

UNIVERSITY FACULTY SENATE

SUMMARY OF THE AGENDA

April 3, 1989

- I. ADOPTION OF THE AGENDA
- II. APPROVAL OF THE MINUTES: March 13, 1989
- III. REMARKS BY PRESIDENT TRABANT: "Review of Immediate and Future Plans"

IV. ANNOUNCEMENTS

- 1. Senate President Dilley

ANNOUNCEMENTS FOR CHALLENGE

- 1. Revision of the minor in Food Science
- 2. Revision of the B.S. in Dietetics
- 3. Revision of the B.S. in Coordinated Undergraduate Dietetics
- 4. Revision of the B.S. in Physical Therapy
- 5. Revision of the B.A. in Geology: Paleobiology

V. OLD BUSINESS - none

VI. NEW BUSINESS

- A. Progress Report on the "Review of Video-Based Instructional Activities"
- B. Recommendation for the expansion of the M.S. Degree in Nursing: Administration
- C. Recommendation for provisional approval of a B.S. Degree in Interior Design
- D. Recommendation for provisional approval of a B.S. Degree in Apparel Design
- E. Recommendation for the disestablishment of the B.S. Degree in Design
- F. Recommendation for a change to the University policy in the awarding of academic honors at graduation
- G. Introduction of new business

## VI. New Business

- A. A report to the Faculty Senate on "Review of Video-Based Instructional Activities" by Professor Harrison Hall, Chairperson of the Committee on Instructional Resources. (Copy of the report is at attachment 6.)
- B. Recommendation from the Committee on Graduate Studies (R. Exline, Chairperson), with the concurrence of the Coordinating Committee on Education (L. Palmer, Chairperson), for the expansion of the M.S. Degree in Nursing: Nursing Administration. (Attachment 7).

WHEREAS, a recent survey of regional needs in the nursing profession revealed that the two greatest needs were for nurses prepared to specialize in the provision of clinical services and for nurses with a clinical background who were prepared to provide administrative services, and

WHEREAS, the M.S. in Nursing at the University of Delaware presently prepares nurses to provide clinical services but not administrative services, and

WHEREAS, the College of Nursing has prepared a proposal to establish a second concentration in Nursing Administration to complement the existing concentration in clinical nurse specialties, and

WHEREAS, funds to support the proposed new concentration will be provided by reallocation of resources within the College of Nursing, be it

RESOLVED, that the Faculty Senate approves provisionally, for four years, the establishment of a concentration in Nursing Administration under the present M.S. Degree in Nursing, effective September 1, 1989.

- C. Recommendation from the Committee on Undergraduate Studies (J. Morrison, Chairperson), with the concurrence of the Coordinating Committee on Education (L. Palmer, Chairperson), for approval of a B.S. degree in Interior Design, College of Human Resources. (Attachment 8).

RESOLVED, that the Faculty Senate approves provisionally, for four years, the establishment of a Bachelor of Science degree in Interior Design, College of Human Resources, effective immediately.

- D. Recommendation from the Committee on Undergraduate Studies (J. Morrison, Chairperson), with the concurrence of the Coordinating Committee on Education (L. Palmer, Chairperson), for approval of a B.S. degree in Apparel Design, College of Human Resources. (Attachment 9).

RESOLVED, that the Faculty Senate approves provisionally, for four years, the establishment of a Bachelor of Science degree in Apparel Design, College of Human Resources, effective immediately.

- E. Recommendation from the Committee on Undergraduate Studies (J. Morrison, Chairperson), with the concurrence of the Coordinating Committee on Education (L. Palmer, Chairperson), for the disestablishment of the B.S. degree in Design.

RESOLVED, that the Faculty Senate approves the disestablishment of the B.S. degree in Design.

- F. Recommendation from the Committee on Student and Faculty Honors (B. Viera, Chairperson), for a change to the University policy in the awarding of academic honors at graduation.

WHEREAS, the current system is confusing to both students and parents, and

WHEREAS, students do not understand the meaning of "higher education index" and

WHEREAS, the University is now conferring degrees three times a year complicating the system, and

WHEREAS, students have complained that the criteria for earning the degree with Honors is like hitting a moving target,

BE IT RESOLVED that:

1. The higher education index be eliminated from the process.
2. Students will be required to complete a minimum of 60 hours of work at Delaware to be eligible for Honors.
3. Honors for students graduating in the summer or winter will be based on the levels established by the graduating class of the previous June.
4. The current wording in the Undergraduate Academic Programs and Policies Catalog page 22, fourth paragraph, under Academic Honors be changed to the following: [Note: Material to be changed is in bold type.]

Degrees with Honors. Baccalaureate degrees may be conferred cum laude, magna cum laude, or summa cum laude. These honors are conferred upon 13 percent of the students in each undergraduate college's graduating class, as follows:

Summa Cum Laude. The top 1 percent of the students of each undergraduate college's graduating class will receive the Degree Summa Cum Laude providing that each student obtains a minimum overall index of 3.75 at the end of his/her course of study.

Magna Cum Laude. The next 4 percent of the students of each undergraduate college's graduating class will receive the Degree Magna Cum Laude providing that each student obtains a minimum overall index of 3.5 at the end of his/her course of study.

Cum Laude. The next highest 8 percent of the students of each undergraduating college's graduating class will receive the Degree Cum Laude providing that each student obtains a minimum overall index of 3.25 at the end of his/her course of study.

- G. 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.)

rg

Attachments: Committee Activities Report

1. Revision of the minor in Food Science
2. Revision of the B.S. in Dietetics
3. Revision of the B.S. in Coordinated Undergraduate Dietetics
4. Revision of the B.S. in Physical Therapy
5. Revision of the B.A. in Geology: Paleobiology
6. "Review of Video-Based Instructional Activities"
7. M.S. Degree in Nursing Administration
8. B.S. Degree in Interior Design
9. B.S. Degree in Apparel Design

## COMMITTEE ACTIVITIES REPORT

### ACADEMIC APPEALS, COMMITTEE ON (Christopher Boorse)

No activity.

### ACADEMIC FREEDOM, COMMITTEE ON (Susan McGrath-Powell)

No items currently before the committee.

### BUDGET REVIEW, COMMITTEE ON (Allen L. Morehart)

No new business.

### COMPUTER COMMITTEE (David C. Usher)

Conducting campus-wide survey on computer literacy.

### EDUCATION, COORDINATING COMMITTEE ON (Lucia Palmer)

Discussing a new minor in Religious Studies.

### GRADUATE STUDIES, COMMITTEE ON (Ralph V. Exline)

1. Discussing change in requirements for M.A. degree in International Relations.
2. Reconsidering recommendation to increase the University minimums in re TOEFL scores needed for admission to graduate study.
3. Discussing revision of requirements for M.S. degree in Food and Resource Economics.
4. Discussing proposal to permit high school language teachers to obtain Master of Arts degree in Foreign Language via work in Summer Institute for Language Teachers.
5. Discussing proposal that French and Belgian licenses (and degrees based on such) serve as the equivalent of a U.S. AB degree for students applying for MAFL in French.
6. Discussing proposal for an Interdisciplinary Ph.D. degree in Art Conservation.
7. Discussing proposal to establish a Master of Music in Performance (new degree).
8. Discussing proposal to equalize treatment of readmitted students and of students who change majors (PRE-17).

### PERFORMING ARTS SUBCOMMITTEE (Carolyn Freed)

No items currently under consideration.

### STUDENT LIFE, COMMITTEE ON (Brent Thompson)

Discussing proposal to adjudicate judicial cases when students fail to respond to charges.

UNDERGRADUATE RECORDS AND CERTIFICATION (Anna Ciulla)

No items currently before committee.

UNDERGRADUATE STUDIES, COMMITTEE ON (James Morrison)

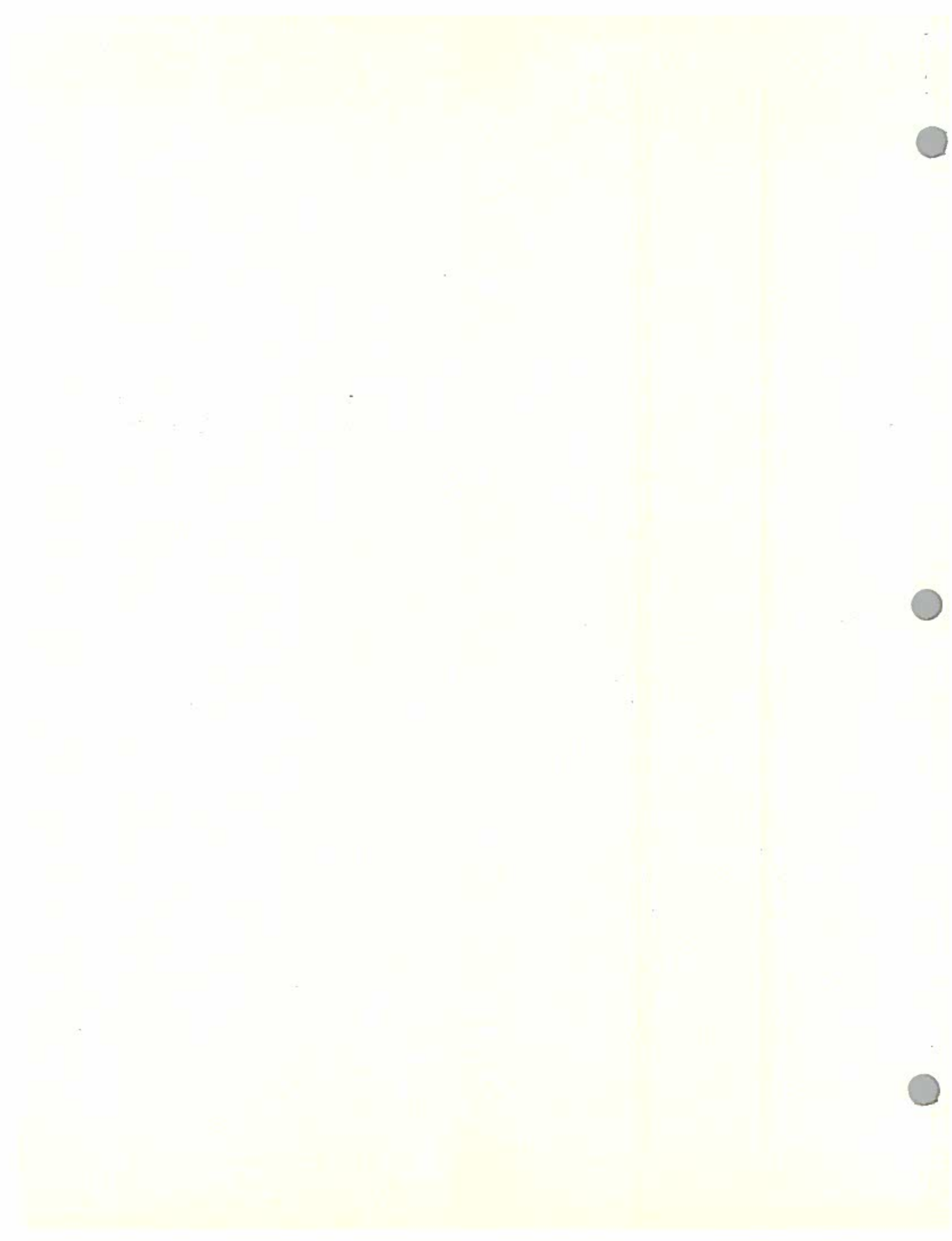
1. Discussing revision of Electrical Engineering programs
2. Discussing revision in Mechanical Engineering
3. Discussing revision of Engineerial General Education programs
4. Discussing revision of various concentrations in Mathematical Sciences
5. Discussing revisions to B.A. in Mathematical Sciences and Education
6. Discussing modifications of curricular sheets for College of Business and Economics
7. Discussing revision in Medical Humanities

/wc



The revision to the Food Science Minor is simply to use FS305, Food Science (2cr), and FS306, Food Science Laboratory (1cr), as a survey course rather than require a fifth 4 credit food science course in a given area. The minor will now be 19 credits of required work rather than 20 credits. This lessens the rigidity of the minor and provides for some flexibility and advisement in the course selection process.

The revision makes the minor easier to schedule from a registration standpoint, and more responsive to student interest in this multi-disciplinary field.





Revision

MINOR IN FOOD SCIENCE

Student Eligibility Requirements

1. The minor is awarded only to students who have applied and been admitted to the program.
2. A C or higher is required in all FS courses for the minor in Food Science.

Requirements to Complete the Program\*

Number of credits required: 19

Courses required:

FS 305 Food Science	2 credit hours
FS 306 Food Science Lab	1 credit hour
FS 439 Food Microbiology	4 credit hours
FS 415 Food Process Eng. Tech. I	4 credit hours
FS 428 Food Chemistry	4 credit hours
FS 409 Food Processing I	4 credit hours

Prerequisites for Food Science Courses include:

M 221/241 Analytical Geometry and Calculus A (4) and  
M 222/242 Analytical Geometry and Calculus B (4)  
(M 241 and 242 recommended)  
B 207 and B 371 are required prerequisites for FS 439  
M 222 and PS 201 are required prerequisites for FS 415  
C 214 and C 321 are required prerequisites for FS 428

FOOD SCIENCE

Dr. Dantel F. Farkas

The minor in Food Science will provide the student with a basic understanding of this complex technology which includes sciences as diverse as microbiology and engineering.

Student Eligibility Requirements

1. The minor is awarded only to students who have applied and been admitted to the program.
2. Successful completion of the mathematics courses listed below is required prior to taking food science courses for the minor.

- M 241 Analytic Geometry and Calculus A or M 221 Calculus I
  - M 242 Analytic Geometry and Calculus B or M 222 Calculus II
- (M 241 and 242 are recommended)

Requirements to Complete the Program

Number of credits required: 20

- Courses required:
- FSN 439 Food Microbiology<sup>1</sup>
  - FSN 415 Food Process Eng. Tech. I<sup>2</sup>
  - FSN 428 Food Chemistry<sup>3</sup>
  - FSN 409 Food Processing I
  - One of the following courses:
    - FSN 416 Food Process Eng. Tech. II
    - FSN 429 Food Analysis
    - FSN 449 Fermentation Technology
    - FSN 410 Food Processing II

A grade of "C" or better is required in all Food Science courses.

Since all of the food science courses above apply to the Food Science major as well as to the minor, students will retain all of these credits if they switch to the major during the course of their degree program.

Mechanical and Chemical Engineering students should consult with Food Science faculty for alternatives to FSN 415 and FSN 416.

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<sup>1</sup> S 371 is a required prerequisite for FSN 439

<sup>2</sup> M 222/242 and PS 201 are required prerequisites for FSN 415

<sup>3</sup> C 214 and C 321 are required prerequisites for FSN 423

COLLEGE: HUMAN RESOURCES  
 DEPARTMENT: NUTRITION AND DIETETICS  
 DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES  
 MAJOR: DIETETICS (DIE)

SUGGESTED CURRICULUM	CREDITS	TYPICAL	TYPICAL	TYPICAL	TYPICAL
		FRESHMAN COMPLETES	SOPHOMORE COMPLETES	JUNIOR COMPLETES	SENIOR COMPLETES

### UNIVERSITY REQUIREMENTS

E 110 Critical Reading and Writing	3	X			
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### MAJOR REQUIREMENTS

#### External to the College

#### Humanities

xx xxx Humanities courses	9		X	X	X
Minimum of nine credits selected from: Art, Art History, Communication (except 320), English, Languages, Literature, Music, Philosophy, Theatre.					

#### Sciences

C 101 General Chemistry	4	X			
or					
C 103 General Chemistry	4				
C 102 General Chemistry	4	X			
or					
C 104 General Chemistry	4				
C 213 Elementary Organic Chemistry	4		X		
C 214 Elementary Biochemistry	3		X		
C 216 Elementary Biochemistry Laboratory	1		X		
B 207 <del>Introductory Biology I</del> 103 GENERAL BIOLOGY*	3	X			
B 371 Introduction to Microbiology	4			X	
B 106/406 <del>Human Physiology</del> * HUMAN PHYSIOLOGY	3		X		
B 116/416 <del>Human Anatomy and Physiology Laboratory</del> HUMAN ANATOMY AND PHYSIOLOGY LABORATORY	1		X		
B 113 GENERAL BIOLOGY LAB	1	X			

#### Social Sciences

EC 152 Introduction to Macroeconomics	3	X			
PSY 201 General Psychology	3		X		
SOC xxx Sociology course	3	X			
BU 309 Management and Organizational Behavior	3			X	
xx xxx Social Science course selected from:	3				X
Cultural Anthropology, Black American Studies, Criminal Justice, Economics, Food and Resource Economics 120, Economic and Social Geography, History, Political Science, Psychology, Sociology, Individual and Family Studies 401.					

*Students desiring to fulfill a Biology minor should take B 207+208 and B 406/416 ~~of the same semester~~*

COLLEGE: HUMAN RESOURCES  
 DEPARTMENT: NUTRITION AND DIETETICS  
 DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES  
 MAJOR: DIETETICS (DIE)

<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>Other</u>					
ACC 207 Accounting I	3			X	
ST xxx Statistics course	3		X		
M 114 Elementary Mathematics and Statistics	3	X			
or					
xx xxx Equivalent competency (math placement exam and free electives)					
xx xxx Principles of Learning course to be selected from:			X		
IFS 380 Materials and Approaches	3				
ND 445 Nutrition Education	3				

Within the College

FS 201 Food Management for the Consumer	2	X			
FS 211 Food Management Laboratory	1	X			
FS 305 Food Science	2			X	
FS 306 Food Science Laboratory	1			X	
IFS xxx IFS course	3	X			
TDC xxx TDC course	3			X	
HR xxx HR courses (IFS, ND, FS, TDC, HR)	5			X	

Within the Department

A minimum grade of C must be achieved for credits to count toward the fulfillment of 32 credits in ND and FS; a minimum grade of C in 200-level courses must be achieved to proceed to upper-level courses; only 300-level courses and a maximum of four credits of Special Problems/Independent Study (ND x66) may count toward the fulfillment of this requirement.  
 Note: ND 150, ND 167 and ND 303 are not applicable to degree requirements.

ND 200 Nutrition Concepts	3	X			
ND 309 Principles of Nutrition	3				
ND 321 Quantity Food Production and Service	3			X	
ND 325 Laboratory in Quantity Food Production and Service	1			X	
ND 322 Food Service Systems Management	4			X	
ND 411 Advanced Nutrition	3			X	
ND 421 Nutrition Research Methods	2			X	
ND 440 Nutrition and Disease	4			X	
ND xxx ND courses	3				X

COLLEGE: HUMAN RESOURCES  
 DEPARTMENT: NUTRITION AND DIETETICS  
 DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES  
 MAJOR: DIETETICS (DIE)

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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>
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ELECTIVES
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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.)

19

X

X

CREDITS TO TOTAL A MINIMUM OF

129



# University of Delaware

DEPARTMENT OF NUTRITION AND DIETETICS  
244 ALISON HALL  
NEWARK, DELAWARE 19716

October 19, 1988

## MEMORANDUM:

TO: College of Human Resources Undergraduate Studies Committee

FROM: Department of Nutrition and Dietetics Undergraduate Studies Committee

SUBJECT: Curriculum change for majors in Dietetics and Coordinated Undergraduate Program.

During the last several years it has become evident that students in these majors were experiencing considerable difficulty with several biology courses. We had required B406 Human Physiology and B416 Human Anatomy and Physiology Laboratory. The prerequisites for these courses were B207 Introductory Biology I and B208 Introductory Biology II. Due to a full course load the department received a waiver from the Biology department which permitted students to take B406/416 without B208. Our students were not as successful in the physiology courses as we could have wished because the omitted prerequisite contained much information about animals which was important for the later course. To help our students the Biology department suggested we require B208. This was unacceptable because of the already crowded schedule. The recommendation was then that we require B103 General Biology and B113 General Biology Laboratory instead of B207. It was indicated to us that this one semester course introduced the concepts found in B207/208 in less depth. Additionally, we were assured that our students would have sufficient knowledge to perform adequately in B406/416. This change was initiated in 1987.

It has become apparent that B103/113 is not adequate preparation for B406/416. Consultation with the biology department has indicated that the only other physiology course which would satisfy the requirement to have the students understand anatomy and physiology is B106 Elementary Human Physiology and B116 Elementary Human Physiology Laboratory. We have reviewed both textbooks and syllabi and are satisfied that this change will be positive for our students.

Through advisement we plan to let students know that they may take the more advanced sequence B207/208/406/416 if they desire. This would have the advantages of providing them with a minor in Biology and would be appropriate if their plans included graduate programs in nutrition.

CKM/gpr



# Memorandum



April 13, 1968

TO: Louise Little  
Nutrition and Dietetics

FROM: Greg Stephens *MS*  
Life and Health Sciences

This memo is a followup to our conversation of last week concerning the possibility of substituting B 106, Elementary Human Physiology, for B 406, Human Physiology, for your majors in Dietetics and Coordinated Undergraduate Dietetics. Since these two majors do not require B 207 and B 208, the normal prerequisites for B406, B 106 might fill the need for a physiology course for them. As B 106 is currently taught, the areas of coverage are very similar to B 406, but some of the detail and fine points are left out. The students are still exposed to all the same systems and learn the basic components, functions and control of the various organ systems. I have attached a syllabus showing the lecture schedule for the current semester of B 106 to give you some idea of the coverage.

I would be happy to talk to you further about this matter anytime you wish.





# Memorandum



November 30, 1988

TO: Carolyn Manning  
Nutrition and Dietetics

FROM: Gregory Stephens  
SLHS

RE: Dietetics majors in B106/116

I see no problem accomodating your Dietetics majors (25-40 per year) in B106/116. I am, in fact, happy to see this change proposed, because I think the course will fit their needs and backgrounds better than B406/416.

cc. S. Skopik



COLLEGE: HUMAN RESOURCES  
 DEPARTMENT: NUTRITION AND DIETETICS  
 DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES  
 MAJOR: COORDINATED UNDERGRADUATE DIETETICS (CUD)

SUGGESTED CURRICULUM	CREDITS	TYPICAL FRESHMAN COMPLETES	TYPICAL SOPHOMORE COMPLETES	TYPICAL JUNIOR COMPLETES	TYPICAL SENIOR COMPLETES
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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

xx xxx Humanities courses	9		X		X
Minimum of nine credits selected from: Art, Art History, Communication (except 320), English, Languages, Literature, Music, Philosophy, Theatre.					

Sciences

C 101 General Chemistry	4	X			
or					
C 103 General Chemistry	4				
C 102 General Chemistry	4	X			
or					
C 104 General Chemistry	4				
C 213 Elementary Organic Chemistry	4		X		
C 214 Elementary Biochemistry	3		X		
C 216 Elementary Biochemistry Laboratory	1		X		
B10207 <del>Introductory Biology</del> <del>GENERAL BIOLOGY</del> *	<del>3</del> 3	X			
B 371 Introduction to Microbiology	4			X	
B10408 <del>Human Physiology</del> * <del>ELEMENTARY HUMAN</del>	3	X	X		
B11446 <del>Human Anatomy and Physiology Laboratory</del>	1	X	X		
B113 <del>GENERAL BIOLOGY LAB</del>	1	X			

Social Sciences

EC 152 Introduction to Macroeconomics	3	X			
PSY 201 General Psychology	3		X		
SOC xxx Sociology course	3	X			
BU 309 Management and Organizational Behavior	3			X	
xx xxx Social Science course selected from:	3				X
Cultural Anthropology, Black American Studies, Criminal Justice, Economics, Food and Resource Economics 120, Economic and Social Geography, History, Political Science, Psychology, Sociology, Individual and Family Studies 401.					

Students desiring Biology minor should take  
 B207 + B208 and B406/416. ~~if the student takes~~  
~~to fulfill~~

COLLEGE: HUMAN RESOURCES  
 DEPARTMENT: NUTRITION AND DIETETICS  
 DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES  
 MAJOR: COORDINATED UNDERGRADUATE DIETETICS (CUO)

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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>Other</u>					
ACC 207 Accounting I	3		X		
ST xxx Statistics course	3	X			
M 114 Elementary Mathematics and Statistics	3	X			
or					
xx xxx Equivalent competency (math placement exam and free electives)					
xx xxx Principles of Learning course to be selected from:					
IFS 380 Materials and Approaches	3		X		
ND 445 Nutrition Education	3				
<u>Within the College</u>					
FS 201 Food Management for the Consumer	2	X			
FS 211 Food Management Laboratory	1	X			
FS 305 Food Science	2			X	
FS 306 Food Science Laboratory	1			X	
IFS xxx IFS course	3	X			
TDC xxx TDC course	3			X	
<u>Within the Department</u>					

Students are eligible to apply for admission to this major after acceptance into the University and upon completion of three semesters of the Dietetics curriculum.

A minimum grade of C must be achieved for credits to count toward fulfillment of 53 ND and FS required credits; a minimum grade of C in 200-level courses must be achieved to proceed to upper-level courses; and a maximum of four credits of Special Problems/Independent Study (ND x66) may count toward ND requirements. ND 150, ND 167 and ND 303 are not applicable to degree requirements.

COLLEGE: HUMAN RESOURCES  
 DEPARTMENT: NUTRITION AND DIETETICS  
 DEGREE: BACHELOR OF SCIENCE IN HUMAN RESOURCES  
 MAJOR: COORDINATED UNDERGRADUATE DIETETICS (CUO)

<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>
ND 200 Nutrition Concepts	3	X			
ND 309 Principles of Nutrition	3			X	
ND 321 Quantity Food Production and Service	3			X	
ND 322 Food Service Systems Management	4			X	
ND 411 Advanced Nutrition	3			X	
ND 440 Nutrition and Disease	4				X
ND 460 Community Nutrition	3				X
ND 331 Coordinated Dietetics I	6			X	
ND 332 Coordinated Dietetics II	6			X	
ND 450 Coordinated Dietetics III	6				X
ND 470 Coordinated Dietetics IV	6				X

ELECTIVES

Electives

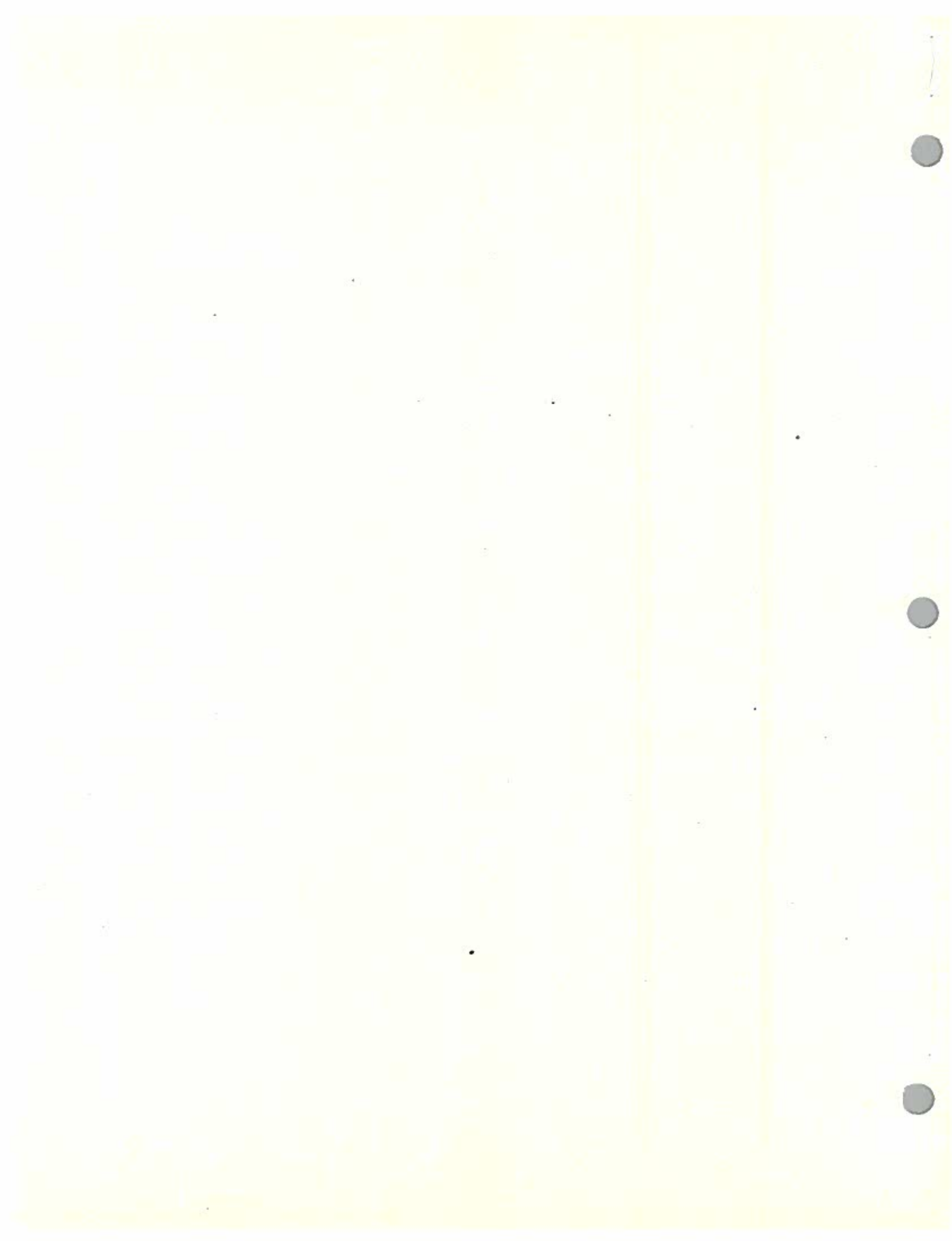
5

X

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.)

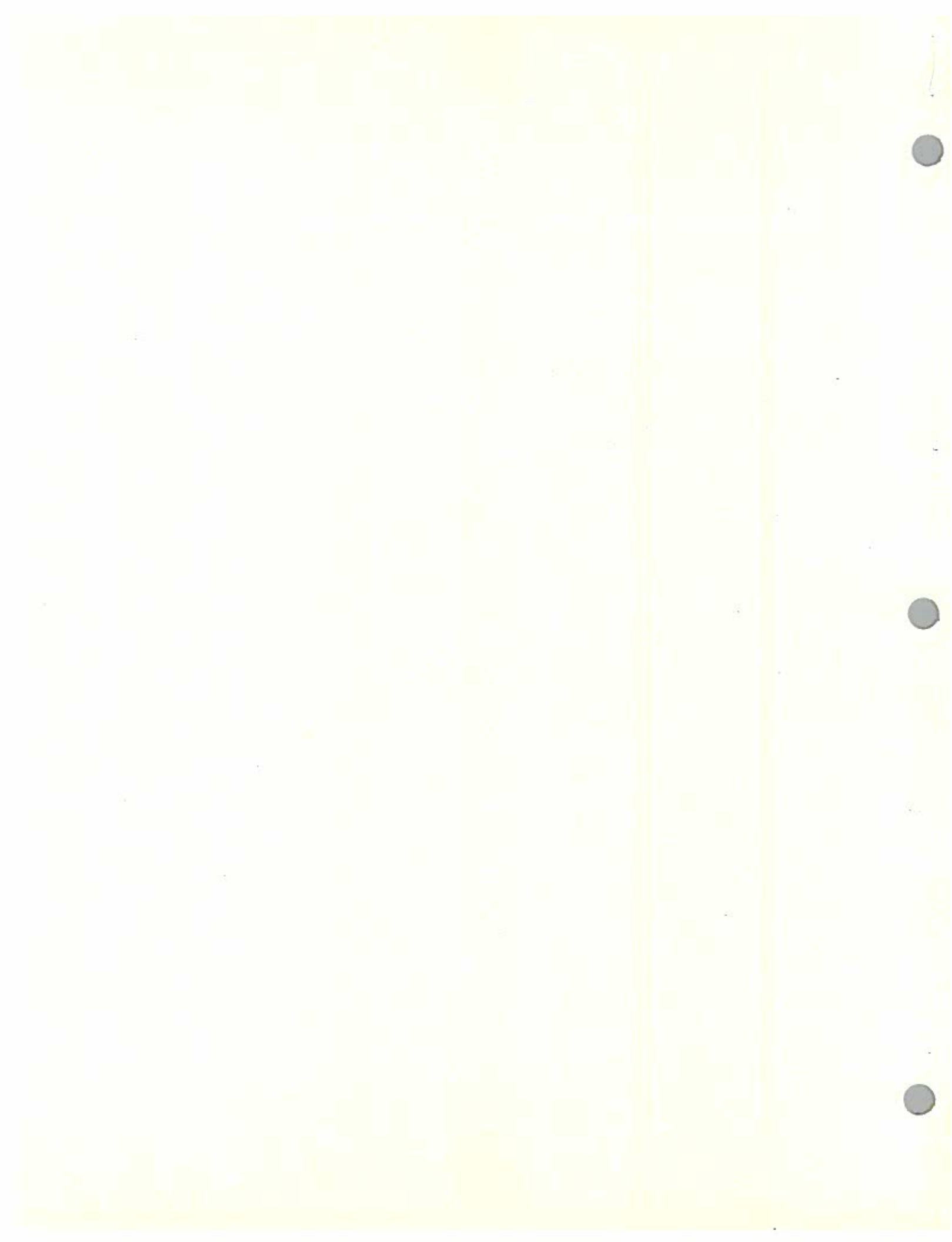
CREDITS TO TOTAL A MINIMUM OF

131



**CURRICULUM DELETION: PTH SUPPORTING DOCUMENTATION**

Physical therapy (PTH) is being deleted as an undergraduate major. It will be offered at a master's degree level (Master of Physical Therapy) effective the next incoming professional class.





COLLEGE: ARTS AND SCIENCE  
 DEPARTMENT: SCHOOL OF LIFE AND HEALTH SCIENCES  
 DEGREE: BACHELOR OF SCIENCE  
 MAJOR: PHYSICAL THERAPY (PTH)

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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>
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**UNIVERSITY REQUIREMENTS**

E 110 Critical Reading and Writing	3	X			
xx xxx #Three credits in an approved course or courses stressing multi-cultural, ethnic, and/or gender related content.	3	X	X	X	X

**MAJOR REQUIREMENTS**

Within the Department

PT 321 Introduction to Physical Therapy and Patient Care	2			X	
PT 323 Physical Therapy Theory and Practice I	3			X	
PT 326 Tests and Measurements in Physical Therapy	3			X	
PT 325 Introduction to Therapeutic Exercise	3			X	
PT 304 Concepts in Human Disease	3			X	
PT 308 Kinesiology	3			X	
PT 324 Physical Therapy Theory and Practice II	3			X	
PT 328 Research Methods in Physical Therapy	1			X	
PT 425 Electrotherapy and Testing	3			X	
PT 320 Clinical Education I	3			X	
PT 305 Clinical Sciences II	3				X
PT 341 Psychological Aspects of Disability, or Patients as People	3				X
PT 426 Neurophysical Approaches to Patient Care	4				X
PT 445 Administration and Supervision of Physical Therapists	2				X
PT 343 Teaching Methods for Physical Therapy	3				X
PT 543 Developmental Disabilities	3				X
PT 427 Patient Management Seminar	3				X
PT 430 Orthopaedic Evaluation and Joint Mobility	3				X
PT 420 Physical Therapy Clinical Education II	12				X

Within the College

Related Work

B 207 Introductory Biology I	4	X		
B 208 Introductory Biology II	4	X		
B 442 Vertebrate Morphology	4		X	

COLLEGE: ARTS AND SCIENCE  
 DEPARTMENT: SCHOOL OF LIFE AND HEALTH SCIENCES  
 DEGREE: BACHELOR OF SCIENCE  
 MAJOR: PHYSICAL THERAPY (PTH)

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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>
B 401 Human Anatomy	6			X	
B 402 Neuroanatomy and Neurophysiology	4			X	
B 406 Human Physiology	3		X		
B 416 Human Anatomy and Physiology Laboratory	1		X		
M 221 Calculus I	3	X			
C 103 General Chemistry	4	X			
C 104 General Chemistry	4	X			
PS 201 General Physics	4		X		
PS 202 General Physics	4		X		
PSY 201 General Psychology	3		X		
PSY 325 Child Psychology	3		X		
SOC 201 Introduction to Sociology	3		X		
SOC 310 Sociology of Health Care	3		X		
COM 251 The Development of Verbal Communication	3		X		

#### Skill Requirement

Writing: 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. This course must be taken in a student's junior or senior year. Appropriate writing courses are normally designated in the semester's Registration Booklet.

3

X or X

#### Breadth Requirements\*

Group A. Understanding and appreciation of the creative arts and humanities.

6

X

Group B. The study of culture and institutions over time. (May take PE 305)

6

X

#### ELECTIVES

#### Electives

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

X

CREDITS TO TOTAL A MINIMUM OF

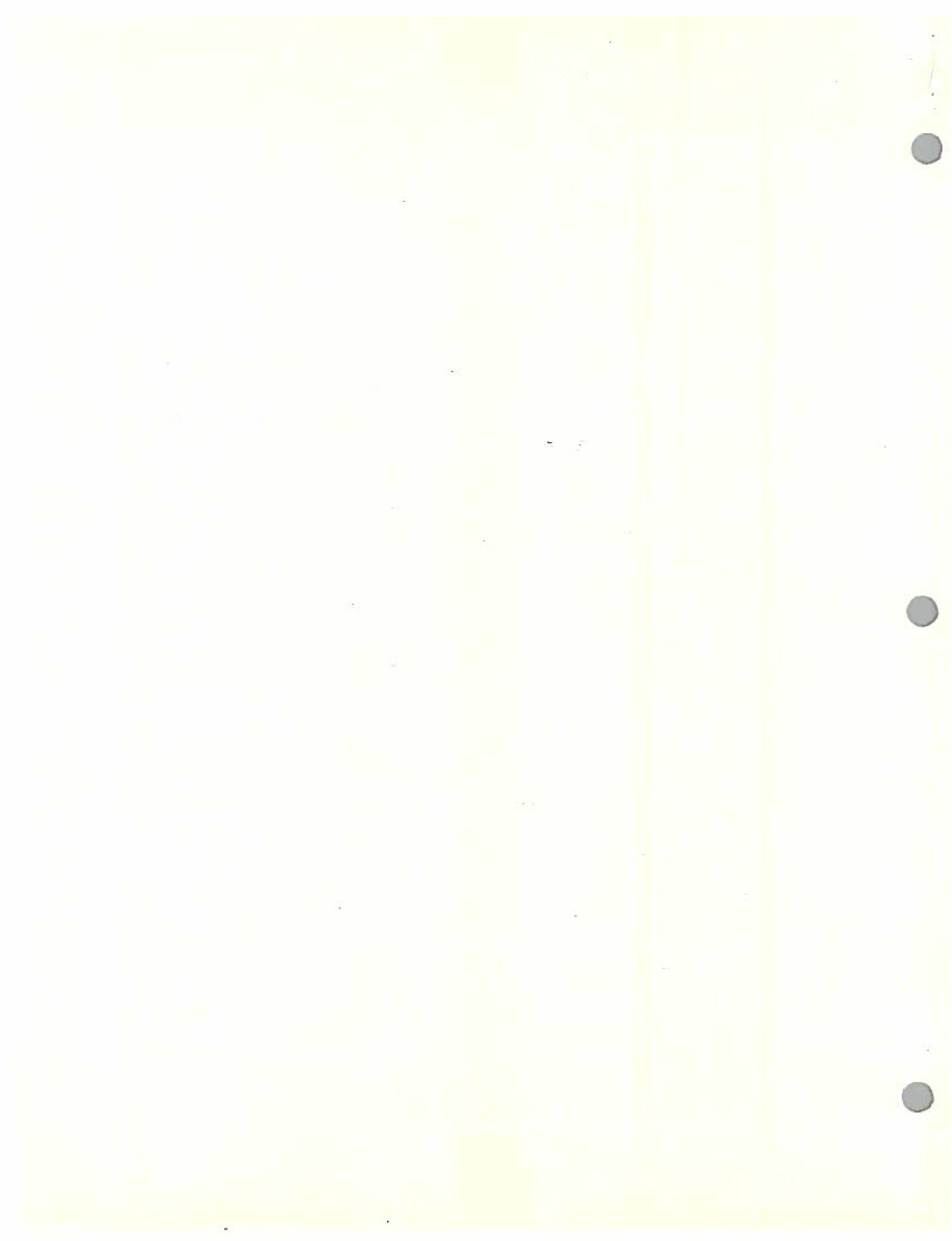
141

COLLEGE: ARTS AND SCIENCE  
DEPARTMENT: SCHOOL OF LIFE AND HEALTH SCIENCES  
DEGREE: BACHELOR OF SCIENCE  
MAJOR: PHYSICAL THERAPY (PTH)

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

#This requirement may be fulfilled thru a course taken to complete major requirements, group requirements, breadth or elective requirements.

\*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.



UNIVERSITY OF DELAWARE INTER-DEPARTMENTAL

*Memorandum*

January 6, 1988

TO: Billy Glass, Chairperson  
Department of Geology

FROM: Ron Martin

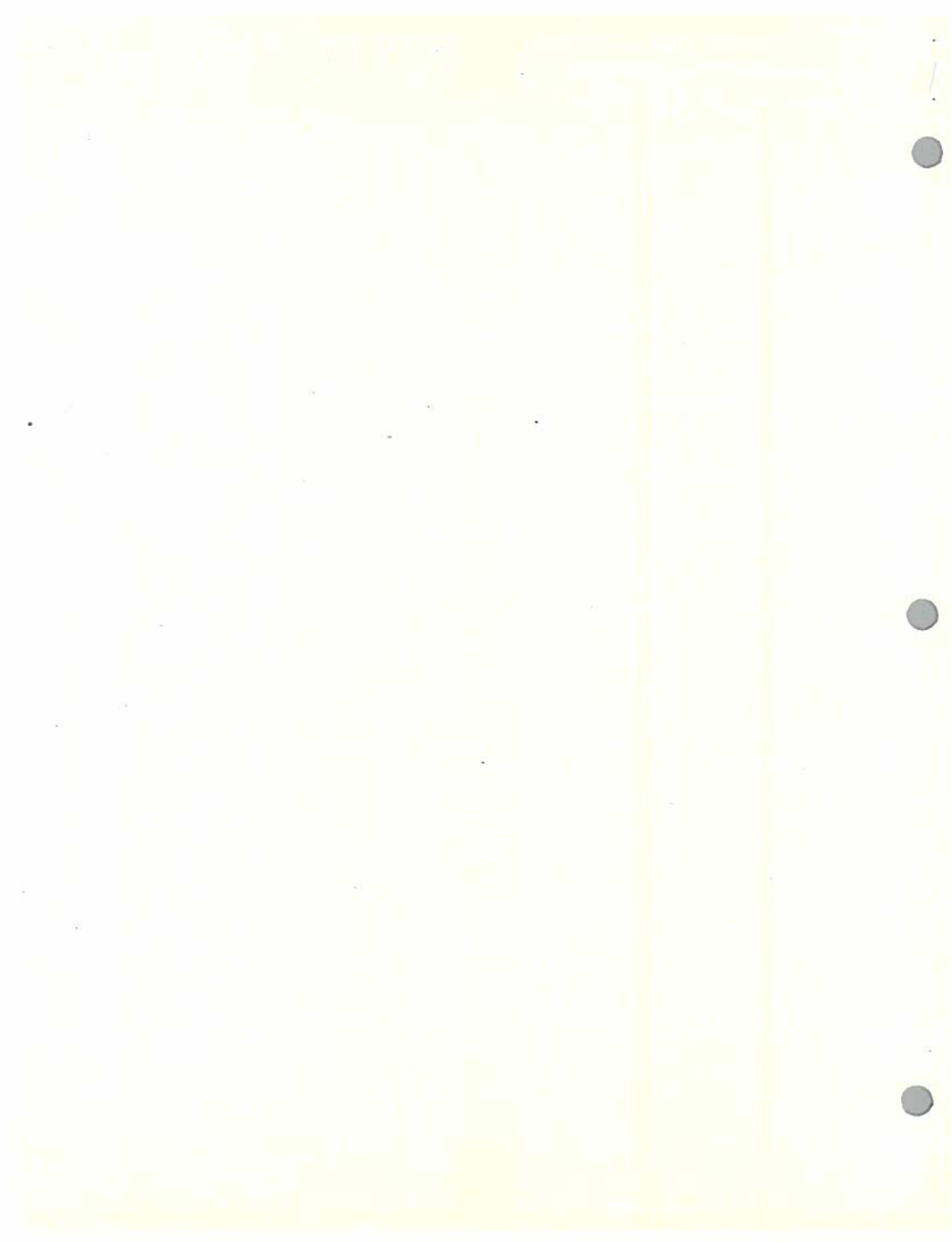
SUBJECT: Undergraduate Concentration in Paleobiology

Attached is a general description (with hypothetical course schedule) of the paleobiology concentration. The concentration retains all requirements for the B.A. degree in geology and incorporates most of the changes suggested by faculty of the School of Life and Health Sciences. It is not intended as a separate degree, although it would be desirable to indicate completion of the concentration on the student's transcript, if possible, simply to give the student a sense of accomplishment. It would be preferable to cross-list Geology 301 and the Paleobiology Concentration in Biology in order to draw students from that department.

bd

Attachment





## CONCENTRATION IN PALEOBIOLOGY

Paleobiology is a broad interdisciplinary science concerned with the application of biological principles to the fossil record. Although it is not generally realized, it places important constraints on ecological and evolutionary mechanisms proposed by neontologists. It encompasses a variety of studies, including: 1) the mechanisms of evolution and the evolutionary relationships between organisms through time (phylogeny); 2) rates of evolution and extinction of organisms, including mass extinctions; 3) controls on the geographic distribution of organisms through time (biogeography); 4) the structure of ancient biological communities (paleoecology) and information loss in the transition from modern to fossil communities (taphonomy); and 5) applications of these studies in biostratigraphy, historical geology, and the exploration for energy resources.

In light of its importance to both the geological and biological sciences, a concentration in paleobiology is proposed. The concentration is based on the present B.A. program in geology, which exempts the student from only one required geology course (Geology 407 - Igneous and Metamorphic Petrology) presently required for the B.S. degree.

The advantages of the program are that 1) it would attract students from other disciplines (the department presently has at least four M.S. and Ph.D. students who were undergraduate biology majors); thus, 2) it would save students who have completed a major (or nearly so) in the biological (or possibly other) sciences the delay in their geology graduate program caused by taking required undergraduate core geology courses later in their graduate careers, as is the case with at least two of my present M.S. students; hence, graduate student time would be freed for course work relevant to the thesis; 3) these students would be highly motivated and would be encouraged to become involved in the paleobiology research program here (the recent University Undergraduate Curriculum report recommends greater involvement of undergraduates in research programs); and 4) students who elect to take the concentration would undoubtedly have the intention of continuing on to graduate school; thus, upon graduation they would be better prepared for (and perhaps be more attractive to) graduate programs elsewhere because of a focused and accelerated undergraduate curriculum. Although the program will draw only a limited number of students within a short time span, I believe over a long period (20-30 years) it would attract sufficient interest from bright and motivated students to have a considerable impact on paleontology as those students eventually assume professional positions in academia and industry.

A hypothetical course program is attached and is based on a current graduate student's undergraduate curriculum. The concentration, which incorporates changes suggested by faculty of the School of Life and Health Sciences (see attached memorandum from Milton Stetson, Director), is designed in order to broaden students' knowledge of organisms and evolutionary processes. It includes the following biology courses:

### *Required*

Biology 207, 208 (Introductory Biology I, II)	- 4 credits <u>each</u>
Biology 302 (Ecology)	- 3 credits
Biology 324 (Invertebrate Zoology)	- 4 credits
Biology 495 (Evolution)	- <u>3 credits</u>

Biology 442 (Vertebrate Morphology) TOTAL: 18 credits

*is recommended*



Students would also be expected to take Statistics (201 and either 202 or 657 - 6 credits total - through correlation and regression, ANOVA, time series). This background could serve as the basis for more advanced (multivariate) work in statistics at the graduate level.

In order to tie the two disciplines (geology and biology) together, a course in "paleobiology" is critical. The present "Systematics and Evolutionary Paleontology" (GEO 301) course has been revamped from the earlier "phylum-by-phylum" march in lecture, to one in which more general topics are considered (such as paleoecology and taphonomy, systematics and evolution in the rock record, biogeography, biostratigraphy, etc.; see attached syllabus). However, the present paleontology course (GEO 301) must, out of necessity, remain a general one because it is required of all geology majors, most of whom have little or no biology background. The paleontology course does not, however, penalize geology students who have little or no biology background, as relevant biological principles are introduced before discussing them in the context of paleobiology. However, the lab portion of the course must retain its phylum-by-phylum approach because most of the students enter the course with no background regarding fossil invertebrates. I think that GEO 301, as it now stands, is a good compromise between what I (and others) would like to teach in the course, and what I am forced to teach because of the students' backgrounds and career interests.

HYPOTHETICAL COURSE SCHEDULE FOR  
PALEOBIOLOGY CONCENTRATION (B.A., GEOLOGY)

FALL

SPRING

FRESHMAN

Geology 107	-	4
English 110	-	3
<sup>1</sup> Language	-	3
<sup>2</sup> Breadth	-	3
<sup>2</sup> Breadth	-	3
		<u>16</u>

Geology 108	-	4
Math 115	-	3
<sup>1</sup> Language	-	3
<sup>2</sup> Breadth	-	3
<sup>2</sup> Breadth	-	3
		<u>16</u>

SOPHOMORE

Geology 203	-	4
(Optical Mineralogy)		
Chemistry 103	-	4
Biology 207	-	4
<sup>1</sup> Language	-	3
		<u>15</u>

Geology 204 (Mineralogy)	-	4
Chemistry 104	-	4
Biology 208	-	4
<sup>1</sup> Language	-	3
		<u>15</u>

JUNIOR

Geology 301 (Paleontology)	-	4
Geology 303	-	3
(Sedimentology)		
Physics 201	-	4
<sup>2</sup> Breadth	-	3
<sup>2</sup> Breadth	-	3
		<u>17</u>

Geology 304 (Stratigraphy)	-	3
Biology 324	-	4
(Invertebrate Zoology)		
Physics 202	-	4
<sup>2</sup> Breadth	-	3
<sup>2</sup> Breadth	-	3
		<u>17</u>

Geology 302 - Field Camp (6 credits)

SENIOR

Geology 401 (Structure)	-	3
Statistics 201	-	3
Biology 302 (Ecology)	-	3
Biology 495 (Evolution)	-	3
<sup>2</sup> Breadth	-	3
		<u>15</u>

<sup>433</sup> Geology 366 (Geowriting)	-	3
Statistics 202	-	3
Geology 466	-	3
(Independent Study)		
<sup>2</sup> Breadth	-	3
<sup>2</sup> Breadth	-	3
		<u>15</u>

TOTAL CREDITS SHOWN: 135  
TOTAL CREDITS REQUIRED: 124  
TOTAL GEOLOGY CREDITS: 32  
TOTAL BIOLOGY CREDITS: 18

<sup>1</sup> Assumes no high school language background. The Faculty Senate recently voted to require all entering freshmen to have at least two years of study in the same foreign language (three year lead time for implementation - p. 11-12 of March 2, 1987, minutes).

<sup>2</sup> Some Group A, B, C requirements could be taken over Winter or Summer Session.  
Total required = 36.

COLLEGE: ARTS AND SCIENCE  
 DEPARTMENT: GEOLOGY  
 DEGREE: BACHELOR OF ARTS  
 MAJOR: GEOLOGY  
 CONCENTRATION: PALEOBIOLOGY (GP8)

<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(F)			
xx xxx# Three credits in an approved course or courses stressing multi-cultural, ethnic, and/or gender related content.	3	X	X	X	X

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. This course must be taken in a student's junior or senior year. Appropriate writing courses are normally designated in the semester's Registration Booklet.	3			X or	X
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<u>Foreign Language:</u> Completion of the intermediate-level course in a given language (112, 107 or 118) or satisfactory performance on a placement test in the language of the student's choice.	0-12	X(F,S)	X(F,S)		
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Mathematics:

M 114 Elementary Mathematics and Statistics (designed for students who do not intend to continue the study of mathematics)	3	X			
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or

M 115 Pre-Calculus (designed for students who intend to continue the study of mathematics)	3				
--	---	--	--	--	--

or

One of the following:

M 211 Introductory Calculus	4				
M 221 Calculus I	3				
M 241 Analytic Geometry and Calculus A	4				

or

Successful performance on the college proficiency examination.

COLLEGE: ARTS AND SCIENCE  
 DEPARTMENT: GEOLOGY  
 DEGREE: BACHELOR OF ARTS  
 MAJOR: GEOLOGY  
 CONCENTRATION: PALEOBIOLOGY (GPB)

<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>Breadth Requirements*</u>					
<u>Group A.</u> Understanding and appreciation of the creative arts and humanities. Twelve credits representing at least two departments.	12	X(F,S)		X(F,S)	X(F,S)
<u>Group B.</u> The study of culture and institutions over time. Twelve credits representing at least two departments.	12	X(F,S)		X(F,S)	X(F,S)
<u>Group C.</u> Empirically based study of human beings and their environment. Twelve credits representing at least two departments.	12	X(F,S)		X(F,S)	X(F,S)
<u>Group D.</u> 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

GEO 107	General Geology I	4	X(F)		
GEO 108	General Geology II	4	X(S)		
GEO 203	Optical and Petrographic Mineralogy	4		X(F)	
GEO 204	Physical Mineralogy and Crystallography	4		X(S)	
GEO 301	Systematic and Evolutionary Paleontology	4			
GEO 303	Sedimentology	3			X(F)
GEO 304	Stratigraphy	3			X(F)
GEO 460	Field Geology in the Western States	6			X(S)
GEO 401	Structural Geology and Tectonics	4		X	
GEO 433	Geowriting@	3			X(F)
GEO 466	Independent Study	3			X(S)
					X(S)

COLLEGE: ARTS AND SCIENCE  
 DEPARTMENT: GEOLOGY  
 DEGREE: BACHELOR OF ARTS  
 MAJOR: GEOLOGY  
 CONCENTRATION: PALEOBIOLOGY (GPB)

<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>				
M	115 Pre-Calculus	3	X(S)			
ST	201 Introduction to Statistics I	3				X(F)
ST	202 Introduction to statistics II	3				X(S)
C	103 General Chemistry	4		X(F)		
C	104 General Chemistry	4		X(S)		
PS	201 General Physics	4			X(F)	
PS	202 General Physics	4			X(S)	
B	207 Introductory Biology I	4		X(F)		
B	208 Introductory Biology II	4		X(S)		
B	324 Invertebrate Zoology	4			X(S)	
B	302 General Ecology	3				X(F)
B	495 Evolution	3				X(S)

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

X X X X

#This requirement may be fulfilled thru a course taken to complete major requirements, group requirements, breadth or elective requirements.

\*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.

@This course fulfills the Arts and Science writing requirement.



# University of Delaware

SCHOOL OF LIFE AND HEALTH SCIENCES  
OFFICE OF THE DIRECTOR  
NEWARK, DELAWARE 19716

(302) 451-6977

December 1, 1987

## MEMORANDUM

TO: Bill Glass  
Chairman  
Department of Geology

FROM: Milton H. Stetson *M. Stetson*  
Director  
School of Life and Health Sciences

SUBJECT: Concentration in Paleobiology

I have received input from a dozen of my faculty who were recipients of your proposal and whose training and expertise is such as to enable an educated response to my request for a proposal critique.

Their unanimous recommendations are as follows:

- a. B302, B324, B442 and B495 should be required courses for the paleobiology concentration
- b. B303, B301 and B306 add nothing to the concentration and should not be recommended.
- c. Geology should formulate a new (not revised) course, clearly removed from the "phylum-by-phylum" approach, which addresses evolutionary mechanisms. The course should address paleobiology in more than the traditional descriptive way.

If the proposed curriculum was suggested as a means to provide a Biology minor for students in the paleobiology concentration, and if your faculty feel that this is advantageous to the student and/or program, I suggest we get together and hammer out a new BIS minor curriculum (for these students) that can be forwarded to the SLHS faculty for their consideration and (hopefully) approval.

MHS:sb



## Memorandum



May 16, 1988

TO: Milton M. Statson  
Director  
School of Life and Health Sciences

FROM: Ronald E. Martin  
Assistant Professor  
Geology

REM

SUBJECT: Paleobiology Concentration

Dr. James Kent, who chairs the University Undergraduate Studies Committee's subcommittee on curricula, has asked me to respond to the final paragraph of your memo (dated December 1, 1987; see attachments) regarding formation of a SIS minor in paleobiology before that subcommittee makes its final recommendation on the concentration.

My original intention in formulating the concentration was not to provide a minor in biology (in terms of either credit hours or courses as established in the Courses and Curricula Catalog) to interested students, but rather to allow geology majors with strong interests in biology (or vice versa) to channel their interests into paleobiology, where they could combine both fields productively. My intent all along has been to keep the concentration under the aegis of the B.A. degree in geology, partly because of the strong element of geological time which must enter into the thinking of a geologist/paleontologist, and partly at the insistence of our department's faculty that a paleontologist must therefore be trained as a geologist. Based on numerous discussions with the geology faculty, I do not believe that they would support a separate concentration as a SIS minor. One of my colleagues even objects to the word "paleobiology", and insists on using "paleontology" instead.

Please note that I have incorporated all of the suggestions outlined in your memo of December 1, save one: I have not made B442 (Vertebrate Morphology) mandatory, since the original emphasis of the concentration was to be on invertebrates, although it could be recommended, if time permits. Certainly, the student will encounter principles of functional morphology in both G301 (Paleontology) and B324 (Invertebrate Zoology). Instead, I expect that the prospective student will take Statistics (201.202), so as to gain some background in basic quantitative analytical techniques which would be applied in a research project (G466) during the senior year. If B442 is required, I am afraid that the student will have little or no time for the research project, as the course load is already



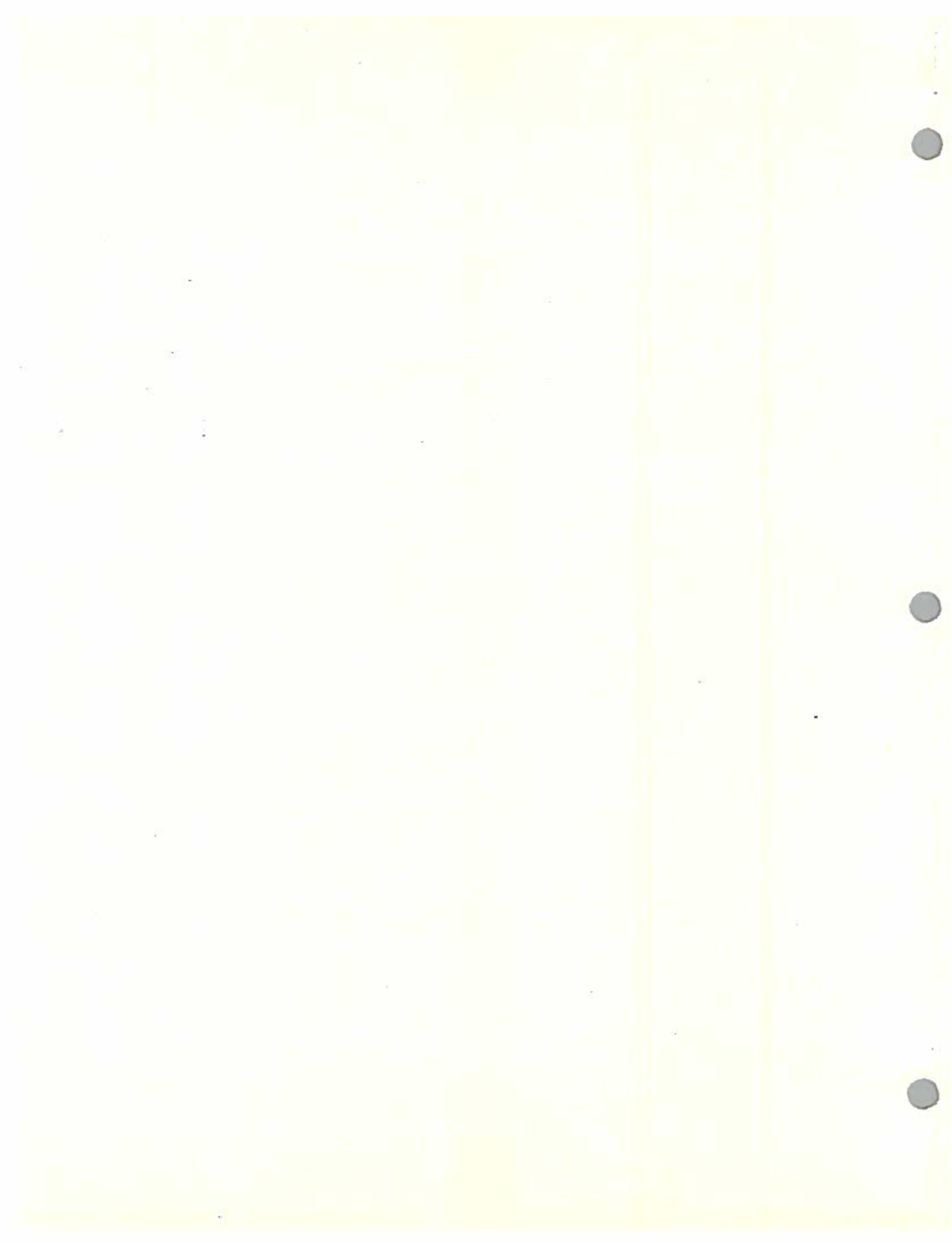


heavy during each semester. As I anticipate that I will be advising students taking the concentration, I should be able to monitor their progress closely and make suggestions regarding additional course work.

I hope that the concentration as presented herein will meet with your approval. If so, please notify Dr. Kent, so that the concentration may receive early consideration next academic year.

Thank you for your attention to this matter.

cc: James Kent, Associate Professor, Physical Education  
Billy Glass, Chairperson, Geology



A PROGRESS REPORT TO THE FACULTY SENATE

REVIEW OF VIDEO-BASED INSTRUCTIONAL ACTIVITIES

University of Delaware  
Fall 1988 Academic Semester

Program Activities: Videotape Credit Courses for Off-Campus Students

Faculty on the University of Delaware campus have long employed video-based technology to extend individual activities in support of the university's traditional missions: teaching, research, and service. Indeed, such localized efforts were often widely recognized for their content, instructional design and, visual acuity.

Beginning this fall (89A), University policies, technical resources, and administrative support services came together in a manner conducive to further tapping the potential which video technology can offer. While ITV is primarily designed to support on and off-campus graduate and undergraduate instruction and faculty research, it now allows the institution to both serve and take advantage of needs and resources existing in and available through external constituencies. ITV provides the University with an enhanced capability to meet its historic Land/Sea Grant missions. For instance, courses, programs and curricula taught by on-campus faculty, can now be offered at convenient times at multiple locations throughout the region.

This fall, for example, the University's College of Nursing began to make its BSN for the RN Option for a degree completion program available to employed nurses throughout the region. ITV is being viewed as one solution to the problem of delivering off-campus instruction to students spread throughout the state in relatively small concentrations, whose work situations did not reflect traditional 9 a.m. to 5 p.m. norms for class offerings.

Through the FOCUS mechanism, approximately 50 students accessed a total of four nursing and related support courses (Nursing N312-Pathophysiology, N314-Psychopathology, Chemistry C105-General Chemistry and Microbiology B371-Introduction to Microbiology) at their place of employment. With successful completion of the requirements established by the faculty, off-campus FOCUS students earned the same credits awarded to their traditional on-campus counterparts.

In addition to Nursing, Chemistry, and Microbiology, the Department of Chemical Engineering offered one of its graduate courses through as part of the FOCUS effort. Off-campus students enrolled in the course (CHE 612: Applied Process Heat Transfer) were employed at DuPont, Hercules, and ICI.

This spring Nursing will offer two new ITV courses, N205 (Societal Context of Nursing) and N332 (Pharmacological Nursing Responsibility). These will be supplemented with Chemistry C106 (Elementary Bioorganic Chemistry) and Philosophy P102 (Basic Problems of Philosophy) taped during the proceeding Winterim.

In addition to these second semester courses, new students joining the program in the spring semester can start at the beginning by enrolling in those taped courses initially offered during the fall academic semester. These courses are monitored by the faculty who originally taught the course.

The Department of Chemical Engineering will continue its experiment with off-campus graduate courses offered by video. In the spring semester, it will offer CHE 615-Special Topics in Mixing. Similar to the Nursing example, this new course will join CHE 612 (Heat Transfer), taped during the previous semester, in being made available to students at their work sites.

Participation in the FOCUS program does not necessarily commit a department or college to offer a complete degree program via video. Faculty may decide that video is an inappropriate delivery system for certain courses or that particular elements of individual courses require a more traditional instructional approach. Indeed, programs may be offered that combine video and live on- or off-campus instruction. For instance, in Chemistry C105, which was offered for the first time this past fall, off-campus students participated in video lectures but were required to complete laboratory experiments that were offered both on-campus and in southern Delaware. Decisions regarding the degree and extent of video's integration into the instructional process are made by the faculty. The project's guiding philosophy is that delivery systems serve the learning process rather than forcing instruction into limiting or antagonistic environments.

#### ITV Support for On-Campus Instruction:

While the initial impetus leading to the development of video classrooms was to assist the university in meeting its off-campus instructional responsibility, there is a clear and parallel recognition that benefits from these ITV facilities support of on-campus instruction as well. Therefore, the video facilities currently in operation in Kirkbride Hall as well as those under development in Newark Hall are also offered to the faculty in support of on-campus instruction.

Faculty who wish to use the video resources in support of their on-campus students are encouraged to take advantage of these services. Currently, faculty may record their classes at no cost to their department. This past semester, Dr. Harrison Hall (Logic P-205) and Dr. Harry Shipman (Cosmology-PS638) taught in the video facility. Additional faculty, including Professor

Thomas Pauly, Program Coordinator in American Studies, are scheduled for spring (AMS 102-Introduction to American Civilization 2).

In each of these instances, faculty choose to teach in the video classroom as it offers instructional opportunities less readily available in traditional classroom settings. Some of these advantages result from the placement of television monitors throughout the room and their interface with computers (described further below). Another way in which on-campus students can benefit is by having tapes of classroom proceedings forwarded to the library. With the consent of both the offering instructor and the library, tapes are moved to the reserve room where students may take them out for a specified period of time. Individuals wishing to review a segment of a lecture or prepare for an examination may use the videotape machines available in the Morris Library.

#### ITV Instructional Facilities:

Beginning last fall, video classes were scheduled in Kirkbride 204, an auditorium capable of seating approximately 150 students. Next year, with the completion of renovations currently underway in Newark Hall, an additional three video classrooms will come on-line. The Newark Hall classrooms will have two lecture halls (seating approximately 70 and 50) and a specially designed seminar room with a capacity of 20 to 25 participants.

While Newark Hall will be the prime location for video courses taught on-campus, use of the Kirkbride facility will be retained for classes with appropriately large enrollments.

Though these classrooms vary in size, they share basic commonalities. All four are operated in a non-intrusive manner. No one is in the room other than the faculty and his/her students. Technical activities, such as switching from one camera to another are all handled remotely by staff in a separate room. They are responsible for following the faculty and responding to that individual's requirements. For instance, if the instructor moves from the podium to the markerboard and from there to the overhead projector, the technician will follow along in a manner directed by the instructor's activities and movements.

Television monitors are strategically located throughout each room so that the in-class participants can easily see what is presented. Even students seated at the rear of the largest of the video classrooms will be able to view and hear with a clarity previously available only to those who sit in the mid to front rows.

This tool is particularly useful to those faculty who make regular use of overhead slides or the computer in their



instruction. Now, for instance, lines of programming or results of computer-supported permutations visible on the computer's screen can be seen by students throughout the room.

The video facilities have been designed and are administered with a clear recognition that (1) the delivery technology cannot be allowed to distract from the educational process and (2) that faculty time and the facility's easy use are crucial elements in the equation.

#### Student Performance:

Off-campus students are required to meet the same entrance requirements established for their on-campus counterparts and do the same work required of on-campus students. When such criteria are respected and courses and faculty are held constant, research consistently evidences little statistically significant variations in performance between video-based off-campus students and those participating in the traditional classroom setting.

Indeed, initial data from UD courses support this contention. In Chemistry C105 offered on-campus and to off-campus nurses through the FOCUS program, the average on-campus grade was 2.14. Off-campus, the average grade was 2.17. While the off-campus "n" is small (6), the anecdotal evidence adds to a national base of data supporting the contention that student performance does not suffer when video-based education is employed in the manner described.

In a recent evaluation (Professor Hall's course in Logic), 2/3 of the on-campus students responding noted no impact, positively or negatively, from being taught in the video classroom. The remaining 1/3 indicated positive benefits from the course being offered in this facility.

#### Typical Operations:

In instances where instruction will be delivered to an off-campus population, course lectures are videotaped and forwarded, along with all notes and handouts, to off-campus enrollees. Class materials are not normally sent to a student's home but rather to the individual's place of employment. At these work site locations, employers provide on-site coordinators who insure that materials are disseminated and when required by the university faculty, monitor examinations. Local coordinators do not counsel students or answer academic questions. Counseling issues are resolved using traditional university counselors, based either within the academic department or employed by the Division of Continuing Education. Students with questions arising from individual course lectures have them resolved by calling the faculty or their on-campus graduate assistants during reserved telephone office hours. Answering machines are available during times that faculty are not available.

Normally, courses are used during the semester in which they are taught "live". Courses offered in this manner do not need a long "shelf-life". While a particular course may, with faculty support, be offered in subsequent semesters, often when the course is retaught the following year, or if the faculty changes, old tapes will be erased and the new version recorded. This is another way to insure that off-campus students gain access to the latest and most up-to-date version of offered courses.

Professional Development (Non-Credit Continuing Education) Course:

The ITV initiatives also include development of highly produced and edited continuing professional education videotaped courses and presentations. These efforts, which may be of varying lengths and which do not normally carry academic credit, differ from the traditional "candid-classroom production." The major difference is that pre-production time is spent in producing a program which normally is far shorter than a semester class. As such, time is spent in scripting, shooting, and editing. These programs, which may be done under contract to a granting agency or developed speculatively, are normally sold or rented. Such efforts result in a polished program which, with accompanying print material, are often designed to stand on their own.

Faculty Policies and Compensation:

While the facilities and administrative structure of the ITV effort allow for a multiplicity of initiatives, the basic operating philosophy is one respecting the voluntary nature of the faculty's participation and faculty control over the academic content and process. Policies approved by the Faculty Senate and the University's Board of Trustees specifically reflect these tenets. According to the policies, "All participation by faculty in the creation of audiovisual works shall be fully voluntary, and participation by full-time faculty shall not be a condition of employment." (Section VI) While the copyright from the resulting work rests with the University, "the instructor participating in the making of an audiovisual work will determine the content of the production, and with respect to content shall have the right to approval prior to initial use or distribution and thereafter at the time of periodic reviews of the material." (Section VIII., Para A.)

In addition, the policies require that both the participating faculty and their sponsoring departments share in these financial returns which are derived from their efforts. Levels of compensation are approved annually through the Office of the Provost and, for courses offering academic credit, are based upon faculty rank. Currently, departments whose credit courses are made available through the FOCUS program will receive \$75/student. Faculty will receive a per student amount either in a Professional Development Account established in their name or in the form of direct compensation (depending upon when the video

course was made and offered to external students). During this current academic year, the per student payment to faculty ranges from \$96 to \$105 depending on rank.

Faculty involved in the production of professional development non-credit-short courses may exercise either of two financial options. In the first instance, the faculty, the offering department, and university each receive a 1/3 share of net income (revenue in excess of costs). This is in addition to compensation paid to the faculty in the form of an "S" contract which recognizes the "up-front" effort required.

The second option allows the offering faculty to earn 1/6 of gross receipts. The remaining 5/6 shall be shared between the university and offering department with the proviso that at the point that all costs are recovered by the university, the academic unit's share shall not be less than 1/3 of the gross income.

#### Access to Other National Networks:

The University of Delaware has also developed facilities that enable it to receive broadcasts by other sources. Two satellite "downlink" antennae are currently available. One is installed permanently at Clayton Hall and is used to receive programming related to offerings by the Division of Continuing Education.

A second receiving unit is mounted on a trailer and may be moved from one campus location to another, or indeed to off-campus sites as opportunities warrant. The current cost associated with the campus use of this receiving unit is approximately \$125/day.

The University of Delaware is currently a member of the National University Teleconference Network (NUTN). NUTN broadcasts a number of academic programs each month and makes them available to campus members. Examples of recent and current NUTN programs include: "Computer Viruses: A Pending Epidemic?", "Ethical Choices Along the Continuum of Care", "First Annual Black managers Forum", "Functional Assessment of the Older Adult", "Managerial Communications", and "Supercomputers".

Most recently, the university sponsored a NUTN satellite teleconference concerned with the economic integration scheduled for Europe in 1992.

Early in February, the university will receive two additional programs. The first, "Beyond the Dream: A Celebration of Black History" is sponsored by the Office of the President. It will serve to kickoff the University of Delaware's activities associated with Black History Month. The second teleconference will be co-sponsored by the Dean of Students Office and the Superintendent of Schools of the Christiana School District. Its subject will be acquaintance/date rape prevention.



The Public Broadcasting System's Adult Learning Service (ALS), the Association for Media-Based Continuing Education for Engineers (AMCEE), and the National Technical University (NTU) are but three other networks currently offering programs which may be of interest to the University community.

While AMCEE and NTU offer seminars primarily of interest to the engineering and technical communities, ALS offers programming with applications to a broader audience. Often seen on broadcast channels operated by the Public Broadcasting Service, programs available through ALS include: "The Africans," "America: The Second Century," "Brain, Mind, & Behavior," "Economics USA," "Ethics in America," "Eyes on the Prize," "French in Action," "The Mechanical Universe," "Planet Earth," "Programming for the Gifted," "War and Peace in a Nuclear Age," and "The Write Course."

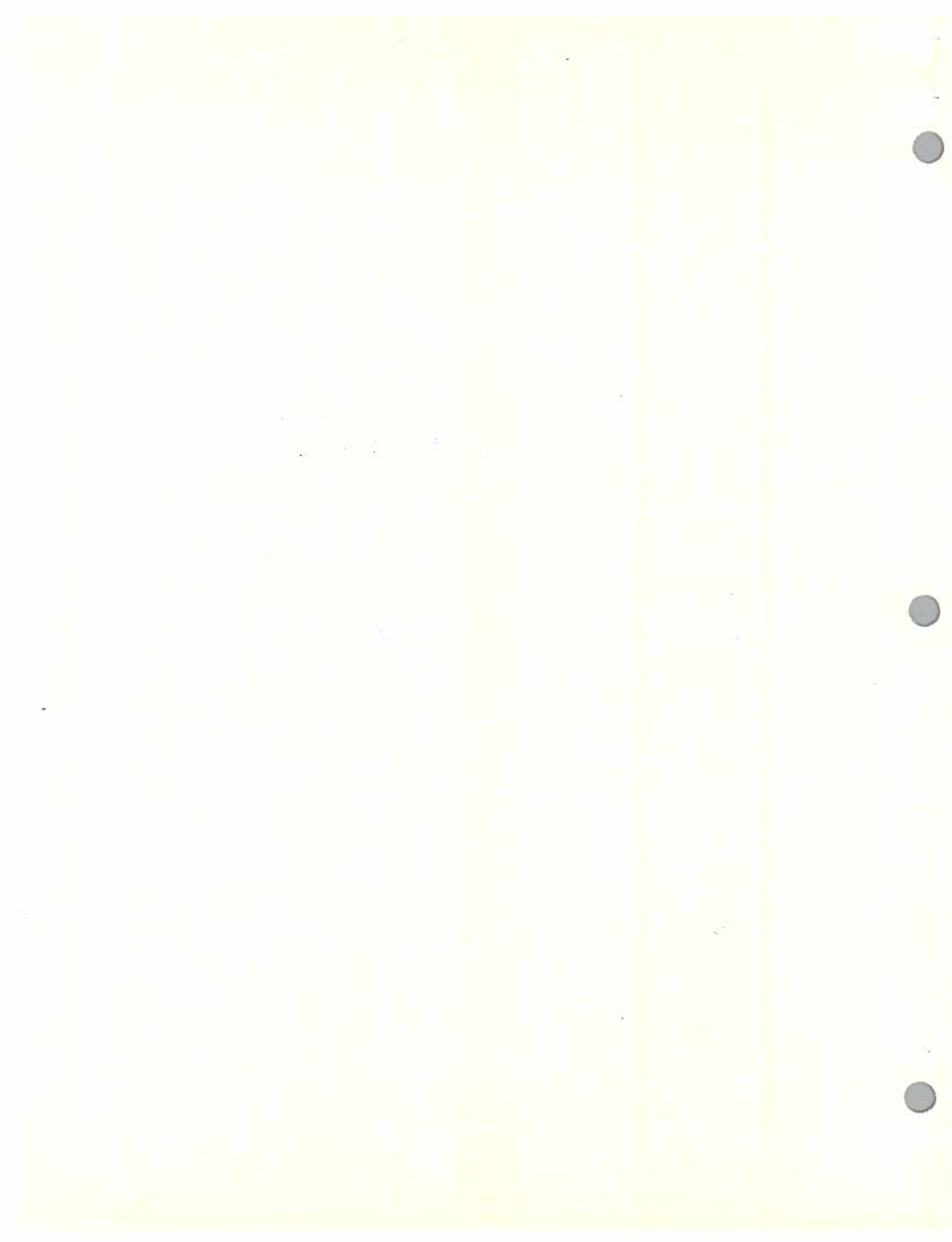
While the university's memberships in certain organizations often allows it to take advantage of reduced pricing, many broadcasters charge a license fee. Such fees, paid to external groups, need be absorbed by the agency requesting the program.

Individuals interested in receipt of these programs should contact either Dr. Harvey Stone in the Office of the President or Dr. Richard Fischer, Director of the Division of Continuing Education.

**Summary:**

Faculty and staff at the University of Delaware have made major strides in the development of ITV facilities and, where appropriate, have begun its integration into the university's instructional mission. Efforts have been focussed on providing Delaware's faculty and its on and off-campus students with opportunities and resources that are available elsewhere. With increased faculty involvement and free-flowing experimentation, programs emanating from the University will positively reflect upon the institution's well-deserved reputation as a major center of higher education.

HRS:bg



UNIVERSITY OF DELAWARE - COLLEGE OF NURSING  
DEPARTMENT OF ADVANCED NURSING SCIENCE

January 23, 1989

MEMORANDUM

TO: R.V. Exline, Chair  
University Senate Committee for Graduate Studies

FROM: Dr. Myrtle Matejski, Chairperson  
Department of Advanced Nursing Science

RE: Expansion of the M.S. Degree in Nursing --  
A Program for Nursing Administration

In response to your memorandum of December 16, 1988, I am submitting the proposed plan for expanding the Master of Science degree in Nursing to include a track in Nursing Administration. This is not a request for approval of a new degree. The establishment of a track in Nursing Administration is in response to demand from local and regional health care agencies for nurses prepared at a master's level to assume the responsibilities of middle level management in a variety of health care settings.

As you will note in the accompanying materials, the program will require 36 credit hours to complete. In its design the new track is consistent with the existing curriculum for clinical nurse specialist. The curriculum can be completed by full-time students in one year. Since most students will be attending on a part-time basis, most courses will be taught in late afternoon and evening.

MM:jb  
Enclosures



## Proposed Concentration in Nursing Administration

Degree -- Master of Science

Title of Track: Nursing Administration

Statement of Purpose:

The purpose of this program is to expand the current Master of Science degree program in Nursing by adding a track in Nursing Administration that is designed to prepare nurses to function as middle level administrators in health care agencies.

Middle level administration is defined as positions in which nurses are expected to assume responsibilities such as supervising staff members and strategic and tactical management of specific departments where nursing care is delivered; assuring quality nursing care; managing budgets; marketing the skills; knowledge and values of professional nursing care; and monitoring employees right to know laws and client informed consent. This proposed program is designed to prepare nurses with these skills. The education must be broad yet be sufficiently job specific that the nurse administrator has the knowledge essential to improve the productivity of the agency for which he/she works.

Rationale:

In Nursing: Sixth Report to the President and Congress on the Status of Health Personnel in the United States, published in June, 1988, it was noted that by 2000 A.D., Delaware will need 1160 nurses with advanced degrees in nursing. Of the other states from which we receive a large number of our students the following will be needed: Pennsylvania -- 14,000; New Jersey -- 6,150; Maryland -- 1,520 (p. 10-107).

The report further stated that by the year 2000 hospitals that meet the criteria of one head nurse per 36 beds, and 3 coordinators/supervisors per 200 beds will require at least 50% of such personnel to hold master's degrees in administration (p. 10-63-64). Other types of health care agencies were expected to have similar requirements.

In 1988, the Department of Advanced Nursing Science conducted a survey of nursing administrators of agencies that we currently use for students being prepared as clinical nurse specialists. Administrators were asked what they saw as their need for master's prepared nurses in the next few years. Of the respondents to the questionnaire (N=20), 14 stated that they needed nurses with masters preparation in nursing administration; 16 of these administrators would also hire nurses prepared as clinical nurse specialists.

In the summer of 1988, the department conducted a survey of nursing administrators in health care agencies in Delaware, Eastern and Southern Pennsylvania, Eastern and Southern Maryland and New Jersey. The major question asked was to what extent did these agencies need nurses prepared with advanced degrees in nursing administration? Of the 330 responses, 59% of the employers stated they needed nurses with master's preparation in nursing administrations;

54% needed nurses with expertise as clinical nurse specialists; 40% needed nurses with a master's degree in nursing education; and 38% stated they needed a nurse with an MS/MBA.

The department also sent a survey to potential students (registered nurses employed in the regional health care agencies) asking how many planned to complete a master of science degree in nursing in the next five years. Of those who so planned the next question asked concerned how many planned to attend the University of Delaware? Of the 424 respondents, 254 indicated that they planned to pursue a master's degree in the next five years. Of these, 128 indicated an interest in attending the University of Delaware. Thirty-three per cent were interested in the clinical nurse specialist track; 20% were interested in a master's degree in a nursing administration track.

As indicated by this brief review of survey results there is a demand, regionally, for master's prepared nurses with special preparation in nursing administration. Further, there is every indication that such a track, added to the existing program, will improve enrollment in the graduate program in nursing without diluting student enrollment in the already existing clinical nurse specialist tracks since the demand for such specialists persists. (Note table 1)

#### Admission Requirements:

To be admitted to the program, applicants must have a BSN from an NLN accredited baccalaureate nursing program and be a registered nurse. They will also be required to have a minimum of 12 months of recent clinical experience. Applicants will be required to meet the same admission requirements as those who are currently admitted to clinical nurse specialist tracks. A cumulative undergraduate G.P.I. of 2.75 with a G.P.I. of 3.0 in upper division in nursing is required. G.R.E. scores must match the most recent mean scores for nursing.

Students will be required to take the same core courses as all other graduate students enrolled in the graduate nursing program.

THESIS OPTION	CREDITS	NON-THESIS OPTION	CREDITS
N810-Nursing Research	3	N810-Nursing Research	3
N812-Nursing Theories & Models	2	N812-Nursing Theories & Models	2
N813-Nursing in Health Services	2	N813-Nursing in Health Services	2
EDS665-Statistics	3	EDS665-Statistics	3
N869-Thesis	6	N868-Research	3

Full-time students enrolled in the nursing administration track will be required to take in the fall semester, N815, Theories of Organization and Nursing Administration for 4 credits. Three credits will be seminar; one credit will be for the clinical practicum where at least 3 hours per week will be spent working with a nursing administrator preceptor. In addition, students will be required to take N819-Nursing Units: Accounting, Finance, and