

UNIVERSITY FACULTY SENATE

SUMMARY OF AGENDA

February 4, 1985

- I. ADOPTION OF THE AGENDA
- II. APPROVAL OF THE MINUTES: December 3, 1984
- III. REMARKS BY PRESIDENT TRABANT and/or PROVOST CAMPBELL
- IV. ANNOUNCEMENTS

- 1. Senate President Kuhlman

ANNOUNCEMENTS FOR CHALLENGE

- 1. Revision of the B.S. in Human Resources: Young Exceptional Children
  - 2. Revision of the B.S. in Human Resources: Community and Family Services
  - 3. Revision of the B.A. in Geology: Geology Education
  - 4. Revision of the B.A. in Psychology: Psychology Education
  - 5. Revision of the B.A. in Sociology: all concentration areas
  - 6. Revision of the B.S. in Agriculture: Entomology
  - 7. Revision of the minor in Management Information/Decision Support Systems (College of Business and Economics)

- V. OLD BUSINESS - none

VI. NEW BUSINESS

- A. Resolution to amend the existing regulations governing the awarding of Associate degrees.
  - B. Resolution to amend the existing Credit by Examination policies for undergraduate and Continuing Education students.
  - C. Resolution to approve a new policy on the readmission of graduate students who were previously terminated.
  - D. Resolution to approve permanent status for the Ph.D. program in Linguistics.
  - E. Introduction of new business.





# University of Delaware

UNIVERSITY FACULTY SENATE  
301 HULLIHEN HALL  
NEWARK, DELAWARE 19716

(302) 451 2921

January 28, 1985

TO: All Faculty Members

FROM: Mark W. Huddleston, Vice President *Mark W. Huddleston*  
University Faculty Senate

SUBJECT: Regular Faculty Senate Meeting, February 4, 1985

In accordance with section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, February 4, 1985 at 4:00 p.m. in room 110 Memorial Hall.

## AGENDA

- I. Adoption of the Agenda.
  - II. Approval of the Minutes of the Senate meeting of December 3, 1984.
  - III. Remarks by President Trabant and/or Provost Campbell.
  - IV. Announcements
    1. Senate President Kuhlman
- Announcements for Challenge
1. Revision of the Bachelor of Science in Human Resources: Young Exceptional Children (Attachment 1)
  2. Revision of the Bachelor of Science in Human Resources: Community and Family Services (Attachment 2,
  3. Revision of the Bachelor of Arts in Geology: Geology Education (Attachment 3)
  4. Revision of the Bachelor of Arts in Psychology: Psychology Education (Attachment 4)

5. Revision of the Bachelor of Arts in Sociology: all concentration areas (Attachments: 5a. Sociology; 5b. Health Service; 5c. Pregraduate Work; 5d. Social Welfare; 5e. Urban Studies; 5f. Sociology Education)
6. Revision of the Bachelor of Science in Agriculture: Entomology (Attachment 6)
7. Revision of the minor in Management Information/Decision Support Systems, College of Business and Economics (Attachment 7)

V. Old Business - None

VI. New Business

- A. A recommendation from the Committee on Undergraduate Studies (R. Brown, chair) to amend the existing regulations governing the awarding of Associate in Arts (A.A.) and Associate in Science (A.S.) degrees. (Attachment 8)

WHEREAS: the Council of Deans has approved "administrative changes" governing Associate Degrees, and

WHEREAS: regulations of the sort proposed should have Faculty Senate approval and should be applied uniformly in all colleges in which Associate Degrees are awarded; be it therefore

RESOLVED: that existing regulations governing the awarding of Associate Degrees be amended or supplemented by the following, namely that:

1. The degree awarded will be identified simply as Associate in Arts or Associate in Science, without specification of a major field of study.
2. The recipient must be in good academic standing (have a minimum grade point average of 2.0).

- B. A recommendation from the Committee on Undergraduate Admissions and Standing (W. Ritter, chair), with the concurrence of the Coordinating Committee on Education, to amend the existing Credit by Examination policies for undergraduate and Continuing Education students. [Underlined text is to be added to the existing policy.]

The University provides to all currently enrolled undergraduate students and Continuing Education students the opportunity to obtain college credit by examination for demonstrated competence attained through professional experience, independent study or some similar learning experience, but not previous enrollment in a course. Someone who has officially withdrawn from a course, following the procedures outlined in the current registration catalog, can obtain credit by examination for that course, and is not (for the purpose of this policy) considered to have previously enrolled in the course. General inquiries concerning credit by examination should be directed to the department offering the course for which the student seeks credit. A list of courses approved for credit by examination is available from the department chairperson. A credit-by-examination form available at the Records Office must be completed following the instructions on the form.

- C. A recommendation from the Committee on Graduate Studies (J. Raffel, chair), with the concurrence of the Coordinating Committee on Education, for approval of a new policy on the readmission of graduate students who were previously terminated. (Attachment 9)

RESOLVED: the following policy is hereby approved, effective immediately:

A graduate student who has been terminated by the University for academic reasons may not be readmitted to the major from which the student was terminated.\* Such a student may be readmitted as a matriculated graduate student in a different major after a lapse of one calendar year from the date of termination. The student must reapply and be approved through regular admission procedures for admission to the new major.

The student's prior academic record as a graduate student shall not carry over. A new academic index shall be based only on grades received following readmission. Similarly, credit for courses taken while matriculated in the first major may not be used to meet the requirements of a graduate degree in the second major.

A graduate student may be readmitted only once.

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\*This policy does not apply to a student terminated for exceeding the time limit, who may be reinstated to the original major for a one-year extension of time provided such extension is justified and approved by the student's faculty advisor and the University Coordinator for Graduate Studies.

- D. A recommendation from the Coordinating Committee on Education (U.C. Toensmeyer, chair), with the concurrence of the Committee on Graduate Studies, to approve permanent status for the Ph.D. program in Linguistics. (Attachment 10)

RESOLVED, that the Faculty Senate approves the permanent establishment of the program for and the degree of Doctor of Philosophy in Linguistics.

- E. 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.)

/b

Attachments: Committee Activity List

1. Revision of the B.S. in Human Resources: Young exceptional Children
2. Revision of the B.S. in Human Resources: Community and Family Services
3. Revision of the B.A. in Geology: Geology Education
4. Revision of the B.A. in Psychology: Psychology Education
5. Revision of the B.A. in Sociology:
  - a. Sociology
  - b. Health Service
  - c. Pregraduate Work
  - d. Social Welfare
  - e. Urban Studies
  - f. Sociology Education
6. Revision of the B.S. in Agriculture: Entomology
7. Revision of the minor in Management Information/Decision Support Systems
8. Associate Degrees: Background Information
9. Readmission of Graduate Students: Background Information
10. Ph.D. Program in Linguistics



## COMMITTEE ACTIVITIES REPORT

### ACADEMIC CEREMONIES, COMMITTEE ON (C. Roy Rylander)

1. January Commencement will be held the 6th.
2. Planning is underway for June Commencement.

### ADJUNCT ACADEMIC AFFAIRS, COMMITTEE ON (Steven E. Sidebotham)

Discussing the field experience contract.

### EDUCATION, COORDINATING COMMITTEE ON (U. Carl Toensmeyer)

1. Discussing the formation of a Department of Linguistics.
2. Discussing plus and minus grading system for graduate students.

### EDUCATIONAL INNOVATION AND PLANNING, COMMITTEE ON (Charles Gilbert)

Discussing interdisciplinary course proposal from M. Andersen--currently awaiting report from B. Weinacht (Records Office) on this matter.

### GRADUATE STUDIES, COMMITTEE ON (Jeffrey Raffel)

1. Discussing process for annual review of graduate programs.
2. Reviewing Museum Studies program.
3. Discussing means of helping graduate programs improve.

### RESEARCH, COMMITTEE ON (Joanne Ryan)

Reviewing funding of research proposals.

### UNDERGRADUATE STUDIES, COMMITTEE ON (Robert F. Brown)

1. Discussing plus/minus grading for undergraduates.
2. Discussing revision of Associate Degree requirements.
3. Discussing communication condition rules.
4. Discussing exams outside regularly scheduled class hours.

/wc

1/18/85





Attachment 1  
January 28, 1985

Bachelor of Science in Human Resources: Young Exceptional Children major  
Curriculum Changes

OLD REQUIREMENTS

**External to the College:**

E or COM	3 cr
Humanities courses	3 cr
Science courses ...	11 cr

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Psychology course	3 cr
Social Science courses	6 cr

**Professional courses:**

MUE 381	3 cr
Restricted electives	9 cr
(Delete IFS 463 from list)	

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IFS 445	3 cr

<b>Free electives</b>	<b>23 cr</b>
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NEW REQUIREMENTS

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Humanities Courses	6 cr
Science ...(Six credits must be in physical and biological sciences)	8 cr
M 251	3 cr
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Social Science courses	9 cr

MUE 385	3 cr
Restricted electives	6 cr
(Add to list: REC 310, COM 320, EDS 435, IFS 405)	
HR 101	1 cr
IFS 201	3 cr
IFS 445	2 cr

<b>9 cr</b>
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COLLEGE: HUMAN RESOURCES  
 DEPARTMENT: INDIVIDUAL AND FAMILY STUDIES  
 DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES  
 MAJOR: YOUNG EXCEPTIONAL CHILDREN (YEC)

Page 1

<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
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**UNIVERSITY REQUIREMENTS**

**I 110 Critical Reading and Writing**

3 2

**MAJOR REQUIREMENTS**

External to the College

Humanities

**I xxn English course**

3

2

**CON xxn Communication course**

3

2

**xx xxn Humanities course selected from: Art, Art History, Communication (except 320, 321), English, Languages, Literature, Music, Philosophy, Theatre.**

6X

2

X

~~**I xxn English course**~~

~~3~~

~~2~~

~~**CON xxn Communication course**~~

~~3~~

Sciences

**B 105 Human Heredity and Development**

3

2

**B 115 Human Heredity and Development Laboratory**

1

2

**xx xxn Science courses selected from: Physical Anthropology, Biology, Chemistry, Health and Life Sciences, Physical Sciences, Physics, Physiological Psychology, Plant Science 101 or 102, Entomology 205, Computer Science, Physical Geography, Geology, Mathematics, Statistics.**

9-15

2

2

*(5 or 6 credits must be in Physical and Biological Sciences)*

**m 251 Mathematics for the Chemical Sciences**

3

X

Social Sciences

**SOC xxn Sociology course**

3

2

**PSY 201 General Psychology**

3

2

~~**PSY xxn Psychology course**~~

~~3~~

**xx xxn Social Science courses selected from:**

9X

2

Cultural Anthropology, Black American Studies, Business Administration 309 or 321, Criminal Justice, Economics, Agricultural Economics 120, Economics and Social Geography, History, Plant Science 200, Political Science, Psychology, Sociology, University Course 420.

COLLEGE: HUMAN RESOURCES  
 DEPARTMENT: INDIVIDUAL AND FAMILY STUDIES  
 DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES  
 MAJOR: YOUNG EXCEPTIONAL CHILDREN (VEC)

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<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
<u>Professional Courses</u>					
EDS 101 Human Development and Educational Practice	3		X		
EDD 220 Introduction to the Teaching of Reading	3		X	X	
EDS 230 Introduction to Exceptional Children	3		X		
EDD 308 Language Arts in the Primary Grades	3		X		
MUS 315 Music in Early Childhood <i>for Special Education</i>	3		X		
xx xxn Restricted Electives to be selected from the following:	6-8		X	X	X
EDS 431 Applied Behavior Analysis	3				
EDS 432 Curriculum for School-Age Exceptional Children	3				
IFS 483 Atypical Infant	3			X	
IFS 443 Transdisciplinary Implications of Developmental Disability	3				
IFS 425 Teaching Human Sexuality to the Disabled	3				
IFS 410 The Hospitalized Child	3				
EDS 435 Education Evaluation for Exceptional Children	3				
CON 430 Introduction to Audiology	3				
CON 431 Introduction to Speech Pathology	3				
PE 342 Survey in Adaptive Physical Education/Recreation	3				
PE 343 Adapted Physical Education for Special Populations	3				
PSY 434 Abnormal Psychology	3				
IFS 235 Survey in Child and Family Services	3				
EDS 521 Manual Communication I	3				
EDS 522 Manual Communication II	3				
EDS 523 Manual Communication III	3				
REL 310 <i>History, Philosophy and Literature of Religion</i>	3				
CON 370 <i>History of the United States</i>	3				
EDS 435 <i>Exceptional Children and Their Families</i>	3				
IFS 405 <i>Impact of Age on the Individual</i>	3				
FSN 200 Food, Culture and Dietary Adequacy	3	X			
TDC xxn TDC course	3	X	X		
HR 101 <i>Introduction to Human Resources</i>	1		X		
<u>Within the College</u>					
IFS 201 <i>Issues in Life Span Development</i>	3		X		
IFS 341 Child Development	3	X			
IFS 236 Infants and Toddlers: Development and Programs	3			X	
IFS 222 Preschool Curriculum I: Materials	2		X		
IFS 224 Preschool Curriculum I: Practicum	2		X		
IFS 340 Preschool Curriculum II: Organization	3		X	X	
IFS 422 Family Life	3			X	
IFS 453 Development in Middle Childhood	3			X	
IFS 452 Assessment of Young Children	3			X	
IFS 445 Parent and Community Resources	2				X
IFS 435 Preschool Programs for Exceptional Children	4			X	
IFS 470 Exceptional Children and Their Families	3				X

COLLEGE: HUMAN RESOURCES  
 DEPARTMENT: INDIVIDUAL AND FAMILY STUDIES  
 DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES  
 MAJOR: YOUNG EXCEPTIONAL CHILDREN (YEC)

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<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
IFS 465 Seminar	1				
IFS 459 Child Development Practicum	3				X
Prerequisite for IFS 459 Practicum: a cumulative index of 2.25 and a major field index of 2.75 with a minimum grade of C in required courses. (Courses designated in major field are available from Department Office.)	0				X

**ELECTIVES**

Electives

May include Military Science, Music or Physical Education. (Only two credits of activity type Physical Education and four credits of Music organization credits may be counted toward the degree and four credits of 100- and 200-level courses in Military Science/Air Force.)

9-15

X

X

CREDITS TO TOTAL A MINIMUM OF

129

COLLEGE OF HUMAN RESOURCES  
DEPARTMENT OF INDIVIDUAL AND FAMILY STUDIES

Revisions in the Community and Family Services major approved by the College of Human Resources

1. Replace a 3 credit free elective with IFS 201 Issues in Lifespan Development (3). This course is required of all majors in the department and provides the context in which other IFS developmental courses are offered.
2. Replace IFS 453 Development in Middle Childhood as a specific course required with a 3 credit IFS Developmental Elective to be chosen from IFS 236, 329, 403, or 453. This will allow majors to make their selection in line with their interests. It is hoped that when new IFS developmental courses currently offered experimentally (IFS 467 Parenthood and Parenting) become permanent offerings these might be added to increase the range of choices.
3. Replace 6 credits of free electives with 6 credits (two 3-credit courses) of IFS Developmental Electives (see above). The rationale is to provide students of this major with a stronger developmental background while allowing them the option of a specialization in different developmental periods of the lifespan. The number of free elective credit hours will be reduced from 17 to 11 with this change. However, beside free electives, students in this program have 6 credits of humanities free electives, 15 credits of science electives, a 3 credit communications elective, a 3 credit science elective, 9 credit of elective in any social science, and 18 credits of "Restricted Electives." These restricted elective credits are chosen from numerous departments in the University including Criminal Justice, Psychology, Business, Sociology, Physical Education, Health and Life Sciences, Textile Design and Consumer Economics, Nursing, Food Science and Human Nutrition, Women Studies, Education, and Communications. They are similar to free electives in many ways providing a student freedom in tailoring their educational program but unlike free electives are chosen in close consultation with the Program Coordinator to ensure a clear foci of direction. (See attached Requirements Sheet and General Information booklet for CFS Majors for details). Please note that these changes in no way increase the total number of credits students must take to complete the program.

COLLEGE: HUMAN RESOURCES  
 DEPARTMENT: INDIVIDUAL AND FAMILY STUDIES  
 DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES  
 MAJOR: COMMUNITY AND FAMILY SERVICES (CF)

<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
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UNIVERSITY REQUIREMENTS

E 110 Critical Reading and Writing	3	X			
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MAJOR REQUIREMENTS

External to the College

Humanities

E xxx English course	3		X		
COM xxx Communication course	3		X		
xx xxx Humanities courses selected from: Art, Art History, Communication (except 320,321), English, Languages, Literature, Music, Philosophy, Theatre.	6	X			

Sciences

xx xxx Science courses selected from: Physical Anthropology, Biology, Chemistry, Health and Life Sciences, Physical Sciences, Physics, Physiological Psychology, Plant Science 101 or 102, Entomology 205, Computer Science, Physical Geography, Geology, Mathematics, Statistics. (One course chosen must be a lab and at least six credits must be in Physical and Biological Sciences.)	15	X	X		
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Social Sciences

SOC 201 Introduction to Sociology	3	X			
PSY 201 General Psychology	3	X			
xx xxx Social Science courses selected from: Cultural Anthropology, Black American Studies, Business Administration 309 or 321, Criminal Justice, Economics, Agricultural Economics 120, Economic and Social Geography, History, Plant Science 200, Political Science, Psychology, Sociology, University Course 420.	9		X		X

COLLEGE: HUMAN RESOURCES  
 DEPARTMENT: INDIVIDUAL AND FAMILY STUDIES  
 DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES  
 MAJOR: COMMUNITY AND FAMILY SERVICES (CF)

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<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
<u>Professional</u>					
EDD 374 Experimental Education	3			X	
EDD 372 Counseling Theories Workshop	3			X	
<u>Within the College</u>					
HR 101 Introduction to Human Services	1	X			
FSN 200 Food, Culture and Dietary Adequacy	3	X			
TDC xxx TDC course	3	X			
HR xxx HR course including FSN, TDC or IFS courses.	3				X
<u>Within the Department</u>					
IFS 121 Child Development	3	X			
IFS 201 Issues in Life Span Development	3		X		
IFS 230 Emerging Life Styles of Women and Men	3		X		
IFS 235 Survey in Child and Family Services	3		X		
IFS 380 Materials and Approaches	3			X	
IFS 422 Family Life	3			X	
IFS xxx Developmental Electives chosen from:	9		X	X	
IFS 236 Infants and Toddlers: Development and Programs	3				
IFS 329 Adolescent Development	3				
IFS 403 Concepts in Gerontology	3				
IFS 453 Development in Middle Childhood	3				
IFS 465 Seminar	3				X
IFS 449 Internship in Community Services	9				X
Prerequisite for IFS 449 Internship in Community Services: cumulative index of 2.50 and major field index of 2.75 with a minimum grade of C in required courses. (Information on courses designated in major field is available from Department Office).					



COLLEGE: HUMAN RESOURCES  
 DEPARTMENT: INDIVIDUAL AND FAMILY STUDIES  
 DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES  
 MAJOR: COMMUNITY AND FAMILY SERVICES (CF)

<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
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ELECTIVES
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Restricted electives determined in consultation with adviser upon completion of IFS 235.	18			X	X
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Electives May include Military Science, Music or Physical Education. (Only two credits of activity type Physical Education and four credits of Music organization credits may be counted toward the degree and four credits of 100- and 200-level courses in Military Science/Air Force.)	11				X
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CREDITS TO TOTAL A MINIMUM OF	129				
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Bachelor of Arts in Geology: Geology Education

E110

College of Arts and Science general education requirements

Professional Studies Credits - 24

EDS 209	3 cr	EDS 461 or EDD 322	3 cr
EDS 147, 258, or 340	3 cr	SC 491	3 cr
EDS 410	3 cr	EDD 400	9 cr

Major Requirements Credits - 33

A grade of "C" or better must be obtained in all Geology courses.

GEO 107	4 cr	GEO 302	4 cr
GEO 108	4 cr	GEO 401	3 cr
GEO 203	4 cr	GEO 402	3 cr
GEO 204	4 cr	GEO 432	3 cr
GEO 301	4 cr		

Related Course Credits - 24

C 103	4 cr	M courses	8 cr
C 104	4 cr	(Recommendation: M 115,	
PS 201	4 cr	M 221 and 1 other course.)	
PS 202	4 cr		

TOTAL CREDITS: 124



Program in Psychology Education

E 110 Language Requirement Second Writing Course

A & S Group Requirements

Group A	Group B	Group C	Group D
12 hrs.	12 hrs.	12 hrs.	13 hrs. in at least two departments

Academic Studies (57 credits) Grade of "C" or better in all courses.  
2.75 G.P.A. required as prerequisite to student teaching.

Psychology Required Courses (33 credits)

Each of these: PSY 201 Introductory  
PSY 309 Statistics  
PSY 415 History & Systems

2 of these 3 : PSY 301 Personality  
PSY 303 Social  
PSY 325 Child

2 of these 4 : PSY 310 Sensation and Perception  
PSY 312 Learning and Motivation  
PSY 314 Brain and Behavior  
PSY 340 Cognition

Additional Departmental Requirements

Elective Courses (12 credits)

3 Advanced Content Electives. At least TWO of these Content Electives  
MUST be at or above the 400 level (i.e., 400, 600 and  
with special permission 800 levels). Note that  
PSY 415, 466, 468, 366, 365 may not be used to satisfy  
this portion of the elective requirements.

1 Free Elective. Any course from our departmental offerings  
including PSY 466, 468, 366, 365 may be used  
to satisfy the Free Elective.

Related Area (24 credits)

SOC	3 hrs.
H	3 hrs.
EC	3 hrs.
ANT	3 hrs.
G	3 hrs.
PSC	3 hrs.

Professional Studies

EDS 209	3 hrs.
EDS 340, 147, 258	3 hrs.
EDS 410	3 hrs.
EDS 461 or EDD 322	3 hrs.
H 491	3 hrs. (Fall)
EDD 400	3 hrs. (Spring)
H 493	3 hrs. (Spring)

TOTAL: 124 credits; 2.5 overall g.p.a. as prerequisite to student teaching.  
For further information see Dr. Pulliam 435 EWG Office telephone 451-2860

COLLEGE: ARTS AND SCIENCE  
 DEPARTMENT: PSYCHOLOGY  
 DEGREE: BACHELOR OF ARTS  
 MAJOR: PSYCHOLOGY EDUCATION (XPY)

<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
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UNIVERSITY REQUIREMENTS

E 110 Critical Reading and Writing	3	X			
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BA - COLLEGE REQUIREMENTS

Skill Requirements

<u>Writing:</u> A writing course involving significant writing experience including two papers with a combined minimum of 3000 words which are to be submitted for extended faculty critique of both composition and content.	3			X or	X
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<u>Foreign Language:</u> Completion of the intermediate-level course in a given language (112) or satisfactory performance on a placement test in the language of the student's choice.	0-12	X	X	X	X
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Mathematics:

M 114 Elementary Mathematics and Statistics	3	X			
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or

M 115 Pre-Calculus	3				
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or

Performing at a satisfactory level on a placement test.

Breadth Requirements\*

<u>Group A.</u> Understanding and appreciation of the creative arts and humanities. Twelve credits representing at least two departments.	12	X	X	X	X
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<u>Group B.</u> The study of culture and institutions over time. Twelve credits representing at least two departments.	12	X	X	X	X
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<u>Group C.</u> Empirically based study of human beings and their environment. Twelve credits representing at least two departments.	12	X	X	X	X
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COLLEGE: ARTS AND SCIENCE  
 DEPARTMENT: PSYCHOLOGY  
 DEGREE: BACHELOR OF ARTS  
 MAJOR: PSYCHOLOGY EDUCATION (XPY)

<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
Group D. The study of natural phenomena through experiment and analysis. A minimum of thirteen credits representing at least two departments including a minimum of one course with an associated laboratory.	13	X	X	X	X

MAJOR REQUIREMENTS
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Within the Department

PSY 201 General Psychology	3	X	X		
PSY 309 Measurement and Statistics	3		X	X	X
PSY 415 History and Systems of Psychology	3				X
Two of the following three courses:		X	X	X	X
PSY 301 Personality	3				
PSY 303 Introduction to Social Psychology	3				
PSY 325 Child Psychology	3				
Two of the following four courses:			X	X	X
PSY 310 Sensation and Perception	3				
PSY 312 Learning and Motivation	3				
PSY 314 Brain and Behavior	3				
PSY 340 Cognition	3				
PSY xxx Nine credits of advanced content electives. At least two courses must be at or above the 400-level(i.e., 400, 600 and with special permission 800-levels). Note that PSY 366, 415, 466, 468 and 365 may not be used to satisfy this portion of the elective requirements.	9	X	X	X	X
PSY xxx Any course from our departmental offerings including PSY 366, 466, 468 and 365.	3	X	X	X	X

COLLEGE: ARTS AND SCIENCE  
 DEPARTMENT: PSYCHOLOGY  
 DEGREE: BACHELOR OF ARTS  
 MAJOR: PSYCHOLOGY EDUCATION (XPY)

<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
<u>Within the College</u>					
Twenty-four credits in the following social sciences with at least three credits in each department:	24	X	X	X	X
ANT xxx Anthropology course	3				
EC xxx Economics course	3				
G xxx Geography course	3				
H xxx History course	3				
PSC xxx Political Science course	3				
SOC xxx Sociology course	3				
<u>Professional Studies</u>					
EDS 209 Psychological Foundations of Education	3	X	X	X	X
One of the following three courses:		X	X	X	X
EDS 147 Historical Foundations of Education	3				
EDS 258 Sociological Foundations of Education	3				
EDS 340 Philosophical Foundations of Education	3				
EDS 410 Educational Psychology	3	X	X	X	X
EDS 461 Measurement Theory and Techniques for Classroom Teachers	3	X	X	X	X
or					
EDD 322 Reading in Content Areas	3				
H 491 Planning a Course of Instruction	3				X
H 493 Seminar: Problems in Teaching History and Social Sciences	3				X
EDD 400 Student Teaching	9				X



COLLEGE: ARTS AND SCIENCE  
DEPARTMENT: PSYCHOLOGY  
DEGREE: BACHELOR OF ARTS  
MAJOR: PSYCHOLOGY EDUCATION (XPY)

<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
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ELECTIVES
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Electives

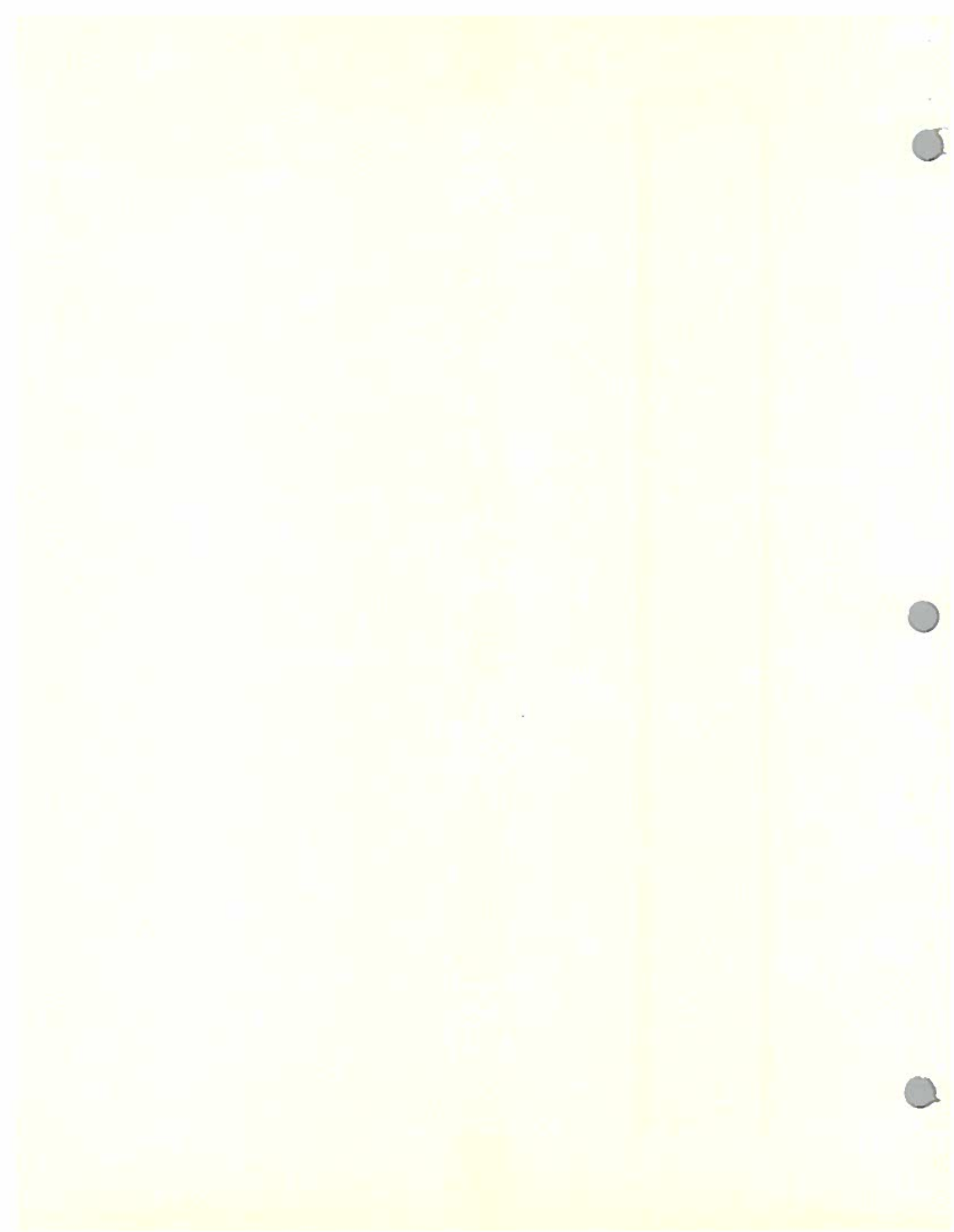
X	X	X	X
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After required courses are completed, sufficient  
elective credits must be taken to meet the minimum  
credit requirement for the degree.

CREDITS TO TOTAL A MINIMUM OF

124

\*A course may be applied both towards the major requirement and a breadth requirement, but credits are counted  
only once towards the total credits for graduation.



Attachment 5  
January 28, 1985

Bachelor of Arts in Sociology: all concentration areas  
Curriculum Changes

OLD REQUIREMENTS

No more than four (Sociology Ed.,three)  
Sociology courses at 200 level may be  
counted toward the major.

NEW REQUIREMENTS

Maximum of 12 credits at 200 level  
Maximum of 12 credits at 300 level  
Maximum of 6 credits at 400 level  
or higher

COLLEGE: ARTS AND SCIENCE  
DEPARTMENT: SOCIOLOGY  
DEGREE: BACHELOR OF ARTS  
MAJOR: SOCIOLOGY (SOC)

SUGGESTED CURRICULUM	CREDITS	TYPICAL FRESHMAN COMPLETES	TYPICAL SOPHOMORE COMPLETES	TYPICAL JUNIOR COMPLETES	TYPICAL SENIOR COMPLETES
Group D. The study of natural phenomena through experiment and analysis. A minimum of thirteen credits representing at least two departments including a minimum of one course with an associated laboratory.	13	X	X	X	X

### MAJOR REQUIREMENTS

#### Within the Department

SOC 201 Introduction to Sociology	3	X	X	X	X
SOC 301 Introduction of Sociological Research	3	X	X	X	X
SOC 312 Development of Sociological Theory	3	X	X	X	X
SOC xxx Seven Sociology courses	21	X	X	X	X

~~No more than four courses at the 200 level may be counted toward the major.~~

**MAXIMUM OF 12 CREDITS AT 200 LEVEL**  
**MAXIMUM OF 12 CREDITS AT 300 LEVEL**  
**MINIMUM OF 6 CREDITS AT 400 LEVEL**  
Within the College  
 OR ~~HIGHER~~  
 HIGHER

xx xxx Five courses in related subjects chosen in consultation with the adviser, normally from among the following departments:  
Economics, Black American Studies, Criminal Justice, Geography, History, Philosophy, Political Science, Psychology and Statistics.

15	X	X	X	X
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### ELECTIVES

#### Electives

After required courses are completed, sufficient elective credits must be taken to meet the minimum credit requirement for the degree.

CREDITS TO TOTAL A MINIMUM OF

124

\*A course may be applied both towards the major requirement and a breadth requirement, but credits are counted only once towards the total credits for graduation.

COLLEGE: ARTS AND SCIENCE  
DEPARTMENT: SOCIOLOGY  
DEGREE: BACHELOR OF ARTS  
MAJOR: SOCIOLOGY  
CONCENTRATION: HEALTH SERVICE (SOC/HEALTH SERVICE)

SUGGESTED CURRICULUM	CREDITS	TYPICAL FRESHMAN COMPLETES	TYPICAL SOPHOMORE COMPLETES	TYPICAL JUNIOR COMPLETES	TYPICAL SENIOR COMPLETES
Group D. The study of natural phenomena through experiment and analysis. A minimum of thirteen credits representing at least two departments including a minimum of one course with an associated laboratory.	13	X	X	X	X

MAJOR REQUIREMENTS

Within the Department

SOC 201 Introduction to Sociology	3	X	X	X	X
SOC 301 Introduction of Sociological Research	3	X	X	X	X
SOC 312 Development of Sociological Theory	3	X	X	X	X
SOC 309 Sociology of Illness and Health Behavior	3	X	X	X	X
SOC 310 Sociology of Health Care	3	X	X	X	X
SOC xxx Five Sociology courses to include at least three of the following:	15	X	X	X	X
SOC 210 Population Problems	3				
SOC 327 Sociology of Organizations	3				
SOC 346 Sociology of Aging	3				
SOC 635 Urbanism and Health	3				

~~No more than four Sociology courses at the 200-level may be counted toward the major.~~

SOC 410 Health Services Practicum and Seminar	4	X	X	X	X
This course is required but does not count as one of the 30 Sociology credits for the major.					

MAXIMUM OF 12 CREDITS AT 200 LEVEL.

MAXIMUM OF 12 CREDITS AT 300 LEVEL.

MINIMUM OF 6 CREDITS AT 400 LEVEL OR HIGHER.

COLLEGE: ARTS AND SCIENCE  
DEPARTMENT: SOCIOLOGY  
DEGREE: BACHELOR OF ARTS  
MAJOR: SOCIOLOGY  
CONCENTRATION: PREGRADUATE WORK (SOC/PREGRADUATE WORK)

<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
Group D. The study of natural phenomena through experiment and analysis. A minimum of thirteen credits representing at least two departments including a minimum of one course with an associated laboratory.	13	X	X	X	X

**MAJOR REQUIREMENTS**

Within the Department

SOC 201 Introduction to Sociology	3	X	X	X	X
SOC 301 Introduction of Sociological Research	3	X	X	X	X
SOC 312 Development of Sociological Theory	3	X	X	X	X
SOC 6xx Two Sociology courses at the 600-level.	5	X	X	X	X
SOC 605 Data Collection	3	X	X	X	X
or					
SOC 612 Development of Sociological Theory	3				
SOC xxx Any four additional Sociology courses.	12	X	X	X	X

~~No more than four Sociology courses at the 200-level may be counted toward the major.~~

**MAXIMUM OF 12 CREDITS AT 200 LEVEL**  
**MAXIMUM OF 12 CREDITS AT 300 LEVEL**  
**MINIMUM OF 6 CREDITS AT 400 LEVEL**  
**OR HIGHER**

Within the College

ST xxx Statistics course	3	X	X	X	X
xx xxx Four courses from Group C chosen with the approval of the student's adviser.	12	X	X	X	X

**ELECTIVES**

Electives

After required courses are completed, sufficient elective credits must be taken to meet the minimum credit requirement for the degree.

CREDITS TO TOTAL A MINIMUM OF

124

\*A course may be applied both towards the major requirement and a breadth requirement, but credits are counted only once towards the total credits for graduation.

COLLEGE: ARTS AND SCIENCE  
DEPARTMENT: SOCIOLOGY  
DEGREE: BACHELOR OF ARTS  
MAJOR: SOCIOLOGY  
CONCENTRATION: SOCIAL WELFARE (SOC/SOCIAL WELFARE)

<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
Group D. The study of natural phenomena through experiment and analysis. A minimum of thirteen credits representing at least two departments including a minimum of one course with an associated laboratory.	13	X	X	X	X

MAJOR REQUIREMENTS

Within the Department

SOC 201 Introduction to Sociology	3	X	X	X	X
SOC 301 Introduction of Sociological Research	3	X	X	X	X
SOC 312 Development of Sociological Theory	3	X	X	X	X
SOC 341 Welfare and Society	3	X	X	X	X
SOC 348 Theories of Social Work Practice	3	X	X	X	X
SOC xxx Any five courses in Sociology, the following are recommended:	15	X	X	X	X
SOC 202 Social Deviance	3				
SOC 203 The Individual and Society	3				
SOC 204 Urban Communities	3				
SOC 209 Social Problems	3				
SOC 303 Juvenile Delinquency	3				
SOC 304 Criminology	3				
SOC 308 The Family	3				
SOC 346 Sociology of Aging	3				
SOC 361 Race, Power and Social Conflict	3				

~~No more than four Sociology courses at the 200-level may be counted toward the major.~~

SOC 441 Social Welfare Practicum and Seminar	4	X	X	X	X
This course is required but does not count as one of the 30 Sociology credits for the major.					

A MAXIMUM OF 12 CREDITS AT 200 LEVEL

MAXIMUM OF 12 CREDITS AT 300 LEVEL

MINIMUM OF 6 CREDITS AT 400 LEVEL OR ~~HIGHER~~ HIGHER.



COLLEGE: ARTS AND SCIENCE  
DEPARTMENT: SOCIOLOGY  
DEGREE: BACHELOR OF ARTS  
MAJOR: SOCIOLOGY  
CONCENTRATION: URBAN STUDIES (SOC/URBAN STUDIES)

<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
Group D. The study of natural phenomena through experiment and analysis. A minimum of thirteen credits representing at least two departments including a minimum of one course with an associated laboratory.	13	X	X	X	X

**MAJOR REQUIREMENTS**

Within the Department

SOC 201 Introduction to Sociology	3	X	X	X	X
SOC 301 Introduction of Sociological Research	3	X	X	X	X
SOC 312 Development of Sociological Theory	3	X	X	X	X
SOC 204 Urban Communities	3	X	X	X	X
SOC 210 Population Problems	3	X	X	X	X
SOC 333 Suburbia in Transition	3	X	X	X	X
SOC xxx Four Sociology courses (SOC 604 or SOC 633 recommended)	12	X	X	X	X

~~No more than four Sociology courses at the 200 level may be counted toward the major.~~

**MAXIMUM OF 12 CREDITS AT 200 LEVEL**  
**MAXIMUM OF 12 CREDITS AT 300 LEVEL**  
**MINIMUM OF 6 CREDITS AT 400 LEVEL OR HIGHER**

SOC 402 Urban Studies Practicum and Seminar  
This course is required but does not count as one of the 30 Sociology credits for the major.

Within the College

PSC 355 Urban Politics	3	X	X	X	X
xx xxx Four courses selected from the following departments: Economics, History, Anthropology, Art History, Geology, and Political Science.	12	X	X	X	X

COLLEGE: ARTS AND SCIENCE  
DEPARTMENT: SOCIOLOGY  
DEGREE: BACHELOR OF ARTS  
MAJOR: SOCIOLOGY EDUCATION (XSC)

Page 2

<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
Group D. The study of natural phenomena through experiment and analysis. A minimum of thirteen credits representing at least two departments including a minimum of one course with an associated laboratory.	13	X	X	X	X

MAJOR REQUIREMENTS

Within the Department

SOC 201	Introduction to Sociology	3	X	X	X	X
SOC 301	Introduction to Social Research	3	X	X	X	X
SOC 312	Development of Sociological Theory	3	X	X	X	X
SOC xxx	Seven Sociology courses, with no more than <del>those at the 200 level.</del>	21	X	X	X	X
<p> <b>MAXIMUM OF 12 CREDITS AT 200 LEVEL</b>  <b>MAXIMUM OF 12 CREDITS AT 300 LEVEL</b>  <b>MINIMUM OF 6 CREDITS AT 400 LEVEL OR HIGHER.</b> </p>						
Twenty-four credits in the following social sciences with at least three credits in each department:						
ANT xxx	Anthropology course	3	X	X	X	X
EC xxx	Economics course	3				
G xxx	Geography course	3				
H xxx	History course	3				
PSC xxx	Political Science course	3				
PSY 201	General Psychology	3	X	X	X	X
xx xxx	Six additional credits selected from the departments listed above.	6	X	X	X	X

Professional Studies

EDS 209	Psychological Foundations of Education	3	X	X	X	X
One of the following three courses:						
EDS 147	Historical Foundations of Education	3	X	X	X	X
EDS 258	Sociological Foundations of Education	3				
EDS 340	Philosophical Foundations of Education	3				
EDS 410	Educational Psychology	3	X	X	X	X
EDS 461	Measurement Theory and Techniques for Classroom Teachers	3	X	X	X	X



Attachment 6  
January 28, 1985

Bachelor of Science in Agriculture: Entomology major  
Curriculum Changes

Requirements within the Department

<u>OLD REQUIREMENTS</u>		<u>NEW REQUIREMENTS</u>	
Entomology courses	15 cr.	Entomology courses	11 cr
		ENT 405 Insect Structure and Function	4 cr

COLLEGE: AGRICULTURAL SCIENCES  
 DEPARTMENT: ENTOMOLOGY AND APPLIED ECOLOGY  
 DEGREE: BACHELOR OF SCIENCE IN AGRICULTURE  
 MAJOR: ENTOMOLOGY (ENT)

<u>SUGGESTED CURRICULUM</u>	<u>CREDITS</u>	<u>TYPICAL FRESHMAN COMPLETES</u>	<u>TYPICAL SOPHOMORE COMPLETES</u>	<u>TYPICAL JUNIOR COMPLETES</u>	<u>TYPICAL SENIOR COMPLETES</u>
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MAJOR REQUIREMENTS

Within or External to the College

C 101	General Chemistry	4	X		
C 102	General Chemistry	4	X		
B 207	Introductory Biology I	4		X	
B 208	Introductory Biology II	4		X	
B 302	General Ecology	3			X
AG 211	Literature of the Agricultural and Life Sciences	1	X		
or					
B 270	Literature of the Life Sciences	2			
CIS 105	General Computer Science	3		X	
or					
AGE 101	Introduction to Agricultural Engineering Technology	3			X
Nine credits from the following:		9		X	X
B xxx	Biology courses at/or above the 300-level.				
or					
PLS xxx	The following PLS courses:				
PLS 151	Introduction to Crop Science	3			
PLS 202	Introductory Plant Pathology	3			
PLS 203	Plant Pathology Laboratory	1			
PLS 204	Soils	4			
PLS 355	Weed Biology and Control	2			
PLS 356	Weed Biology and Control Laboratory	1			
PLS 300	Principles of Animal and Plant Genetics	3			
PLS 402	Plant Taxonomy	3			

Within the Department

ENT 305	Concepts in Entomology	4		X	
ENT 406	Insect Identification - Taxonomy	3			X
ENT 408	Field Taxonomy	1			
ENT 465	Seminar	1			
ENT xxx	Additional Entomology courses	18	X	X	X
		11			

*on a 18 credit requirement and function*

Attachment 7  
January 28, 1985

College of Business and Economics:  
Management Information/Decision Support Systems minor  
Curriculum Change

OLD REQUIREMENT

ACC 302                      3 cr

NEW REQUIREMENT

BE 325    Cobol and Business Computing  
          (new course)                      3 cr

UNIVERSITY OF DELAWARE  
NEWARK, DELAWARE  
19716

COLLEGE OF BUSINESS & ECONOMICS  
OFFICE OF THE DEAN  
PURNELL HALL  
PHONE: 302-451-2551

May 21, 1984

**MEMORANDUM TO:** Bernice Weinacht  
Assistant Director, Records

**FROM:** Eric Brucker  
Dean, Business and Economics

**SUBJECT:** Revisions in "MI/DSS Minor"

The College of Business and Economics faculty recently voted to change the requirements for the MI/DSS Minor as follows:

ACC 302 (Accounting Information Systems) will no longer be a required course in the minor. Reason: There was too much overlap in course content between ACC 302 and BE 330 (Systems Analysis and Implementation).

BE 325 (COBOL and Business Computing) A new three-credit business computing course will replace BE 331 (COBOL Overview), a one-credit course. Reason: The College feels our MI/DSS students need a more in-depth COBOL course than the course we originally planned. Note: We'll keep the old course on the books for a year or two and, if there is demand for a one-credit COBOL course, we will offer BE 331 again. Until this change is approved, we plan to offer the course under a BE 367 course number.

We view these changes as minor and, to date, have heard no negative comments on the changes from faculty or students.

Attached are copies of the necessary paperwork for the addition of BE 325 to our course listings and the changes in the MI/DSS minor program. We'd like to implement these changes for students beginning the minor in the Fall of 1984 and have taken the necessary steps to notify the affected students, and to change the Fall course registrations.

Thanks.

elg

cc: L. Dunn  
J. Krum  
W. Markell  
E. Saniga  
Faculty Senate

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ASSOCIATE DEGREES: Background Information

For the information of Senators, to facilitate discussion and possible efforts to amend the resolution on Associate Degrees, the following items are offered.

1. The Council of Deans endorsed a third resolution: A student must apply for the degree in the semester following completion of 60 credit hours.
2. The College of Arts and Science has proposed changes in its requirements for Associate Degrees, incorporating the Council of Deans' changes, but modifying the rule above to read: A student must apply for the degree before having completed 75 credit hours.
3. The Committee on Undergraduate Studies does not endorse either version of the above rule, and so did not include it in the resolution. Furthermore, the Committee believes it inappropriate that a particular college be allowed to have a special version of such a rule, which instead ought to be the same for all.



# University of Delaware

Attachment 9  
January 28, 1985

OFFICE OF GRADUATE STUDIES  
234 HULLIHEN HALL  
NEWARK, DELAWARE 19716

(302) 451-2129

November 15, 1984

## M E M O R A N D U M

TO : Carl Toensmeyer, Chairman  
Coordinating Committee on Education

FROM: Richard B. Murray *RBM*  
University Coordinator for  
Graduate Studies

RE : Policy on Readmission of Graduate Students Who Were  
Previously Terminated

At its meeting of November 9, 1984, the Committee on Graduate Studies approved a new policy that would permit the readmission of graduate students who were previously terminated, see attachment.

The reason for proposing a new policy is the fact that cases arise in which a graduate student who has acquired a low index and has been terminated wishes to return to the University some years later and enter a new degree program. There is no mechanism for readmission under current policy. In effect the student carries the low index forever and is barred from re-entering the University in a graduate degree program even though the student may have totally different career goals and years of successful employment experience.

The Graduate Committee wishes to have this proposed policy reviewed by the Coordinating Committee on Education before submission to the Senate.

RBM:aln  
Attach.

PH.D. PROGRAM IN LINGUISTICS  
FINAL REPORT FOR PERMANENT STATUS

December 1984: Updated and Abridged from Permanent Status Report, March 13, 1984, with Extract from External Review and Response to External Review

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## PREFACE

The Linguistics Program at the University of Delaware began in the fall of 1980. At that time, the program was given provisional approval for a four year period, after which the program was to be reviewed for permanent status. During this trial period, the faculty and administration of the program have made every attempt to implement a coherent, graduate-level linguistics curriculum, focused on applied linguistics, and drawing on, unifying, and expanding the resources for language study at the University of Delaware. Through the efforts of the linguistics faculty and administrators, the program has grown considerably and has become viable and visible at both the local and national level.

The subsequent report provides a detailed profile of the linguistics doctoral students, an outline of the program's administrative structure, a synopsis of the curriculum, a description of the faculty and their research, commentary on library resources in linguistics and special features of the program, and finally some recommendations from the linguistics faculty for improving the program.

In all of this, it should be noted that the program has grown extremely rapidly - from, indeed, nothing in 1979 to having twenty-eight current students who actively participate in the profession and who publish as graduate students, to having granted four Ph.D.'s (all of those students are employed), to having a unified curriculum, and to having a linguistic faculty which is highly productive and visible. This success has not come about without great expenditure of time and energy by both the faculty and students, to which the subsequent report attests.

## FACULTY

The faculty of the linguistics program is drawn from several departments: English, Languages and Literature, Communication, Psychology, and Educational Studies. There are presently fourteen faculty members: four full professors, nine associate professors, and one assistant professor. Since appointments are made in the primary departments, ranks of the faculty are determined by those departments. There is thus no promotion and tenure procedure for linguistics proper, although appointment to the linguistics faculty is a matter determined by the Executive Committee of the program.

Research strengths of the faculty lie particularly in psycholinguistics, second language acquisition, second language methodology, English as a second language, discourse, and text theory. The research productivity of the faculty has been especially noteworthy. Below is a breakdown of books and articles published during the years since the program's inception:

1980 6 books 19 articles

1981 3 books 32 articles

1982 5 books 32 articles

1983 7 books 23 articles

Such consistent productivity has resulted in both national and international recognition of the linguistics faculty. Indicative of this recognition is the fact that faculty members have served, or are currently serving, on editorial boards of major journals (e.g., Child Development, Discourse Processes, Language, Cognition and Instruction) and occupy significant positions in national organizations (e.g., the Modern Language Association and the Educational Testing Service).

Many of the faculty have also received major grants or have served as referees for national granting agencies. A considerable number of the faculty

have also received grants from within the University of Delaware.

Details of these facts can be found in the vitas of the faculty, which are available upon request. Synopses of these vitas are listed below:

### Linguistics

#### Core Faculty

DiPietro, Robert J. (Ph.D., Cornell University, Linguistics, 1960). Chair Department of Languages and Literature, and Director, Linguistics Program. Dr. DiPietro has written 2 books, co-authored 6 books, edited 4 monographs, and published over 60 articles. He has consulted with many governments and agencies on foreign language teaching, and conducted foreign language teaching institutes. Dr. DiPietro was selected as the first Andrew S. Mellon Distinguished Lecturer in Languages and Linguistics. He is listed in Who's Who in American Education, International Scholars Directory, Men of Achievement, and Who's Who in America. He serves on the editorial boards of Discourse Processes and Papers in Linguistics, and he is on the board of directors of the Linguistic Association of Canada and the U.S.

Frawley, William J. (Ph.D., Northwestern University, 1979, Linguistics). Associate Professor, Department of English and Assistant Director, Ph.D. Program in Linguistics. Dr. Frawley has published a book of translations, edited 2 books, co-edited 2 other books, authored 31 articles, and co-authored 5 other articles. His publications appear in Language, Applied Linguistics, Text, Dictionaries, Lingua, Studies in L2 Acquisition, Language and Style and the LACUS Forum. Dr. Frawley is an associate editor of Language.

Lantolf, James P. (Ph.D., Pennsylvania State University, Linguistics, 1974). Associate Professor, Department of Languages and Literature. Dr. Lantolf has co-edited 2 books and written 20 articles. His work has appeared in the Modern Language Journal, Bilingual Review, Studies in L2 Acquisition, Intl. Jn. of Psycholinguistics, Applied Linguistics, Orbis and General Linguistics. Dr. Lantolf currently serves as Chair of the Executive Committee on Applied Linguistics for MLA.

Labarca, Angela. (Ph.D., Ohio State University, Foreign Language Education, 1979). Associate Professor, Department of Languages and Literature. Dr. LaBarca has authored several ESL and Spanish texts and published 9 articles and has delivered numerous papers at international forums.

Schweda-Nicholson, Nancy L. (Ph.D., Georgetown University, French and Linguistics, 1979). Assistant Professor, Department of Languages and Literature and Director, Interpretation Program. She has written 3 articles, edited 1 book and currently serves on the Board of Directors of the Translators and Interpreters Education Society (TIES).



Steiner, Roger. (Ph.D., University of Pennsylvania, 1963, Romance Linguistics). Professor, Department of Languages and Literature. Dr. Steiner has published 4 dictionaries, 13 articles and co-authored another dictionary. His articles have been published in Medievalia, Yearbook of Pedagogical Seminar for Romance Philology, The Comparative Romance Linguistics Newsletter, Modern Philology and Revista de Literatura. He consults for lexicographers currently compiling Spanish/English and French/English dictionaries. Dr. Steiner is currently editor of the American Journal of Lexicography, and has been a leader in developing a discussion group on lexicography for MLA. He also serves as a reviewer for NEH proposals, and was Lilly Fellow at the University of Pennsylvania, 1979-1980 and 1980-1981.

Wedel, Alfred. (Ph.D., University of Pennsylvania, Germanic Philology, 1970). Associate Professor and Assistant Chair, Department of Languages and Literature. Dr. Wedel has co-edited one book and written 20 articles and reviews. His work has appeared in Linguistics, Journal of English and Germanic Philology, Nueva Revista de Filologia Hispanica, Neuphilologische Mitteilungen, and several festchriften. He has also presented numerous papers at international conferences.

#### Secondary Faculty

Ackerman, Brian P. (Ph.D., SUNY at Stony Brook, Experimental Child Psychology, 1977). Associate Professor, Department of Psychology. Dr. Ackerman has written 18 articles and co-authored 11 others. His work has appeared in Developmental Psychology, Child Development, Journal of Genetic Psychology and Journal of Child Language. He served on the editorial board of Child Development and as a reviewer for JVLVB and the Journal of Experimental Child Psychology.

Amsler, Mark (Ph.D., Ohio State University, English, 1976). Associate Professor Department of English. Dr. Amsler has edited two volumes (The Languages of Creativity) and has published a considerable number of papers on linguistic subjects: these papers have appeared in Assays, Genre, Allegorica, and Pre-Text. He has just completed a book on medieval theories of grammar.

Arena, Louis A. (Ph.D., Georgetown University, Applied Linguistics, 1973). Associate Professor, Department of English; Director, University Writing Center. Dr. Arena has published 1 book and 8 articles. He has served as a consultant for various educational testing services; he is now chairman of the TOEFL and ETS.

Borden, George A. (Ph.D., Cornell University, Speech Behavior, 1964). Professor Department of Communication. Dr. Borden has written 2 books, co-authored 2 other books and published 15 articles. His work has appeared in Focus, the Journal of Communication and the International Journal of Intercultural Relations. He served as chair of the Department of Communication, and on the editorial board of the Journal of Communication. Dr. Borden is listed in Who's Who in America and Who's Who in the World.

Finnie, W. Bruce. (Ph.D., Ohio State University, 1965, English). Associate Professor, Department of English. Dr. Finnie has written 2 books on



language, has co-edited a 3rd, and was special editor of an issue of a journal. His articles and notes on language and literature have appeared in American Speech, The Chaucer Review, Names, and PMLA. He has won the University Excellence in Teaching Award, was program chairman for the American Dialect Society Conference on campus last summer, has served on the editorial board of Names: Journal of the American Names Society, has read MMS for The Chaucer Review, and served for several years as Coordinator of Linguistics Programs in English and Director of Graduate Studies in English.

Golinkoff, Roberta M. (Ph.D., Cornell University, Developmental Psychology, 1973). Associate Professor, Department of Educational Studies. Dr. Golinkoff has written 6 articles, co-authored 14 articles, edited 1 book and co-edited 2 other books. Her work has been published in Infant Behavior and Development, Journal of Child Language, Child Development and Merill-Palmer Quarterly. She has served on the editorial boards of Child Development and Journal of Educational Psychology and has been a reviewer for NICHD and other federal agencies.

Venezky, Richard L. (Ph.D., Stanford University, Linguistics, 1965). Unidel Professor of Educational Foundations. Dr. Venezky has written The Structure of English Orthography, edited Orthography, Reading and Dyslexia and published more than 50 articles, chapters and technical reports. He served on the editorial boards of Computers and the Humanities, Human Learning, Cognition and Instruction and Visible Language. He is listed in Who's Who in America, the Directory of American Scholars and International Who's Who in Education.

TABLE 2  
Funding Analysis\*

	% of Students Funded	External	Internal
Total	69% (N=22)	10% (N=2)	90% (N=20)
Part Time (N=7) 25%	32%		
Full Time (N=21) 75%	73%		

\*Based on data included in Table 1

TABLE 3  
Analysis of GRE Scores Relative to Program Minimum (1050)

	$\bar{X}$ GRE			
	V	M	Total	%Scoring 1050 or over
All Students (N=28)	535	497	1032 (-18)	57% (N=16)
American Students (N=18)	585	530	1115 (+65)	72% (N=13)
Foreign Students (N=10)	442	439	881 (-169)	30% (N=3)

### Status of Program Graduates

To date, four students have successfully completed all of the program requirements and have been awarded the PhD in Applied Linguistics. All of these students currently hold university-level teaching positions. Following is a brief statement on each of these students:

1. Patricia Dyer: PhD Applied Linguistics 1983; formerly director of the English Language Institute at the University of Delaware; currently, editor in the Office of Computer Based Instruction at the University of Delaware; received the MA in English from the University of Delaware.
2. Rajai Khanji: PhD Applied Linguistics 1984; currently, assistant professor of English and linguistics at the University of Jordan; received the MA in English from the State University of New York; while in the program was funded as TA and through a university fellowship; has published several articles and presented papers at international conferences in Canada, the United States and Greece.
3. Don McCreary: PhD Applied Linguistics 1984; currently, assistant professor of linguistics and English as a Second Language (ESL) at the University Georgia; while in the program was awarded a competitive university fellowship; has published several articles and presented a number of papers at major national and international conferences on applied linguistics and psycholinguistics; has lectured and taught ESL in Japan.
4. Ghaida Salah: PhD Applied Linguistics 1984; currently, assistant professor of ESL and linguistics at An-Najah University on the West Bank; while in the program was funded through a grant from AMIDEAST; has presented papers at national and international conferences on applied linguistics and language teaching methodology.

## RECOMMENDATIONS

### 1. Funding

The linguistics program has grown tremendously since its inception four years ago. The generosity of the two departments administering the program has been considerable, but there remains the need for permanence in the assignment of TA lines and fellowships specifically for linguistics. Such stability is needed both to maintain the current level of enrollment and to attract new students of high calibre. Certainty of funding has increased in the past year, with the contributing departments granting TA's on less of an ad hoc basis, and this increase in certainty has allowed the program to meet, directly, two problems: (1) excellent students have had to attend the program on a part-time basis, which hinders rapid and smooth completion of their studies; (2) accepting well-qualified students, but offering them no funding. It is expected that stable funding will be continued. It must be emphasized that the present funding for the Ph.D. in linguistics will not involve either additional funds external to the College nor reallocation from existing units within the College, except to the extent already previously provided.

The program has also made considerable strides forward in attracting foreign students with their own funding sources: past students have received funding from AMIDEAST and the Saudi Arabian Educational Mission, and two current students have funding from the Egyptian Educational and Cultural Bureau. We are also negotiating directly with the Saudi Arabian Embassy for additional funding for Arabic speaking students. Finally, two faculty members (Profs. Lantolf and Frawley) have completed the initial work on a major grant proposal and anticipate its submission to the National Security Agency in early Spring;

if this proposal is successful, the grant should provide some external funding for graduate students.

## 2. Faculty

The program needs new faculty: a point made also by the External Review Panel. In the past year, the program has lost three faculty members: one from retirement and two from resignations. The current faculty is already at its maximum teaching efficiency, since all of the faculty do double duty by teaching in a home department and in the linguistics program. Because of this, faculty cannot regularly offer new courses or additional seminars, although every attempt has been made to do so (see the section on Curriculum).

At least two new replacement faculty members are needed. One such appointment should be in sociolinguistics: an appointment in this field would round out the offerings in applied linguistics. The other appointment should be in general theoretical linguistics, preferably with a specialty in phonology or syntax, but with a broad enough training to provide basic knowledge about all areas of recent theoretical linguistics. This appointment would round out the theoretical offerings.

EXTRACT OF  
REPORT OF EXTERNAL REVIEW COMMITTEE

Concluding Thoughts. The Program in Linguistics at Delaware is eloquent testimony that innovative program building and graduate student recruiting can be successfully carried out even in these days of general retrenchment. We believe that the geographical location of the University is such that it will attract talented students and highly motivated faculty not only from the state but from surrounding areas as well. There exist very good library facilities both on campus, and within easy driving distance, to support a full-fledged program. We note that faculty and students continually reiterated the need for an independent Department of Linguistics, and we concur. Lastly, we expressed strong concern about the necessity for the continued presence of an internationally visible scholar and strong administrator to head the program in the foreseeable future. We believe very strongly that the gains achieved to date are remarkable, but that much additional work needs to be done to solidify the program, to attract additional staff and promising graduate students. This will clearly require Bob DiPietro (or at least a Bob DiPietro-like person) -- that is, a visible and prominent scholar/researcher/administrator at the highest academic level to provide direction and leadership to the program.

Recommendations. We offer the following recommendations which derive from our reading, our meetings with staff, administrators and students, and from our own discussions:

1. The Ph.D. Program in Linguistics at the University of Delaware should be continued as a regular program;
2. Steps should be taken to ensure the availability of a centralized core curriculum of courses or seminars available every year as described



in the body of the report. (This core includes work in phonetics and phonemics, morphology, syntax, semantics, and language typology.) Students should be required to demonstrate mastery of the body of material, analytic techniques, etc. embodied in this core curriculum either by examination or by seminar participation;

3. Priority should be given to the addition of three staff members to the faculty of the Linguistics Program with special training and research interests in phonology, grammar/grammatical theory and sociolinguistics. Ideally, at least one of these appointees should be at a senior (or full professor) level;

4. A seminar in research methods should be an obligatory part of the curriculum;

5. Faculty members should be encouraged to pursue independent support for research activities. In this regard, it may be necessary to grant "release" time to staff and it may be desirable for the University Grants Officer to arrange specific orientation sessions for staff to the sources of support for work in the language sciences;

6. Students should receive training in proposal writing as a part of their general course requirements;

7. Immediate attention needs to be given -- quite independent of other administrative considerations -- to providing a reading room for students and staff from the Linguistics Program to gather;

8. The confusing relationships that we observed between the Linguistics Program and the English Language Institute need to be clarified. An ELI is typically a very important resource for a strong (applied) linguistics program;

9. Additional work remains to be done to further develop the Strategic Interaction model and some specific recommendations are presented in the body of this report;

10. Planning should proceed concerning the formation of an autonomous Linguistics Department.



RESPONSE TO EXTERNAL REVIEW  
FOR PERMANENT STATUS  
OF PH.D. IN LINGUISTICS

Below is the response of the Executive Committee of the Program in Linguistics to the external review for permanent status. These comments specifically address the recommendations on pp. 16-17 of the report since those recommendations summarize the material contained in the body of the report. The numbers of the responses below correspond to the numbers of the recommendations on pp. 16-17 of the review.

1. Recommendation For Permanent Status. This is the issue at hand, and we have no comment except to say that we thought that the external review was generally fair and we enthusiastically support the review panel's recommendation that permanent status be granted.

2. Core Curriculum. The panel recommended a tightening up of the core curriculum, through regularization of the offerings and the introduction of some new courses to enhance training in core linguistics. Many of these ideas had already been implemented at the time of the review, and some changes have taken place since the report (see below). In any case, we believe that one of the difficulties in excessively tightening up the core curriculum is that the flexibility of the program might be compromised, which we decidedly do not want to happen since the flexibility of the program is unique and a distinct advantage. We believe that it is necessary for students to demonstrate competence in particular areas of linguistics, not in specific courses, and we thus want to maintain an area distribution rather than a specific track of courses.

Nonetheless, the recommendations of the panel are quite pointed, and we offer the following comments. Phonetics and phonemics have been offered in the past; unfortunately Prof. Williams, who taught the course, resigned

at the end of 84B. We are thus without a phonologist, but we plan on hiring a phonologist. In the interim, Prof. Frawley's course Linguistic Theory has been modified to include more phonology, Prof. Lantolf will offer Descriptive Linguistics (with a great deal of phonology) in the Winter Session, and Prof. DiPietro's course Field Methods addresses these questions directly. As to the need for morphology and syntax, Prof. Frawley's Linguistic Theory has been substantially modified to include considerable work on these areas and to survey recent theoretical advances; Prof. Arena's Modern English Grammars already treats these issues in detail, and he will offer a doctoral seminar on English syntax in 85B: this course will specifically deal with theory and analysis of morpho-syntax. The recommendation (on p. 4 of the report) to include the theories of Pike, Lamb, and Halliday in a course on syntax seems to us irrelevant and reflects the sympathies of one of the members of the review panel, not the current state of affairs in linguistics. Nevertheless, Prof. Amsler's course The History of Linguistics does treat the comparison of theories, so that recommendation has already been met. Finally, there has been a course in semantics offered every year for the past 5 years (by Profs. Frawley and Arena); a course on language typology seems to us to be unnecessary, again reflecting the concerns of one of the reviewers and not the trends in the field: in all fairness to the suggestion, however, we should point out that typology is considered in Prof. Frawley's Linguistic Theory.

The critical aspect of the panel's recommendations, however, is the consistent scheduling of the core curriculum. We find this suggestion a little strange since all of the core courses have been scheduled every year for the past six years, with the exception of phonology, which will be regularly scheduled once we hire a new phonologist. Consistent verbal advising has always been

done, and a list of courses is published every semester and distributed to all students. We thus do not really see the rationale behind the proposed sequencing of courses on pp. 4-5 since these matters seem to us to have been settled for some time. This is not to say, however, that we will never institute changes in the core and scheduling. We undoubtedly will make changes, but not until we see a more pressing need to do so.

3. New Staff. Of course, we must hire new replacement faculty, and we agree fully with the recommendations of the panel to hire faculty in phonology, grammatical theory, and sociolinguistics. We plan to request to hire faculty for these areas; until that time, the present courses have been modified to cover these areas.

4. Seminar in Research Methods. This is an excellent suggestion, and we concur fully with the recommendations of the panel. We have, in the past, discussed the possibility of such a course, and although none has been offered specifically in research methods, some of the linguistics courses have been modified to include work on methods of research. There are courses in existence which address research methods in particular areas of linguistics -- e.g., experimental design for language testing -- but no course in general research methods. It is rare for any linguistics program to have such a course, as a cursory survey of course offerings in other programs reveals, but given the time and energy of the faculty, we will make every effort to implement this suggestion.

5. Faculty Grants. External support is, of course, necessary to the establishment and continuation of a viable research program. The linguistics faculty has generally not received much outside support, though not because there have been no efforts: a recent proposal to the Spencer Foundation was

unsuccessful. We intend to pursue outside funding for research this year. In this regard, Profs. DiPietro, Lantolf, and Labarca met, on Sept. 7, 1984, with Richard Tucker of the Center for Applied Linguistics to discuss the possibility of grants for language research. That meeting was very profitable, and as a result Profs. Lantolf and Frawley will submit a proposal (see above) to the National Security Agency for a substantial grant for research on Soviet theories of language learning.

The linguistics faculty has benefitted from the Unidel grant for Cognitive Science: two of the core faculty of linguistics are involved with the Cognitive Science program, and several linguistics colloquia have been sponsored by that program.

6. Student Training in Grant-Writing. This is an excellent idea, but at present we see no need to make such training a requirement for our students. (They already have enough to do.) We have in the past included our students in our own grant-writing, and we will continue to do so; we also have encouraged them to write proposals and helped them in the writing. But we see no need to require them to do so, no need to add to their already substantial curricular requirements.

Several of our students do have experience in grant-writing: one has the promise of external support from private industry for research on literacy, and another has similar prospects for money for research on sign-language. We have always encouraged such activities.

7. Reading Room. We concur that there needs to be a reading room for staff and students. Had we been able to find space for such a reading room during the past five years, we would have had one in place. There is no need to detail the general lack of space in the University nor to repeat that Linguist-

ics has never had its own office, much less a reading room. We will, however, make every effort to find a location for a reading room. Until then, the students gather in their offices in the departments of English and Languages and Literature for their informal discussions.

8. The ELI. The relationship between the ELI and the Linguistics Program has indeed been a confusing one in the past. This is expected to change. From discussion with the Dean, we have learned that the ELI may become more closely allied to Linguistics and in this respect will provide a sound research source for both students and faculty.

9. Further Work on Strategic Interaction. We believe that the statements (pp. 7-11 of the report) about Strategic Interaction (SI) are, despite the disclaimer of the first sentence of section II, out of place. These criticisms of SI again reflect, in our opinion, the theoretical whole. However, since the discussion of SI constitutes a major part of the report, we feel compelled to respond in order to dispel any doubts which the members of the Committee on Graduate Studies may have, given their reading of the report.

The statements about SI derive from a misunderstanding of language instruction at Delaware and the place of Linguistics in that enterprise. First, SI is not the only method being used: we have implemented and tested many types of communicative methods, one of which is SI. Since SI has been created and developed by Prof. DiPietro, it naturally gains prominence at Delaware, but the issue is the teaching of languages in more reasonable ways, with different methods: it is not a question of imposing only one method (all too often done in the past). Second, the criticisms of SI proper are, to us, wrong, and while there is no need to engage in full academic argument here, we feel we must respond, if only briefly.

All of the criticisms are insensitive to the fact that such things as accuracy/fluency, comprehension advantage, etc. are the basic research issues in the field of teaching methodology. If there were answers to these problems, then there would be no reason to debate methods. SI and other communicative methods address these issues squarely, and the research of the linguistics faculty and students is designed to come up with solutions to comprehension, fluency, etc. The dissertations and faculty in research in linguistics have, to a great extent, already dealt with many of the "suggestions" on pp. 7-11 of the report. Insofar as SI and other communicative methodologies implemented at Delaware successfully include students to work with other people in speaking a language, we feel confident about the methods. In a time of retrenchment and general change in foreign language enrollments, the INCREASE in such enrollments at Delaware with the introduction of SI and other methods stands as testimony to the success which linguistically-oriented methods have had: indeed, we are praised in the report for being so innovative.

10. New Department. We wholeheartedly support continued planning for a possible Linguistics Department.