academic year. In addition, there

shall be two ex officio members, the University Officer for Graduate Studies and the Director of the University Library. There shall be two graduate student members appointed. In the absence of a duly constituted graduate student government the Committee on Graduate Studies shall have the responsibility of arranging the election of graduate student senators. Members as they retire from the Committee shall be replaced by members with the new period of tenure.

[Note: the paragraph presently reads:

3. The Committee shall consist of a chairperson and six other faculty members serving for three-year terms to be arranged in sequence such that the terms of no more than two members shall expire in any academic year. In addition there shall be two ex officio members, the University Officer for Graduate Studies and the Director of the University Library. There shall be two graduate student members appointed. In the absence of a duly consisted graduate student government, the Committee on Graduate Studies shall have the responsibility of arranging the election of the graduate student senators. During the transition period, members as they retire from the Committee shall be replaced by members with the new period of tenure.]

E. Recommendation from Senator Neale, College of Education, for election to voting faculty membership.

WHEREAS the Board of Trustee Bylaws and the Constitution of the Faculty exclude part-time faculty from faculty voting privileges, but

WHEREAS the Board of Trustees Bylaws state:

"The University faculty may elect either to voting or non-voting membership any other member of the University body whom it deems advisable,"

and

WHEREAS the University has established two half-time tenure track positions in the Department of Educational Studies, College of Education, and

WHEREAS these positions are occupied by Karen Gouze (Assistant Professor) and Robert Lichtenstein (Assistant Professor), and

WHEREAS the nature of a tenure track faculty position is inconsistent with the denial of faculty voting privileges, now therefore be it

RESOLVED that the Faculty Senate extends voting privileges to Professors Karen Gouze and Robert Lichtenstein.



- F. Such items as may come before the Senate. (No motion introduced at this time may be acted upon until the next meeting of the Senate.)

JDC/b

- Attachments:
1. Course numbering policy approved by the Senate February 3, 1975
  2. Report of Nominating Committee: Slate of Nominees
  3. Report of Committee on Committees: Committee Appointments
  4. Arts and Science curriculum revision:
    - Proposal concerning group requirements for general education
    - Proposal concerning skill requirements
  5. Arts and Science curriculum revision:
    - Detailed Guidelines for the Group Requirements

Resolution permitting double-numbered courses, as approved by the Faculty Senate, February 3, 1975:

600-numbered courses are graduate level courses open to advanced undergraduates with the consent of the instructor. There should be a single standard of expectation and grading. In those few cases where the number of either undergraduate students or graduate students does not permit adequate offerings, a graduate 600-numbered course may be combined with a separately numbered undergraduate course in the same section. The graduate component must then be offered with a graduate standard of expectation and grading.

The appropriateness of 600-numbered courses for undergraduate credit is subject to review by the Committee on Undergraduate Studies.

Report of the Nominating Committee:

1982-1983 NOMINEES

PRESIDENT

Carol E. Hoffecker (History)  
Peter J. Warter (Electrical Engineering)

VICE PRESIDENT

Elizabeth E. Bohning (Languages and Literature)  
James D. Culley (Business Administration)

SECRETARY

Dorothy A. Kennedy (Nursing)  
Henry N. Lee (Music)

CHAIRPERSON: COORDINATING COMMITTEE ON EDUCATION

Thomas S. Angell (Mathematical Sciences)  
John J. Pikulski (Educational Development)

MEMBER: COMMITTEE ON COMMITTEES

Donald C. Mell, Jr. (English)  
Thomas R. Scott, Jr. (Psychology)

MEMBER: RULES COMMITTEE

Gordon R. Bonner (Business Administration)  
Richard T. Sylves (Political Science)

MEMBERS: NOMINATING COMMITTEE (two to be elected)

William Bailey (Education)  
Norman Collins (Animal Science)  
Stephen Keiser (Business Administration)  
Jane Lamb (Human Resources)

[Note: continuing members of the Nominating Committee are:  
Willard E. Baxter (Mathematics)  
Frank B. Dilley (Philosophy)  
Jon H. Olson (Engineering) ]



COMMITTEE APPOINTMENTS FOR SENATE CONFIRMATION

ACADEMIC CEREMONIES, COMMITTEE ON

Member: Keith Handling

ACADEMIC COMPLAINTS, UNIVERSITY  
REVIEW COMMITTEE FOR

Member: James Wiggins  
Member: Terrance Skelton  
Alternate: Mary Lou Liprie

ACADEMIC FREEDOM, COMMITTEE ON

Chairperson: Kenneth Haas  
Member: A. Jon Magoon  
Member: Dorothy Moser

ADJUNCT ACADEMIC AFFAIRS, COMMITTEE ON

Chairperson and Member: Mark Miller

BEVERAGE ALCOHOL, COMMITTEE TO  
REGULATE THE USE OF

Chairperson and Member: Steven Hastings

BUDGET REVIEW, COMMITTEE ON

Chairperson: John Rosenberger  
Member: Lester Chadwick (1987)

COMPUTER COMMITTEE

Chairperson and Member: George Bordon  
Member: Edward Boas  
Member: Willard Creighton  
Member: Mary Jo Kallal

CULTURAL ACTIVITIES AND PUBLIC  
EVENTS, COMMITTEE ON

Chairperson: Frank Dilley

EDUCATIONAL INNOVATION AND PLANNING,  
COMMITTEE ON

Chairperson: Mary Jo Kallal  
Member: Jan Blits  
Member: James Lantolf  
Member: Gary Pruder

FACULTY WELFARE AND PRIVILEGES,  
COMMITTEE ON

Chairperson: Harry Hutchinson  
Member: Reed Geiger  
Member: Mark Haskell

FINE ARTS AND EXHIBITIONS SUBCOMMITTEE

Chairperson and Member: Jeanne Rymer  
Member: Victor Spinski

GRADUATE STUDIES, COMMITTEE ON

Chairperson: Marvin Sussman

INSTRUCTIONAL RESOURCES COMMITTEE

Chairperson and Member: Paul Sammelwit  
Member: Jack Levine  
Member: Peter Hill

INTERNATIONAL STUDIES, COMMITTEE ON

Chairperson: Victor Martuza  
Member: Elizabeth Bohning  
Member: Dietrich Knorr  
Member: Bonnie Scott

LIBRARY COMMITTEE

Chairperson: Robert Taggart  
Member: Melbourne Carriker  
Member: James Culley  
Member: John Dohms  
Member: Tai Liu  
Member: Wanda Mialkowski

PERFORMING ARTS SUBCOMMITTEE

Chairperson: Thomas Lathrop  
Member: Ellen Barker

PHYSICAL PLANNING AND UTILIZATION,  
COMMITTEE ON

Chairperson: Charles Dunham  
Member: Carol Denson  
Member: Harold Neikirk

NOTE: Unless otherwise noted, Chairpersons' terms are for one year; members' terms are for two years

PROMOTIONS AND TENURE, COMMITTEE ON

Chairperson: Frank Scarpitti  
Member: Gertrude Stokes

RESEARCH, COMMITTEE ON

Chairperson and Member: David Barlow  
Member: Marvin Sussman  
Member: Richard Sylves

STUDENT AND FACULTY HONORS, COMMITTEE ON

Chairperson: Anne McCourt-Lewis  
Member: Arnold Kerr  
Member: Deborah Kliman  
Member: David Stixrude  
Member: Julie Waterhouse

STUDENT LIFE, COMMITTEE ON

Chairperson and Member: James Soles  
Member: Dennis Jackson

UNDERGRADUATE ADMISSIONS AND STANDING,  
COMMITTEE ON

Member: Elizabeth Bohning  
Member: Mary Lou Hamilton  
Member: Dean Shippy

UNDERGRADUATE STUDIES, COMMITTEE ON

Chairperson: Val Arnsdorf  
Member: Daniel Callahan  
Member: Harrison Hall  
Member: William Latham  
Member: Jack Vinson

VISITING SCHOLARS AND SPEAKERS SUBCOMMITTEE

Chairperson: Julian Valbuena  
Member: Lee Bennett  
Member: Barbara Viera

Proposal Concerning Group Requirements for General Education:  
Bachelor of Arts in the College of Arts and Science

- GROUP 1. Analysis and appreciation of the creative arts and humanities.  
12 hours of courses representing at least two departments or appropriate instructional units.
- GROUP 2. The study of culture and institutions over time.  
12 hours of courses representing at least two departments or appropriate instructional units.
- GROUP 3. Empirically based study of human beings and their environment.  
12 hours of courses representing at least two departments or appropriate instructional units.
- GROUP 4. The study of natural phenomena through experiment or through analysis.  
13 or 14 hours of courses representing at least two departments\* and including a minimum of one course with an associated laboratory.  
(\*or appropriate instructional units).

For a BA degree program which includes required courses outside the major discipline, up to 15 hours of the group requirements for general education can be fulfilled by these courses, even though departments may not list them as satisfying the general education requirements. The Educational Affairs Committee is to review the various BA programs which include required courses outside the major and determine which courses outside the department will fulfill particular group requirements. Each department or appropriate instructional unit is requested to propose courses to the Educational Affairs Committee for inclusion in the various groups constituting the General Education curriculum. Area subcommittees consisting of faculty representatives from the departments or appropriate instructional units concerned with each of the four group areas will assist the Educational Affairs Committee in making the final selections.

Courses will be chosen for inclusion on the basis of compliance with the objectives of each of the four groups and of the following criteria:

1. Courses must address the group objectives comprehensively and emphasize the intellectual fundamentals and general approach of the disciplines included.
2. Encouragement will be given to courses that introduce students to alternative, especially non-Western, cultures and value systems.
3. Courses that are primarily intended to provide vocational skills or to prepare a department's, or appropriate instructional unit's, majors for advanced work in a specific discipline are strongly discouraged.

Proposal Concerning Skill Requirements:  
Bachelor of Arts in the College of Arts and Science

WRITING

The requirement will consist of two courses: a) E110 and b) a second writing course. A minimum grade of C must be earned in both courses.

- a) E110 will be taken by all students as freshmen, except by students who have earned advance placement or otherwise demonstrated the skills taught in that course. A score of 650 on the English Composition Achievement Test of the SAT will be satisfactory demonstration of basic writing skills.
- b) The second writing course will be one with a "significant writing experience" and may be offered by any unit in the College. A "significant writing experience" is defined as the preparation of at least two papers of moderate length which are submitted for extended faculty critique of both composition and content and which are returned to the student. All departments that wish to participate are encouraged to do so. This course must be taken in the junior or senior year. There will be no exemptions. The goal of this requirement can only be meaningfully met if there is ample opportunity for student-faculty interaction. Therefore such courses must have sections which are limited to 40 students.

FOREIGN LANGUAGE

There will be two ways in which this requirement can be met:

- a) Completion of the intermediate level course in a given language (112); or
- b) Satisfactory performance on a placement test in the language of the student's choice. New students will be given this test during the Summer Orientation Program. No language in which the University offers training is excluded.

MATHEMATICS

Students may demonstrate mathematical competence by:

- a) Completing a calculus course; or
- b) Completing a course which involves understanding of basic algebra and trigonometry; or
- c) Performing at a satisfactory level on a placement test. The grade of C must be earned in either of the course options. New students will be given this exam during the Summer Orientation Program.



Detailed Guidelines for the Group Requirements:  
Bachelor of Arts in the College of Arts and Science

GROUP I

Analysis and Appreciation of the Creative Arts and Humanities

The purpose of this requirement is to give students a better understanding and appreciation of the creative arts and humanities, including arts, literature, and philosophy, and the cultural values which have shaped them. This will typically require a broad approach--courses which treat several major figures, motifs, or movements.

No narrow topics will be permitted--unless especially influential in focussing or re-directing the culture and its values. Any course devoted to a single motif, one or a very few figures, or a single movement or school will have to demonstrate the broader cultural impact and importance of the subject treated, rather than address the subject matter in a self-contained and isolated manner.

Especially encouraged are courses which introduce students to our western culture by acquainting them with another culture and its values and exploring major cultural differences and similarities.

The real point is to insure that every course which satisfies this requirement represents an introduction to the arts and/or humanities as well as an introduction to a specific subject matter. In addition the subject matter must provide a reasonable introduction to the discipline as a representative of the arts and humanities. The goal is to provide the kind of course which might be aimed at a non-major and possibly represent the student's only introduction to the discipline and one-third of his or her introduction to the arts and humanities in general.

GROUP II

The Study of Culture and Institutions Over Time

The purpose of this requirement is to provide students with an understanding of the impact of history upon the way we live and think. Courses dealing with social, technological, artistic, scientific, and political development would be appropriate. Historical survey courses, whether in history, the arts, or philosophy, would satisfy this requirement, as could courses that study the evolution of the social, political, and physical sciences. Courses focussing on one cultural figure or one social, political, or physical phenomenon would not be appropriate, although courses dealing with limited time periods in either western or non-western culture might be included if the courses are designed to study a significant change in cultural norms, social institutions, or scientific models.

GROUP III

Empirically-Based Study of Human Beings and Their Environment

Courses in this group are intended to provide students with a basic understanding of the behavior of individuals and social groups in the context of their human and natural environment. Students should gain from such courses an understanding of the



characteristics of individual behavior; an awareness of the varied forms of social organization, including their political, economic, and institutional expressions; and an awareness that individual and social behavior occurs in a context of relationships with the physical world.

#### Specific Guidelines

1. Courses should emphasize the applications and findings of social sciences to an understanding of human beings and their environmental context. Methodology should not be the highest priority at this level of instruction. Rather disciplines should be presented as particular perspectives on the nature of the human condition.
2. Typically, courses should be designed to be overviews and not be narrow introductions for the specialist in a particular discipline. Courses which take a broad-based integrative social science perspective, albeit from the point of view of a particular discipline, are encouraged. Also sought are courses which will explore the relationships between the human and natural worlds, and emphasize linkages between the perspectives of social science and natural science.
3. Emphasis should be placed on the introduction of students to contemporary theories of personal and social organization deriving from observation and experiment in the social sciences. Students should be encouraged to develop the ability to pose significant questions concerning the values which underlie all social behavior and organization so as to enhance the emergence of a personal context for their interpretation of the human condition.
4. Courses are also encouraged which place the examination of human behavior and society in an international context, involving the discussion of interactions and comparisons with other people, cultures, and institutions.

#### GROUP IV

##### The Study of Natural Phenomena Through Experiment or Through Analysis

This group of courses is intended to insure that students receive an introduction to the concepts on which the physical and natural sciences have been built, the phenomena which have been discovered and the methods that scientists use to approach and attempt to solve problems. As with all courses in General Education, the microcosm of specific experience or facts is to be used, where possible, to illustrate the macrocosm or totality of which it is a part. Further, the instructor may place the scientific information into a context of current human interest where that opportunity occurs.

The required laboratory should be a well-integrated component of this process. The factual knowledge and understanding obtained in mastering a laboratory or field experiment provide a firsthand opportunity for a direct illustration of the working methods of many scientists.

##### List of Guidelines

1. The course should present predominantly factual or analytical science, but may certainly include a discussion of historical, ethical, or moral issues when these are pertinent. Courses which deal primarily with historical, ethical, and moral issues arising from science should not reside in Group IV.

2. The course, whether of one or two-semester duration, should stand largely on its own. Pre-requisites should be at a minimum, and, in particular, the pre-requisite mathematical requirement should not exceed that of the College skills mathematics requirement.
3. Typically, the course should not be the first in a series of ascending complexity where other members of the series must be taken in order to gradually build up a more complete background in the science. However, it is hoped that the students in these courses will be encouraged by their experience and contact with the science to undertake further study as their interest and time permit.
4. At least three types of courses can be expected to be present in this group:
  - (a) Broad survey type courses which offer an overview of one, or several, fields of science in a related manner.
  - (b) Courses based primarily upon laboratory or lecture-demonstration work with related audio-visual or field experiences which comprehensively illustrate a scientific discipline.
  - (c) A course in which a selected area of science is dealt with in some depth, with the scientific core related strongly to interactions with other areas, with applications, or with man's over-all conceptions of the universe.